

## Appendix 1

## RESEARCH MATRIX

1	2	3	4	5	6	7
Title	Problem	Variables	Indicators	Data Resources	Research Methode	Action Hypothesis
Enhancing students' reading comprehension trough video of the tenth grade students at SMAN 1 Asembagus in the 2017/2018 academic year	How can the use of video to improve reading comprehension of the eleventh grade students at SMAN 1 Asembagus in the 2017/2018 academic year ?	<p><b>Independent</b></p> <ul style="list-style-type: none"> <li>- Video in narrative text</li> </ul> <p><b>Dependent</b></p> <ul style="list-style-type: none"> <li>- Reading Comprehension</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher explain part of narrative text</li> <li>2. Students Watch a video about narrative text</li> <li>3. Students analyze the theme, setting, character, characteristics, etc in the video</li> <li>4. Students are given text based on the movie in the video</li> </ol> <p><b>Reading Component</b></p> <ul style="list-style-type: none"> <li>- word comprehension</li> <li>- sentence comprehension</li> <li>- understanding generic structure and main idea.</li> </ul>	<p><b>1. Research Subjects</b></p> <p>The eleventh grade students at SMAN 1 Asembagus in the 2017/2018 academic year</p> <p><b>2. Informant</b></p> <p>The english teacher of the eleventh grade students at SMAN 1 Asembagus in the 2017/2018 academic year</p> <p><b>3. Documents</b></p> <p>The name of respondents</p>	<p><b>1. Research Design.</b></p> <p>Class room action research.</p> <ul style="list-style-type: none"> <li>• The stages of each :</li> <li>- planning</li> <li>- acting</li> <li>- observing</li> <li>- reflecting</li> </ul> <p><b>2. Data Collecting</b></p> <ul style="list-style-type: none"> <li>- Observation checklist</li> <li>- Reading Test</li> </ul> <p><b>3. Data Analysis</b></p> $E = \frac{n}{N} \times 100\%$	<p>Video Method can improve reading comprehension of the eleventh grade students at SMAN 1 Asembagus in the 2017/2018 academic year by using video help increasing students' attention, so they can be motivated and interest to learn narrative text.</p>

**Appendix 8**

**STUDENTS' SCORE OF TRYOUT ODD AND EVEN NUMBER ITEM**

No	Nama										
		1	2	3	4	5	6	7	8	9	10
1	Abdhi Satiya Yudha	1	1	0	0	1	1	0	0	1	1
2	Alvi Laily R.	1	1	1	0	1	1	1	0	1	1
3	Anisa Nurul Q	1	1	0	1	1	0	0	0	1	0
4	Arif Rahman Z.	1	1	0	0	1	1	0	1	1	0
5	Chelytha Hariyoko	1	1	0	1	1	1	1	1	1	0
6	Christian Rico Kurniadi	1	1	0	1	1	1	1	0	0	0
7	Devia Risqidayanti P.	1	1	0	0	1	0	1	0	1	1
8	Dwi Anggraini	1	1	0	1	1	1	0	0	1	1
9	Eka Laisa F.	1	1	0	1	1	0	0	0	0	0
10	Erick Olivia Jovanka	1	1	1	0	1	0	1	0	0	0
11	Fajri Ramadhani Alif	1	1	0	0	1	0	1	0	1	0
12	Ferdy Irmanto	1	1	1	1	1	0	0	0	1	0
13	Feriansyah	1	1	0	0	1	0	1	0	1	0
14	Firdha Ulfatul Kholida	1	1	0	1	1	0	0	0	0	0
15	Gilang Nurwahid T.	1	1	0	0	1	1	1	0	1	1
16	Iklimatul Khofifah	1	1	1	1	1	0	0	0	1	0
17	Ines Labiba	1	1	0	1	1	0	0	0	1	0
18	Isdi Ayu Ratnasari	1	1	0	1	1	0	0	1	1	0
19	Khoironi Hidayat	1	1	0	0	1	0	0	0	1	0
20	Mahbub Zamron Layaly	1	0	0	0	1	0	1	0	0	0
21	Maslah Hatil Umma	1	1	0	1	1	0	0	1	1	1
22	Moh. Rifqi Wahyu H.	1	1	1	1	1	0	0	1	1	0
23	Noufal Dwi Aliamsyah	1	1	0	1	1	1	1	1	1	0
24	Nur Khoirun Nissa	1	1	0	0	1	1	0	0	1	0
25	Nuril Amri	1	1	1	1	1	1	0	0	1	0
26	Octadhea Azizah Putri	1	1	1	1	1	0	1	0	0	0
27	Qisti Yuli Wardani	1	0	1	0	1	0	0	0	0	1
28	Rahmat Fajrianto	1	1	0	0	1	0	1	0	1	1
29	Sahrotul Jannah	1	0	1	1	1	0	0	1	0	0
30	Shinta Artamevia R.	1	0	0	1	1	0	0	0	1	0
31	Silviana Elga F.	1	1	1	0	1	0	0	0	0	0
32	Sultan Akbar R.A	1	1	0	1	1	1	1	1	1	0
33	Wahyu Adi P.	1	1	0	1	1	0	0	0	1	1
34	Yogi Daulatul I.	1	1	0	0	1	1	1	0	0	0

11	12	13	14	15	16	17	18	19	20	21	22	23	24
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Item Soal

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

								X	Y
53	54	55	56	57	58	59	60		
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1	0	1	1	1	0	0	1	21	16
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1	1	0	0	0	1	1	1	18	16
0	1	0	0	1	0	1	1	12	10
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0	0	1	0	1	0	0	1	15	17
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0	1	0	1	0	0	0	1	11	13
1	1	0	0	0	1	1	0	11	11
0	1	0	1	0	1	1	1	17	21
0	0	0	0	1	0	0	1	13	10

## Appendix 2

### INTERVIEW GUIDELINE (The Preliminary Study)

#### Teacher's Interview

**Day, date :** Tuesday 19 March, 2018.

**Participants :** R (Researcher) ET (English Teacher)

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

#### Teacher's Interview

**Day, date :** Tuesday 05 September, 2017.

**Participants :** R (Researcher) ET (English Teacher)

R : Assalamu'alaikum wr. Wb, Bu.

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

R : Tidak lama kok, Bu. Sebelumnya saya ucapkan terima kasih atas waktu yang ibu berikan. Saya ingin melakukan sedikit wawancara tentang proses pembelajaran reading di sekolah ini, khususnya kelas X mipa 2.

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

R : Tidak lama kok, Bu. Hanya beberapa pertanyaan saja. Baik, kalau begitu saya mulai ya bu. Pertama, bagaimana proses kegiatan belajar mengajar reading di kelas X mipa 2, Bu ?

- ET : Pasti saya mulai dengan menghubungkan dengan pengalaman pribadi mereka, baru setelah itu saya masuk ke materi. Jadi kalau ada hubungannya dengan kehidupan pribadi mereka, jadi gampang diterimanya. Seperti itu mbak.
- R : Oh jadi selalu seperti itu ya pak, dihubungkan dulu dengan pengalaman pribadi. Ini pertanyaan selanjutnya bu, teks apa saja yang sudah ibu ajarkan?
- ET : Ini untuk kelas X semester 2 ya? Kalau sejauh ini masih teks deskriptif dan narrative mbak.
- R : Nah, dalam mengajar reading itu, biasanya ibu memberikan aktifitas yang seperti apa?
- ET : Kalau aktifitasnya mereka saya suruh mengerjakan soal mbak. Pertama pasti saya jelaskan dulu materinya seperti apa, habis itu langsung saya suruh mengerjakan soal yang ada di LKS.
- R : Oke, jadi ibu menjelaskan dulu materinya terus langsung disuruh mengerjakan soal ya bu, tidak ada aktifitas lain? Bagaimana dengan kemampuan dan nilai readingnya?
- ET : Selama ini tidak ada aktifitas lain selain yang sudah saya sebutkan tadi mbak. Kalau bicara kemampuan setiap anak mempunyai kemampuan yang berbeda-beda ya mbak, jadi ada anak yang pintar dan mau belajar tapi ya ada juga anak yang malas. Untuk nilai ini masih sangat kurang ya mbak, masih banyak anak yang mendapat nilai dibawah KKM, rata-rata nilai reading dikelas X mipa 2 ini kurang dari 75. Cuma ada 4 anak yang nilainya diatas KKM, sisanya dibawah KKM semua.
- R : Wah masih banyak anak yang nilainya dibawah rata-rata ya pak. Kira-kira apa yang menyebabkan nilai anak-anak ini dibawah KKM bu? Masalahnya apa kira-kira bu?
- ET : Masalahnya ini anak-anak kurang memahami teks bacaan. Mereka lama kalau disuruh mengerjakan soal yang ada teksnya. Jadi mereka tidak bisa mengerjakan soalnya karena tidak paham ceritanya. Mungkin karena



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

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

ET : Wah kalau itu saya tidak pernah menggunakannya mbak.

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

ET : Iya itu mbak, Sama-sama mbak. Semoga sukses penelitiannya dan cepat lulus.

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

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

R : Iya pak monggo saya pamit dulu, Assalamualaikum.

ET : Waalaikumsalam wr.wb.

### Appendix 3

#### PRELIMINARY STUDY OF X MIPA 4 SMAN 1 ASEMBAGUS

NO	NAME	SCORE	CONCLUSION
1	Agustin Rusdiana Sari	60	Not Achieved
2	Alif Maharani Aprilia S.	65	Not Achieved
3	Andrian S.B	65	Not Achieved
4	Anggi Aprilia	64	Not Achieved
5	Anisatul Iftitah	60	Not Achieved
6	Ari Irawan	56	Not Achieved
7	Atis Warna Sita	72	Not Achieved
8	Badriya	75	Achieved
9	Balgis S.Z	70	Not Achieved
10	Christian Abiati	70	Not Achieved
11	Dwi Riski Nurahwati	75	Achieved
12	Dwi Safitri	76	Achieved
13	Ellisa Sari Ayu	75	Achieved
14	Fadul Laili	65	Not Achieved
15	Fanti Dwi Anugerah	75	Achieved
16	Faqi Imam Abrori	70	Not Achieved
17	Finta Sukmalia darma Sahadi	60	Not Achieved
18	Intan Nuryati	70	Not Achieved
19	Irma Yuia Mirza	64	Not Achieved
20	Lindawati	60	Not Achieved
21	Mar'atus	76	Achieved
22	Mohammad Syaiful Bakri	60	Not Achieved
23	Muhammad Adil Luqman Hakim	70	Not Achieved
24	Ninas Titi Utani	78	Achieved
25	Nur Hidayat	68	Not Achieved
26	Nuril Farikin	70	Not Achieved
27	Ryudanstin Husein	52	Not Achieved
28	Sandyasti Olivia Dwi Manda	75	Achieved
29	Suci Maulidiyah	65	Not Achieved
30	Surya Yahya J.	75	Achieved
31	Syifana Qolbun Zamzami	64	Not Achieved
32	Vanesha Damayanti	68	Not Achieved
33	Vicky Lorenza	65	Not Achieved
34	Wahyu Annisa Putri	75	Achieved
35	Yunib Ardhana	76	Achieved
Total Score		2384	11

$$\text{Mean} : \frac{\text{Total score}}{\text{Jumlah siswa}} = \frac{2384}{35} = 68,11$$

$$E = \frac{n}{N} \times 100\% = \frac{11}{35} \times 100\% = 31\%$$

Note :

E : the percentage of the students who scores  $\geq 70$

n : the total number of the students who get  $\geq 70$ . (standart score)

N : the number of the students (subjects)



**Appendix 7**

**STUDENTS' SCORE OF TRYOUT TEST**

No	Nama									
		1	2	3	4	5	6	7	8	9
1	Abdhi Satiya Yudha	1	1	0	0	1	1	0	0	1
2	Alvi Laily R.	1	1	1	0	1	1	1	0	1
3	Anisa Nurul Q	1	1	0	1	1	0	0	0	1
4	Arif Rahman Z.	1	1	0	0	1	1	0	1	1
5	Chelytha Hariyoko	1	1	0	1	1	1	1	1	1
6	Christian Rico Kurniadi	1	1	0	1	1	1	1	0	0
7	Devia Risqidayanti P.	1	1	0	0	1	0	1	0	1
8	Dwi Anggraini	1	1	0	1	1	1	0	0	1
9	Eka Laisa F.	1	1	0	1	1	0	0	0	0
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25	Nuril Amri	1	1	1	1	1	1	0	0	1
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27	Qisti Yuli Wardani	1	0	1	0	1	0	0	0	0
28	Rahmat Fajrianto	1	1	0	0	1	0	1	0	1
29	Sahrotul Jannah	1	0	1	1	1	0	0	1	0
30	Shinta Artamevia R.	1	0	0	1	1	0	0	0	1
31	Silviana Elga F.	1	1	1	0	1	0	0	0	0
32	Sultan Akbar R.A	1	1	0	1	1	1	1	1	1
33	Wahyu Adi P.	1	1	0	1	1	0	0	0	1
34	Yogi Daulatul I.	1	1	0	0	1	1	1	0	0



Item Soal													
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									Total	Total
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## Appendix 4

### TABLE ITEM OF THE TEST

#### 3.2 The Tryout Test Item Table

Basic Competence	Kinds of Comprehension	Item Number	Total Item
Identifying types of text such as narrative.	Understanding generic structure	3, 6, 9, 15, 20, 26, 24, 41, 52, 56, 57	11
	Word comprehension	5, 2, 4, 8, 10, 13, 14, 17, 19, 21, 30, 35, 36, 37, 38, 39, 43, 47, 48, 49, 50, 55	22
	Sentence comprehension	1, 7, 11, 12, 16, 18, 22, 25, 23, 27, 28, 29, 31, 32, 33, 34, 40, 42, 44, 45, 46, 51, 53, 54, 58, 59, 60,	27
	Total		60

#### 3.3 Competency Based Curriculum

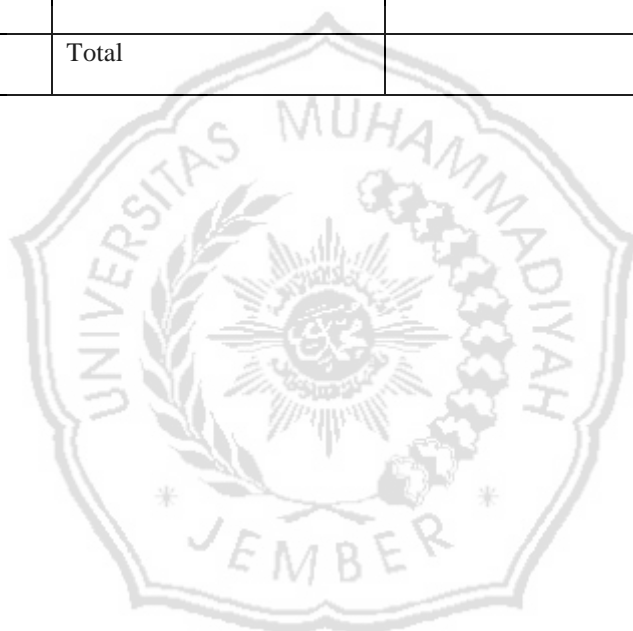
Standard Competence	Test Instrument
<p><b>Reading</b></p> <p>3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah</p>	<p>The students choose the right answer of narrative text: Read the text below carefully and choose the answer between A, B, C, or D.</p>



## Appendix 25

The Reading Test Item Table Cycle 2

<b>Basic Competence</b>	<b>Kinds of Comprehension</b>	<b>Item Number</b>	<b>Total Item</b>
Identifying types of text such as narrative.	Understanding generic structure	8,11,18,21,22,25	11
	Word comprehension	4,5,6, 10,14,15,16,20	22
	Sentence comprehension	1,2,3,7,9,12,13,17,19,23,24	27
	Total		25



## Appendix 5

### Soal Tryout Bahasa Inggris Kelas X Tahun Pelajaran 2017/2018 SMA Negeri 1 Asembagus

Name :  
Student Number :  
Class :

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

#### The Princess and the Pea

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

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

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

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

That was where the princess was to spend the night.

In the morning they asked her how she had slept.

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

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

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

*(sourcer: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwisata)*

1. What kind of the text is it?
  - a. report
  - b. recount
  - c. narrative
  - d. descriptive

- e. news item.
2. So he came home feeling very unhappy. The ANTONYM of “Unhappy” is .....
- Smile
  - Sad
  - Happy
  - Broken
  - Laugh
3. The generic structure of the text is.....
- Orientation > Complication > Resolution > Re-Orientation
  - Orientation > Events > Re- Orientation
  - General Classification > Description
  - Identification > Description
  - Newsworthy Events > Background Events > Sources
4. The rain poured down in torrents-it was simply awful. The word “awful” means ...
- Fun
  - Disappointed
  - Scary
  - Anxious
  - Worry
5. But he could never quite make out whether *they* were real or not. The italic word refer to ...
- Queen
  - King
  - Prince
  - Princess
  - Wife
6. What is the type of the text?
- Procedure
  - Descriptive
  - Narrative
  - News item
  - Report
7. What is the purpose of the text?
- to inform about princess and the pea
  - to describe the story of the princess and the pea
  - to give information that the prince looked for the real princess
  - to amuse the reader with the story of the princess and the pea
  - to describe how the princess could feel the pea on the bottom boards of the bed
8. how many feather-pillow that put on top of the mattresses ?

- a. ten
- b. twenty
- c. forty
- d. fifty
- e. fifteen

9. One evening a terrible storm *came*. Why the italic word use V2 ?

- a. because the dominant structure used in the narrative text is passive voice
- b. because the dominant structure used in the narrative text is present continuous tense
- c. because the dominant structure used in the narrative text is simple past tense.
- d. because the dominant structure used in the narrative text is imperative
- e. because the dominant structure used in the narrative text simple present tense

10. No one but a real princess could have such a tender skin as that. The SYNONYM of 'tender' is ...

- a. hard
- b. light
- c. weak
- d. strong
- e. soft

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

- a. the simple present tense
- b. the simple past tense
- c. the present continuous tense
- d. passive voice
- e. imperative

12. Then she took twenty mattresses and put *them* on top of the pea. The italic word refer to ....

- a. pea
- b. feather-pillow
- c. mattresses
- d. bed
- e. board

13. One evening a *terrible* storm came. The SYNONYM of terrible is ...

- a. awful
- b. amazing
- c. awesome
- d. incredible
- e. extraordinary

14. what happen to the princess when she sleeping ?

- a. she sleeps very well
- b. she gets a nightmare
- c. she gets a beautiful dream
- d. she can't sleep all night

e. she can't sleep anymore

15. why in the end of this story is happy ending ?

- a. because the princes can't sleep well
- b. because the prince sleeps well
- c. because the prince can marry with the real princess
- d. because the prince are twenty
- e. because princess sleepy.

### Cinderella

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

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

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

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

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

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

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

(sourcen: detik-detik UN bahasa Inggris; 2006/2007; Intan Pariwara)

16. The second paragraph is called .....

- a. orientation
- b. complication
- c. resolution
- d. identification
- e. conclusion

17 "After searching for along time." (Last Paragraph)

The underlined phrase can be replaced by .....

- a. intend
- b. admit
- c. looking for
- d. accompany

e. propose

18. What is the purpose of the text above?

- a. to tell us how to write a story
- b. to inform what happened in the past
- c. to give a description of a beautiful girl
- d. to retell about Cinderella's experience/memory
- e. to entertain the reader of the Cinderella story

19. She also gave Cinderella a *lovely dress* to wear to the ball. The italic word has the same meaning with ..... .

- a. a very ugly dress
- b. a very beautiful dress
- c. a dirty dress
- d. very old-fashioned dress
- e. a big dress

20. What kind of structure was used in this passage ?

- a. simple past tense
- b. simple present perfect
- c. simple present continuous tense
- d. simple past perfect tense
- e. simple past perfect continuous tense

21. She *cried* because she actually wanted to go to the ball, too. Based on the italic word, what did she feel?

- a. she was very happy
- b. she was very frightened
- c. she was enjoying
- d. she was fun
- e. she was very sad

22. What was there at the palace one day?

- a. a game
- b. a birthday party
- c. glass slippers
- d. a ball
- e. crown part

23. Why did the king hold the event at his palace?

- a. to celebrate his birthday
- b. to entertain his people
- c. to celebrate his wedding
- d. to show give amusement to his guests.
- e. to find his crown prince a wife

24. Once upon a time there was a girl named Cinderella. From this sentence, which shows the past time ?

- a. a girl named Cinderella
- b. there was a girl



- c. once upon a time
- d. a girl name
- e. there was name

25. "They went all over the Kingdom to search for the owner". The underline word is refer to ?

- a. fairy
- b. step sister
- c. cindrella
- d. footmen
- e. horses

26. Based on passage, the last paragraph is called .....

- a. orientation
- b. complication
- c. resolution
- d. re-orientation
- e. climax

27. How was the end of the story?

- a. the prince married Cindrella.
- b. the king gave the kingdom to Cindrella.
- c. cindrella was killed by her step mother .
- d. cindrella was betrayed by the king.
- e. the prince turned into a horse forever.

28. What is the purpose of the text above?

- a. to tell us how to write a story
- b. to inform what happened in the past
- c. to give a description of a beautiful girl
- d. to retell about Cindrella's experience/memory
- e. to entertain readers with an actual, or vicarious experience

29. Cinderella went to the ball by ? ....

- a. motorcycle
- b. bicycle
- c. horse
- d. coach
- e. plane

30. The Prince *fell in love* with her. The italic word has same meaning with ,,,

- a. Prince hate Cinderella
- b. Prince dislike Cinderella
- c. Prince sick of Cinderella
- d. Prince adore Cinderella
- e. Prince recent to Cinderella

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

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

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

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

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

*(sourcer: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)*

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

- a. Another village
- b. Mountains
- c. Forests
- d. Hills ve. Towers and logs

32. Who was Ah Tim ?

- a. The young woman's brother
- b. The young woman's son
- c. The young woman's brother and nephew
- d. The young woman's brother's son
- e. One of the men who fetched a stick

33. Who walked in front when they were in the forest?

- a. Ah Tim
- b. The woman
- c. The woman's son
- d. Her brother's nephew
- e. The baby and his mother

34. How could the wolves catch Ah Tim ?

- a. He was afraid
- b. He was stumbled by a stone
- c. He ran slowly
- d. The woman cried
- e. The wolves were good runners

35. "all men in the village fetched thick stick ... " the word " fetched" has a similar meaning to :

- a. Received
- b. Caught
- c. Got
- d. Hit
- e. Lifted

36. said " it is *getting dark*.( P2 L 4) based on the words in italics, the correct time is

- a. in the morning
- b. in the afternoon
- c. in the middle of night
- d. in the evening
- e. in the early morning

37. When it was time for her to leave. (p.2 l.3) the underline word has same meaning with ...

- a. back home
- b. prepare
- c. packing
- d sent
- d delivered

38. pass through wild and unsafe forest. The SYNONYM of underline word is ....

- a. good
- b. beautiful
- c. dangerous
- d. awesome
- e. incredible

39. When they got there, they saw something very strange. (p.5 l.3) the underline word refers to ....

- a. the young woman
- b. Ah Tim and young woman
- c. the wolves
- d. the all men
- e. all men and young woman

40. What did the villagers bring sticks for ?

- a. for the weapon to beat the wolves
- b. fo bring the woman's nephew
- c. for the fire woods.
- d. for play
- e. for building a house for the woman.

41. paragraph 3 is called ....

- a. orientation
- b. complication

- c. resolution
- d. re-orienttaion
- e. climax

42. The brother let her son go with his aunt as she left home because ....

- a. Ah Tim wanted to see the wolves
- b. His aunt wanted him to come long
- c. Ah Tim was bored to live with his parents
- d. The baby was too cute to be alone
- e. Ah Tim would be a guardian for them

43. because the woman was very good and kind. The ANTONYM of kind is ....

- a. diligent
- b. lazy
- c. wicked
- d. awful
- e. ugly

44. What is the purpose of the writer by writing the story above ?

- a. to describe the danger of the villages
- b. to entertain the readers of the story
- c. to tell the villagers' relationship
- d. to explain how important a relative is
- e. to narrate how the wolves were playing with the baby.

45. what happens to the baby when all men and young women go back to the forest?

- a. the baby had been eaten by wolves
- b. the wolves had been eaten by baby
- c. the baby was died
- d. the wolves play with the baby
- e. the wolves leave the baby alone

### **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 CAtno, 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 wouldn't talk.

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

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

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

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

(sourcer: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)

46. Where does the story take place?

- |                |                 |
|----------------|-----------------|
| a. London      | c. Jakarta      |
| b. Puerto Rico | d. Buenos Aires |

47. "It was very, very smart"

The underlined word refers to ....

- The man
- The bird
- The chicken
- Puerto Rico

48. "The parrot was very, very smart"

The word 'smart' means ....

- |           |              |
|-----------|--------------|
| a. Stupid | c. Stubborn  |
| b. Clever | d. Beautiful |

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

What does the underlined word mean?

- |            |             |
|------------|-------------|
| a. Smiling | c. Shouting |
| b. Crying  | d. Laugh    |

50. At first the man was very nice. The word nice has SYNONIM with ....

- good
- better
- stubborn
- bad
- selfish

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

- |           |           |
|-----------|-----------|
| a. Catano | c. Canato |
| b. Tacano | d. Nacato |

52. the dominant structure in the narrative text is use .....

- passive voice
- past tense
- present perfect
- continous
- present perfect continuous

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

- a. Always
- b. Everyday
- c. Many times
- d. Every second

54. 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

55. “Soon I will eat them”. (P.3 l.3) the underline word refers to ?

- a. chickens
- b. bird
- c. the owner
- d. the neighbor
- e. no one

56. which paragraph that show the re-orientation ?

- a. paragraph 1
- b. paragraph 2
- c. paragraph 3
- d. paragraph 4
- e. nothing

57. paragraph 2 is called

- a. orientation
- b. complication
- c. orientation
- d. re-orientation
- e. climax

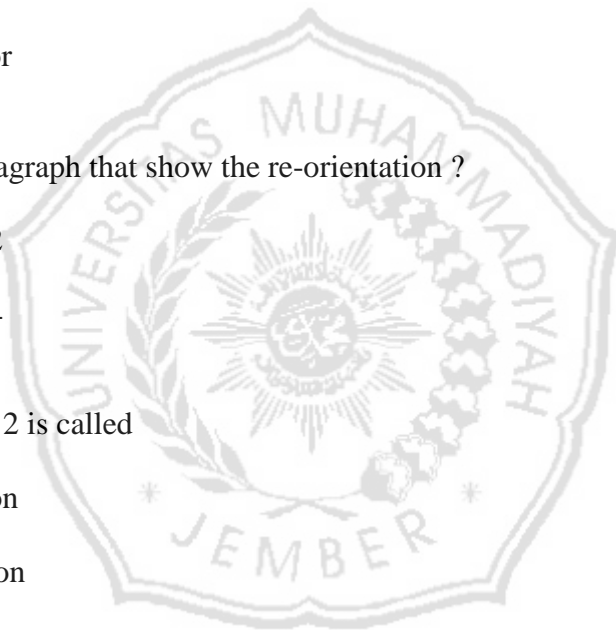
58. What does the man do to the bird because the bird cannot say the name of a place.

- a. The man ate the bird.
- b. The sold the bird.
- c. The man killed the bird.
- d. The man taught the bird.

59. 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

60. what the purpose of this passage ?



- a. to describe the bird
- b. to entertain the readers of the story
- c. to tell the condition of Catano
- d. to explain how important have a pet
- e. to show the smart bird



## Appendix 12

### RELIABILITY OF TRY OUT TEST

#### A. Product Moment's Formula

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

$$r_{xy} = \frac{34.6390 - 465.445}{\sqrt{(34.6727 - (465)^2)(34.6181 - (445)^2)}}$$

$$r_{xy} = \frac{214.506 - 206.925}{\sqrt{(228.718 - 216.225)(210.154 - 198.025)}}$$

$$r_{xy} = \frac{7581}{\sqrt{(12.493)(12.129)}}$$

$$r_{xy} = \frac{7581}{151.527.597}$$

$$r_{xy} = \frac{7581}{12.3096546}$$

$$r_{xy} = 0.61$$

#### B. Spearman-Brown's Formula

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

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

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

$$r_{11} = 0.76$$



**Appendix 23**

**Soal Tes Cycle 2 Bahasa Inggris Kelas X  
Tahun Pelajaran 2017/2018  
SMA Negeri 1 Asembagus**

Name :  
Student Number :  
Class :

*Read the text carefully, then choose the best choice to each question.*

**A Woman and the Wolves**

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

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

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

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

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

*(sourcer: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwisata)*

1. Who was Ah Tim ?
  - a. The young woman's brother
  - b. The young woman's son
  - c. The young woman's brother and nephew
  - d. The young woman's brother's son
  - e. One of the men who fetched a stick
  
2. Who walked in front when they were in the forest?
  - a. Ah Tim
  - b. The woman
  - c. The woman's son
  - d. Her brother's nephew
  - e. The baby and his mother
  
3. How could the wolves catch Ah Tim ?
  - a. He was afraid
  - b. He was stumbled by a stone
  - c. He ran slowly

- d. The woman cried  
e. The wolves were good runners
4. “all men in the village fetched thick stick ... “ the word “ fetched” has a similar meaning to :
- Received
  - Caught
  - Got
  - Hit
  - Lifted
5. pass through wild and unsafe forest. The SYNONYM of underline word is ....
- good
  - beautiful
  - dangerous
  - awesome
  - incredible
6. When they got there, they saw something very strange. (p.5 l.3) the underline word refers to ....
- the young woman
  - Ah Tim and young woman
  - the wolves
  - the all men
  - all men and young woman
7. What did the villagers bring sticks for ?
- for the weapon to beat the wolves
  - fo bring the woman’s nephew
  - for the fire woods.
  - for play
  - for building a house for the woman.
8. paragraph 3 is called ....
- orientation
  - complication
  - resolution
  - re-orieentaion
  - climax
- 9.The brother let her son go with his aunt as she left home because ....
- Ah Tim wanted to see the wolves
  - His aunt wanted him to come long
  - Ah Tim was bored to live with his parents
  - The baby was too cute to be alone
  - Ah Tim would be a guardian for them

10. because the woman was very good and kind. The ANTONYM of kind is ....
- diligent
  - lazy
  - wicked
  - awful
  - ugly
11. What is the purpose of the writer by writing the story above ?
- to describe the danger of the villages
  - to entertain the readers of the story
  - to tell the villagers' relationship
  - to explain how important a relative is
  - to narrate how the wolves were playing with the baby.
12. what happens to the baby when all men and young women go back to the forest?
- the baby had been eaten by wolves
  - the wolves had been eaten by baby
  - the baby was died
  - the wolves play with the baby
  - the wolves leave the baby alone

### The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word.

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

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

*(sourcer: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)*

13. Where does the story take place?
- |                |                 |
|----------------|-----------------|
| a. London      | c. Jakarta      |
| b. Puerto Rico | d. Buenos Aires |

14. "It was very, very smart"

The underlined word refers to ....

- a. The man
- b. The bird
- c. The chicken
- d. Puerto Rico

15. "The parrot was very, very smart"

The word 'smart' means ....

- a. Stupid
- b. Clever
- c. Stubborn
- d. Beautiful

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

What does the underlined word mean?

- a. Smiling
- b. Crying
- c. Shouting
- d. Laugh

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

- a. Catano
- b. Tacano
- c. Canato
- d. Nacato

18. the dominant structure in the narrative text is use .....

- a. passive voice
- b. past tense
- c. present perfect
- d. continous
- e. present perfect continuous

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

- a. Always
- b. Everyday
- c. Many times
- d. Every second

20. "Soon I will eat them". (P.3 l.3) the underline word refers to ?

- a. chickens
- b. bird
- c. the owner
- d. the neighbor
- e. no one

21. which paragraph that show the re-orientation ?

- a. paragraph 1
- b. paragraph 2
- c. paragraph 3
- d. paragraph 4
- e. nothing

22. paragraph 2 is called

- a. orientation

- b. complication
- c. orientation
- d. re-orientation
- e. climax

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

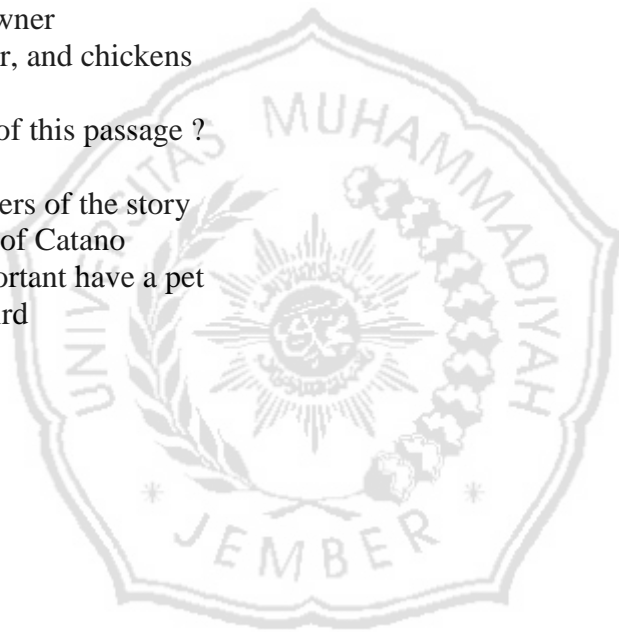
- a. The man ate the bird.
- b. The sold the bird.
- c. The man killed the bird.
- d. The man taught the bird.

24. 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

25 . what the purpose of this passage ?

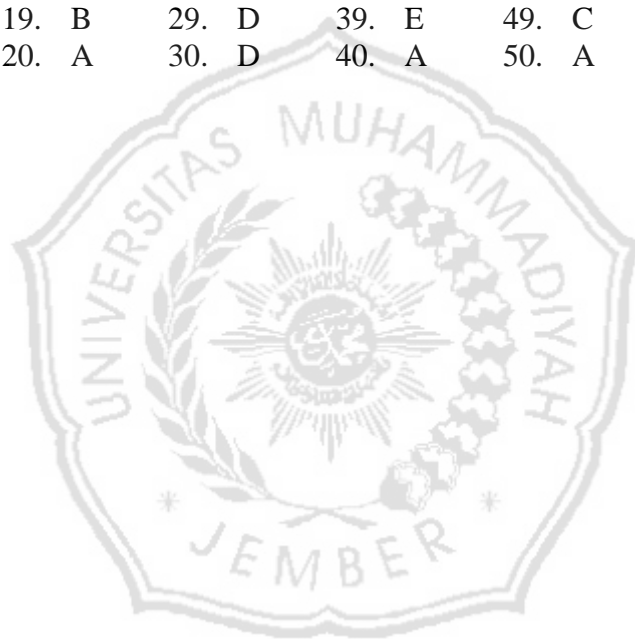
- a. to describe the bird
- b. to entertain the readers of the story
- c. to tell the condition of Catano
- d. to explain how important have a pet
- e. to show the smart bird



## Appendix 6

## ANSWER KEY OF TRYOUT

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



Appendix 10

ANALYSIS RELIABILITY OF TRY OUT TEST

NO.	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	12	14	144	196	168
2	21	16	441	256	336
3	11	10	121	100	110
4	18	16	324	256	288
5	12	10	144	100	120
6	17	19	289	361	323
7	17	13	289	169	221
8	15	17	225	289	255
9	12	15	144	225	180
10	16	13	256	169	208
11	13	12	169	144	156
12	16	10	256	100	160
13	13	13	169	169	169
14	12	13	144	169	156
15	15	13	225	169	195
16	17	18	289	324	306
17	18	16	324	256	288
18	11	12	121	144	132
19	7	12	49	144	84
20	12	7	144	49	84
21	11	11	121	121	121
22	13	12	169	144	156
23	15	13	225	169	195
24	12	16	144	256	192
25	14	15	196	225	210
26	20	16	400	256	320
27	10	11	100	121	110
28	15	13	225	169	195
29	12	6	144	36	72
30	6	8	36	64	48
31	11	13	121	169	143
32	11	11	121	121	121
33	17	21	289	441	357
34	13	10	169	100	130
$\Sigma$	465	445	6727	6181	6309

## Appendix 9

## STUDENTS' SCORE OF TRYOUT TEST FROM LARGEST TO SMALLEST

No	Nama						
		1	2	3	4	5	6
1	Wahyu Adi P.	1	1	0	1	1	0
2	Alvi Laily R.	1	1	1	0	1	1
3	Christian Rico Kurniadi	1	1	0	1	1	1
4	Octadhea Azizah Putri	1	1	1	1	1	0
5	Iklimatul Khofifah	1	1	1	1	1	0
6	Arif Rahman Z.	1	1	0	0	1	1
7	Ines Labiba	1	1	0	1	1	0
8	Dwi Anggraini	1	1	0	1	1	1
9	Devia Risdidayanti P.	1	1	0	0	1	0
10	Erick Olivia Jovanka	1	1	1	0	1	0
11	Nuril Amri	1	1	1	1	1	1
12	Gilang Nurwahid T.	1	1	0	0	1	1
13	Noufal Dwi Aliamsyah	1	1	0	1	1	1
14	Nur Khoirun Nissa	1	1	0	0	1	1
15	Rahmat Fajrianto	1	1	0	0	1	0
16	Eka Laisa F.	1	1	0	1	1	0
17	Abdhi Satiya Yudha	1	1	0	0	1	1
18	Ferdy Irmanto	1	1	1	1	1	0
19	Feriansyah	1	1	0	0	1	0
20	Fajri Ramadhani Alif	1	1	0	0	1	0
21	Firdha Ulfatul Kholida	1	1	0	1	1	0
22	Moh. Rifqi Wahyu H.	1	1	1	1	1	0
23	Silviana Elga F.	1	1	1	0	1	0
24	Isdi Ayu Ratnasari	1	1	0	1	1	0
25	Yogi Daulatul I.	1	1	0	0	1	1
26	Chelytha Hariyoko	1	1	0	1	1	1
27	Maslah Hatil Umma	1	1	0	1	1	0
28	Sultan Akbar R.A	1	1	0	1	1	1
29	Anisa Nurul Q	1	1	0	1	1	0
30	Qisti Yuli Wardani	1	0	1	0	1	0
31	Khoironi Hidayat	1	1	0	0	1	0
32	Mahbub Zamron Layaly	1	0	0	0	1	0
33	Sahrotul Jannah	1	0	1	1	1	0
34	Shinta Artamevia R.	1	0	0	1	1	0



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Item Soal								
25	26	27	28	29	30	31	32	33
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0	0	1	1	0	0	1	0	0
1	0	1	0	1	1	1	1	1
1	1	1	0	0	0	0	1	1
0	0	1	0	1	0	0	0	1
0	0	1	1	1	0	0	0	0
1	0	0	0	0	1	0	0	1
1	0	1	0	0	1	0	1	1
0	0	1	1	1	0	0	0	0
0	0	1	1	0	0	0	1	0
0	1	1	0	0	0	0	1	1
0	0	0	0	0	0	0	1	1
1	0	1	0	1	0	0	1	1
0	0	1	0	0	1	0	0	0
0	0	1	0	0	0	0	1	1

Total Soal	Total Skor
38	63,33333
37	61,66667
36	60
36	60
35	58,33333
34	56,66667
34	56,66667
32	53,33333
30	50
29	48,33333
29	48,33333
28	46,66667
28	46,66667
28	46,66667
28	46,66667
27	45
26	43,33333
26	43,33333
26	43,33333
25	41,66667
25	41,66667
25	41,66667
24	40
23	38,33333
23	38,33333
22	36,66667
22	36,66667
22	36,66667
21	35
21	35
19	31,66667
19	31,66667
18	30
14	23,33333



**Appendix 11****UPPER AND LOWER GROUP OF TRY OUT TEST**

## Upper Group

No	Nama										
		1	2	3	4	5	6	7	8	9	10
1	Wahyu Adi P.	1	1	0	1	1	0	0	0	1	1
2	Alvi Laily R.	1	1	1	0	1	1	1	0	1	1
3	Christian Rico Kurniadi	1	1	0	1	1	1	1	0	0	0
4	Octadhea Azizah Putri	1	1	1	1	1	0	1	0	0	0
5	Iklimatul Khofifah	1	1	1	1	1	0	0	0	1	0
6	Arif Rahman Z.	1	1	0	0	1	1	0	1	1	0
7	Ines Labiba	1	1	0	1	1	0	0	0	1	0
8	Dwi Anggraini	1	1	0	1	1	1	0	0	1	1
Jumlah		8	8	3	6	8	4	3	1	6	3

## Lower Group

No	Nama										
		1	2	3	4	5	6	7	8	9	10
27	Maslah Hatil Umma	1	1	0	1	1	0	0	1	1	1
28	Sultan Akbar R.A	1	1	0	1	1	1	1	1	1	0
29	Anisa Nurul Q	1	1	0	1	1	0	0	0	1	0
30	Qisti Yuli Wardani	1	0	1	0	1	0	0	0	0	1
31	Khoironi Hidayat	1	1	0	0	1	0	0	0	1	0
32	Mahbub Zamron Layaly	1	0	0	0	1	0	1	0	0	0
33	Sahrotul Jannah	1	0	1	1	1	0	0	1	0	0
34	Shinta Artamevia R.	1	0	0	1	1	0	0	0	1	0
Jumlah		8	4	2	5	8	1	2	3	5	2



11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
0	1	0	1	0	1	0	0	0	1	1	0	1	1	1
0	1	0	0	1	1	1	0	0	1	1	1	1	0	1
1	0	0	1	1	1	0	1	0	1	1	1	1	1	1
1	1	1	0	0	1	1	0	0	1	1	1	1	1	1
0	1	0	0	0	1	1	1	1	0	1	1	0	0	1
0	1	0	1	0	1	1	0	0	1	1	1	1	1	1
0	1	0	0	0	1	1	1	1	0	1	1	0	0	1
0	0	0	0	1	1	0	1	0	1	1	0	0	0	1
2	6	1	3	3	8	5	4	2	6	8	6	5	4	8

11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	0	0	0	0	0	1	1	0	0	1	0	0	0	1
0	0	0	0	1	0	0	0	1	1	1	0	0	0	0
1	0	0	1	0	0	0	0	0	1	0	0	1	1	0
0	0	0	0	1	0	1	0	0	1	1	1	0	1	0
1	0	0	1	0	0	0	0	0	1	0	0	1	1	0
0	0	0	0	0	0	1	0	1	0	0	0	0	1	1
0	0	1	0	0	0	1	0	0	0	0	0	0	1	1
0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
3	0	1	2	2	0	4	1	2	4	3	1	2	6	3

Item Soal														
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
1	1	0	1	1	0	1	1	1	0	0	1	1	1	1
1	1	0	0	0	0	1	1	0	1	1	0	0	0	0
0	1	1	1	1	0	1	0	0	1	1	0	1	1	0
0	1	1	1	0	0	1	0	0	1	0	0	1	1	1
0	0	1	1	1	0	1	1	1	1	0	0	0	0	1
0	1	0	1	1	0	1	1	1	1	0	0	0	0	1
0	1	0	1	1	0	1	1	1	1	0	0	0	0	1
1	1	0	0	1	0	1	1	1	1	0	0	0	0	1
3	7	3	6	6	0	8	6	5	7	2	1	3	3	6

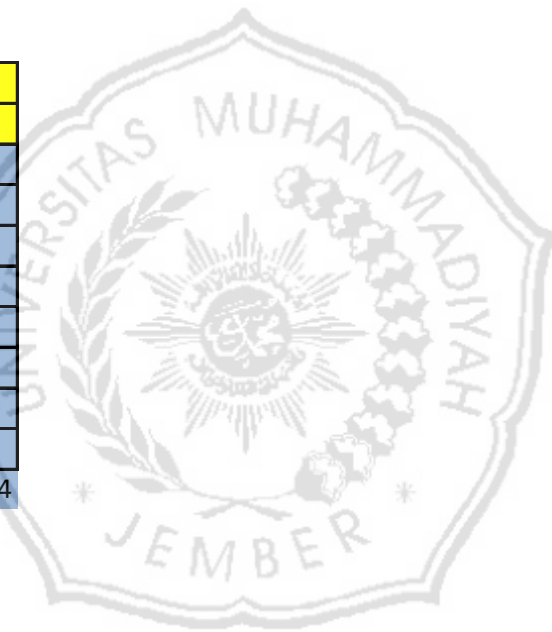
Item Soal														
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
1	1	0	0	0	0	0	0	0	0	0	0	1	1	0
0	0	0	0	1	0	0	0	0	0	1	0	0	1	0
1	1	0	0	1	0	0	0	0	0	0	1	0	0	1
0	0	0	0	0	0	0	0	1	0	0	1	0	0	1
1	0	0	1	1	0	1	0	0	0	1	0	0	0	1
1	1	0	1	0	0	0	0	0	1	0	0	0	0	0
1	1	0	1	0	0	0	0	0	0	0	0	0	1	0
1	0	0	0	0	0	0	0	1	0	0	1	1	0	1
6	4	0	3	3	0	1	0	2	1	2	3	2	3	4

41	42	43	44	45	46	47	48	49	50	51	52	53	54	55
1	1	1	1	0	0	1	0	1	0	1	1	0	1	0
1	1	1	1	1	1	1	1	0	0	1	0	1	0	1
0	1	0	1	0	0	1	0	0	0	0	1	1	1	1
0	1	0	1	0	0	1	1	1	0	1	1	1	0	1
1	1	0	1	1	1	1	0	1	0	1	0	0	1	0
1	0	0	0	1	0	1	0	1	0	1	0	1	1	0
1	1	1	1	1	1	1	0	1	0	1	0	0	1	0
0	0	1	0	0	1	1	1	1	1	1	1	0	0	1
5	6	4	6	4	4	8	3	6	1	7	4	4	5	4

41	42	43	44	45	46	47	48	49	50	51	52	53	54	55
0	1	0	0	0	0	0	1	0	0	1	0	0	1	1
0	1	0	0	1	1	0	0	0	0	0	0	1	1	0
0	0	0	0	0	1	1	0	1	0	0	0	0	1	1
0	0	0	1	0	1	0	0	0	1	1	0	1	1	0
0	1	0	0	0	1	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	1	0	1	1	0	1	0	1	0
1	0	1	1	0	0	0	0	0	0	0	0	0	1	0
1	0	0	0	0	0	0	0	0	0	0	0	0	1	0
2	3	1	2	1	4	2	1	2	2	2	1	2	7	2

56	57	58	59	60
1	0	1	1	1
1	1	0	0	1
1	1	0	1	0
1	1	0	0	0
1	0	1	1	1
0	0	1	1	1
0	0	1	1	1
0	1	0	0	1
5	4	4	5	6

56	57	58	59	60
1	0	0	0	0
0	0	1	1	0
0	0	0	1	0
0	0	0	1	1
0	0	0	1	1
1	0	0	1	1
0	1	0	0	0
0	0	0	1	1
2	1	1	6	4



## Lesson Plan Cycle 2

### Second Meeting

School	: SMA Negeri 1 Asembagus
Academic Subject	: English
Class/ Semester	: X / II
Main Material	: Narrative Text
Allocation Time	: 2 X 45 Minute

#### A. Core Competence

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

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

#### B. Basic Competence and Indicator

Basic Competence	Indicator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.	<p>3.8.1 Students are able to identify the meaning and generic structure that exist in the narrative text that is read properly and correctly.</p> <p>3.8.2 Students can translate narrative text properly and correctly</p>
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan	<p>4.8.1 Students are able to read the text with good pronunciation, correctly and louder.</p> <p>.</p>

dan tulis sederhana terkait legenda rakyat	
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### C. Material

#### Structure Text

Narratives are told or written using this text structure: orientation, complication, resolution, and re – orientation

#### The Characteristics / Language Feature of Narrative Text

- using Past tense (killed, drunk, etc)
- Adverb of time (Once upon a time, one day, Climbed, Turned, Broug, etc)
- Time conjunction (when, then, suddenly, etc)
- Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White). The direct speech uses present tense.

#### The purpose

To Entertain or to amuse the reader about the story.

### D. Learning Activities

Phase	Learning Step	Description	Allocation time
Beginning Activity	<ol style="list-style-type: none"> <li>1. Make a fun Condition in the class</li> <li>2. Inform the aim that will be discuss</li> <li>3. Cheking attendance List of students</li> </ol>	Cheking attendance list	10'

Main Activity	<ol style="list-style-type: none"> <li>1. Students are given unfamiliar word related to the story</li> <li>2. Students are shown a video about narrative text with title “Malin Kundang”.</li> <li>3. Teacher will pause part by part the video and asked generic structure</li> <li>4. Teacher ask question related to the story.</li> <li>5. Teacher commanded the students to make question based on the story then give the question to other student and give students reward if can ask and answer, analyzed the generic structure from the text, and make evaluation and conclusion based on the text by their own word.</li> </ol>		<b>70'</b>
Closing	<ol style="list-style-type: none"> <li>1. Teacher with students inform the aim and conclude the learning result about Narrative Text.</li> </ol>	Read the result of teaching learning process	<b>10'</b>

### E. Assesment

1. Technique: Observation
2. Instrument: Observation Checklist, Reading test
3. Suspension: Rubrik

No	Name	Indicators				Active	Passive
		1	2	3	4		
1							
2							

#### F. Media, Instrument, and Resources

Instrument : LCD, Laptop, Video, Sound System  
 Material : Learning material about narrative text  
 Resources : English Text book

#### G. Question and Answer Key

##### Question

##### Malin Kundang

Once Upon a time, lived a diligent boy named Malin Kundang. He lived in the seashore with his mother. They were very poor, but they lived quiet and harmonious.

One day, a big ship closed to the beach near their village. They asked peoples to join work in their ship and went to the cross island. Malin Kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his argument... and finally he sailed with the bigship. Several years later, Malin Kundang succed and he became rich trader. Then, he came to his native village with his beatiful wife, but his wife didn't know Malin's real descent. His happy mother quickly approached Malin and brought a plate of village cake, Malin's Favorite. But Malin didn't admit that woman as his poor mother, and then he kicked the village cakewhich brought by his mother until scattered.

His mother very broken heart because MALin rebellious to her, who had growth him. Then, his mother cursed Malin became stone. Suddenly, the bigship which Malin's had was vacillated by a big storm and all of his crewman tossed aside out. Malin realized that was his fault that rebellious his mother. He bowed down and became a stone. Answer the question below correctly !



*Answered the question below correctly*

1. Read the text carefully and Analyze the generic structure !
2. Make evaluation and conclusion based on the text by their own word !



## Appendix 13

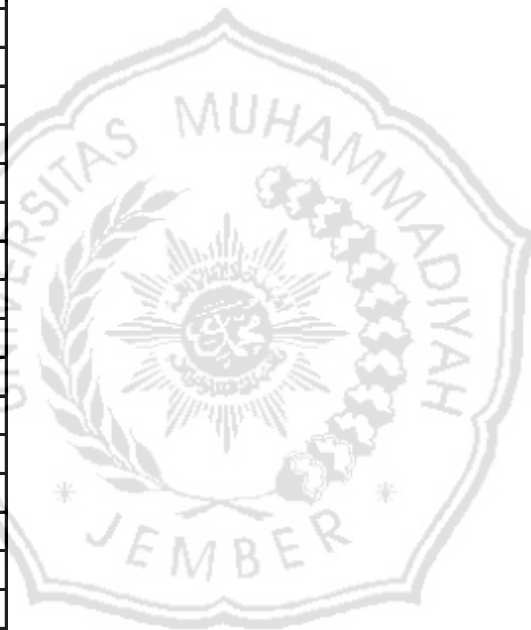
### DL AND DP OF TRY OUT TEST

Item Number	U	L	U+L	T	DL	Conclusion	U-L	1/2t
Butir Soal Nomor 1	8	8	16	16	1	Easy	0	8
Butir Soal Nomor 2	8	4	12	16	0,75	Medium	4	8
Butir Soal Nomor 3	3	2	5	16	0,3125	Medium	1	8
Butir Soal Nomor 4	6	5	11	16	0,6875	Medium	1	8
Butir Soal Nomor 5	8	8	16	16	1	Easy	0	8
Butir Soal Nomor 6	4	1	5	16	0,3125	Medium	3	8
Butir Soal Nomor 7	3	2	5	16	0,3125	Medium	1	8
Butir Soal Nomor 8	1	3	4	16	0,25	Medium	-2	8
Butir Soal Nomor 9	6	5	11	16	0,6875	Medium	1	8
Butir Soal Nomor 10	3	2	5	16	0,3125	Medium	1	8
Butir Soal Nomor 11	2	3	5	16	0,3125	Medium	-1	8
Butir Soal Nomor 12	6	0	6	16	0,375	Medium	6	8
Butir Soal Nomor 13	1	2	3	16	0,1875	Medium	-1	8
Butir Soal Nomor 14	3	2	5	16	0,3125	Medium	1	8
Butir Soal Nomor 15	3	1	4	16	0,25	Medium	2	8
Butir Soal Nomor 16	8	0	8	16	0,5	Difficult	8	8
Butir Soal Nomor 17	5	4	9	16	0,5625	Medium	1	8
Butir Soal Nomor 18	4	1	5	16	0,3125	Medium	3	8
Butir Soal Nomor 19	2	2	4	16	0,25	Medium	0	8
Butir Soal Nomor 20	6	3	9	16	0,5625	Medium	3	8
Butir Soal Nomor 21	8	2	10	16	0,625	Medium	6	8
Butir Soal Nomor 22	6	1	7	16	0,4375	Medium	5	8
Butir Soal Nomor 23	5	2	7	16	0,4375	Medium	3	8
Butir Soal Nomor 24	4	7	11	16	0,6875	Medium	-3	8
Butir Soal Nomor 25	8	3	11	16	0,6875	Medium	5	8
Butir Soal Nomor 26	3	6	9	16	0,5625	Medium	-3	8
Butir Soal Nomor 27	7	4	11	16	0,6875	Medium	3	8
Butir Soal Nomor 28	3	1	4	16	0,25	Medium	2	8
Butir Soal Nomor 29	6	3	9	16	0,5625	Medium	3	8
Butir Soal Nomor 30	6	2	8	16	0,5	Medium	4	8
Butir Soal Nomor 31	0	0	0	16	0	Difficult	0	8
Butir Soal Nomor 32	8	1	9	16	0,5625	Medium	7	8
Butir Soal Nomor 33	6	1	7	16	0,4375	Medium	5	8
Butir Soal Nomor 34	5	2	7	16	0,4375	Medium	3	8
Butir Soal Nomor 35	7	2	9	16	0,5625	Medium	5	8
Butir Soal Nomor 36	2	1	3	16	0,1875	Difficult	1	8
Butir Soal Nomor 37	1	4	5	16	0,3125	Medium	-3	8
Butir Soal Nomor 38	3	2	5	16	0,3125	Medium	1	8
Butir Soal Nomor 39	3	2	5	16	0,3125	Medium	1	8
Butir Soal Nomor 40	6	5	11	16	0,6875	Medium	1	8
Butir Soal Nomor 41	5	3	8	16	0,5	Medium	2	8
Butir Soal Nomor 42	6	2	8	16	0,5	Medium	4	8
Butir Soal Nomor 43	4	1	5	16	0,3125	Medium	3	8
Butir Soal Nomor 44	6	2	8	16	0,5	Medium	4	8
Butir Soal Nomor 45	4	0	4	16	0,25	Medium	4	8
Butir Soal Nomor 46	4	3	7	16	0,4375	Medium	1	8

Butir Soal Nomor 47	8	2	10	16	0,625	Medium	6	8
Butir Soal Nomor 48	3	1	4	16	0,25	Medium	2	8
Butir Soal Nomor 49	6	2	8	16	0,5	Medium	4	8
Butir Soal Nomor 50	1	2	3	16	0,1875	Difficult	-1	8
Butir Soal Nomor 51	7	2	9	16	0,5625	Medium	5	8
Butir Soal Nomor 52	4	2	6	16	0,375	Medium	2	8
Butir Soal Nomor 53	4	1	5	16	0,3125	Medium	3	8
Butir Soal Nomor 54	5	7	12	16	0,75	Medium	-2	8
Butir Soal Nomor 55	4	2	6	16	0,375	Medium	2	8
Butir Soal Nomor 56	5	2	7	16	0,4375	Medium	3	8
Butir Soal Nomor 57	4	2	6	16	0,375	Medium	2	8
Butir Soal Nomor 58	4	0	4	16	0,25	Medium	4	8
Butir Soal Nomor 59	5	0	5	16	0,3125	Medium	5	8
Butir Soal Nomor 60	6	5	11	16	0,6875	Medium	1	8



DP	Conclusion	Result
0	Omitted	Omitted
0,5	Accepted	Accepted
0,125	Accepted	Accepted
0,125	Accepted	Accepted
0	Omitted	omitted
0,375	Accepted	Accepted
0,125	Accepted	Accepted
-0,25	Omitted	Omitted
0,125	Accepted	Accepted
0,125	Accepted	Accepted
-0,13	Omitted	Omitted
0,75	Accepted	Accepted
-0,13	Omitted	Omitted
0,125	Accepted	Accepted
0,25	Accepted	Accepted
1	Accepted	Accepted
0,125	Accepted	Accepted
0,375	Accepted	Accepted
0	Omitted	Omitted
0,375	Accepted	Accepted
0,75	Accepted	Accepted
0,625	Accepted	Accepted
0,375	Accepted	Accepted
-0,38	Omitted	Omitted
0,625	Accepted	Accepted
-0,38	Omitted	Omitted
0,375	Accepted	Accepted
0,25	Accepted	Accepted
0,375	Accepted	Accepted
0,5	Accepted	Accepted
0	Omitted	Omitted
0,875	Accepted	Accepted
0,625	Accepted	Accepted
0,375	Accepted	Accepted
0,625	Accepted	Accepted
0,125	Accepted	Omitted
-0,38	Omitted	Omitted
0,125	Accepted	Accepted
0,125	Accepted	Accepted
0,125	Accepted	Accepted
0,25	Accepted	Accepted
0,5	Accepted	Accepted
0,375	Accepted	Accepted
0,5	Accepted	Accepted
0,5	Accepted	Accepted
0,125	Accepted	Accepted



0,75	Accepted	Accepted
0,25	Accepted	Accepted
0,5	Accepted	Accepted
-0,13	Omitted	Omitted
0,625	Accepted	accepted
0,25	Accepted	accepted
0,375	Accepted	accepted
-0,25	Omitted	Omitted
0,25	Accepted	accepted
0,375	Accepted	accepted
0,25	Accepted	accepted
0,5	Accepted	accepted
0,625	Accepted	accepted
0,125	Accepted	accepted



## Appendix 14

### Lesson Plan Cycle 1

#### First Meeting

School	: SMA Negeri 1 Asembagus
Academic Subject	: English
Class/ Semester	: X / II
Main Material	: Narrative Text
Allocation Time	: 2 X 45 Minute

#### A. Core Competence

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

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

#### B. Basic Competence and Indicator

Basic Competence	Indicator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.	3.8.1 Students are able to identify the meaning and generic structure that exist in the narrative text that is read properly and correctly.  3.8.2 Students can translate narrative text properly and correctly
4.8 Menangkap makna secara	4.8.1 Students are able to read the text with good pronunciation, correctly and louder.

kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	.
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### C. Material

#### Structure Text

Narratives are told or written using this text structure: orientation, complication, resolution, and re – orientation

#### The Characteristics / Language Feature of Narrative Text

- using Past tense (killed, drunk, etc)
- Adverb of time (Once upon a time, one day, Climbed, Turned, Broug, etc)
- Time conjunction (when, then, suddenly, etc)
- Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White). The direct speech uses present tense.

#### The purpose

To Entertain or to amuse the reader about the story.

### D. Learning Activities

Phase	Learning Step	Description	Allocation time
Beginning Activity	<ol style="list-style-type: none"> <li>1. Make a fun Condition in the class</li> <li>2. Inform the aim that will be discuss</li> </ol>	Cheking attendance list	10'





1							
2							

### F. Media, Instrument, and Resources

Instrument : LCD, Laptop, Video, Sound System  
 Material : Learning material about narrative text  
 Resources : English Text book

### G. Question and Answer Key

#### Question

#### LITTLE MERMAID

The Little Mermaid drinks the potion and meets the prince, who is mesmerised by her beauty and grace even though she is mute. Most of all he likes to see her dance, and she dances for him despite her suffering excruciating pain. When the prince's father orders his son to marry the neighboring king's daughter, the prince tells the Little Mermaid he will not because he does not love the princess. He goes on to say he can only love the young woman from the temple, who he believes rescued him. It turns out that the princess is the temple girl, who had been sent to the temple to be educated. The prince loves her, and the wedding is announced.

The prince and princess marry, and the Little Mermaid's heart breaks. She thinks of all that she has given up and of all the pain she has suffered. She despairs, thinking of the death that awaits her, but before dawn, her sisters bring her a knife that the Sea Witch has given them in exchange for their long hair. If the Little Mermaid slays the prince with the knife and lets his blood drip on her feet, she will become a mermaid again, all her suffering will end, and she will live out her full life.

However the Little Mermaid cannot bring herself to kill the sleeping prince lying with his bride, and she throws herself into the sea as dawn breaks. Her body dissolves into foam, but instead of ceasing to exist, she feels the sun; she has turned into a spirit, a daughter of the air. The other daughters tell her she has become like them because she strove with all her heart to obtain an immortal soul. She will earn her own soul by doing good deeds and she will eventually rise up into the kingdom of God.

*Answer the question below correctly !*

1. What kind of the text above?
2. Why The Little Mermaid drinks the potion ?
3. Little Mermaid's heart breaks ?
4. Who is the main character in that text ?
5. What is the characteristics of The Little Mermaid ?
6. When the problem begin ?



## Appendix 15

### Lesson Plan Cycle 1

#### Second Meeting

School	: SMA Negeri 1 Asembagus
Academic Subject	: English
Class/ Semester	: X / II
Main Material	: Narrative Text
Allocation Time	: 2 X 45 Minute

#### A. Core Competence

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

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

#### B. Basic Competence and Indicator

Basic Competence	Indicator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.	3.8.1 Students are able to identify the meaning and generic structure that exist in the narrative text that is read properly and correctly.  3.8.2 Students can translate narrative text properly and correctly
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks,	4.8.1 Students are able to read the text with good pronunciation, correctly and louder.

dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	.
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### C. Material

#### Structure Text

Narratives are told or written using this text structure: orientation, complication, resolution, and re – orientation

#### The Characteristics / Language Feature of Narrative Text

- using Past tense (killed, drunk, etc)
- Adverb of time (Once upon a time, one day, Climbed, Turned, Broug, etc)
- Time conjunction (when, then, suddenly, etc)
- Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White). The direct speech uses present tense.

#### The purpose

To Entertain or to amuse the reader about the story.

### D. Learning Activities

Phase	Learning Step	Description	Allocation time
Beginning Activity	<ol style="list-style-type: none"> <li>1. Make a fun Condition in the class</li> <li>2. Inform the aim that will be discuss</li> <li>3. Cheking attendance List of students</li> </ol>	Cheking attendance list	10'

Main Activity	<ol style="list-style-type: none"> <li>1. Students are shown a video about narrative text with title “The Little Red Riding Hood”.</li> <li>2. The students are given a text that has same title with the video but not exactly same with the subtitle.</li> <li>3. Students identifying the structure, and comprehend the text.</li> <li>4. Teacher asking question related to the story in video</li> <li>5. Teacher give an exercise based on a story.</li> </ol>		<b>70’</b>
Closing	<ol style="list-style-type: none"> <li>1. Teacher with students inform the aim and conclude the learning result about Narrative Text.</li> </ol>	Read the result of teaching learning process	<b>10’</b>

### E. Assesment

1. Technique: Observation
2. Instrument: Observation Checklist, Reading test
3. Suspension: Rubrik

No	Name	Indicators	Active	Passive
----	------	------------	--------	---------

		1	2	3	4		
1							
2							

## F. Media, Instrument, and Resources

Instrument : LCD, Laptop, Video, Sound System  
 Material : Learning material about narrative text  
 Resources : English Text book

## G. Question and Answer Key

### Question

The Little Red Riding Hood

Charles Perrault

Once upon a time there lived in a certain village a little country girl, the prettiest creature who was ever seen. Her mother was excessively fond of her; and her grandmother doted on her still more. This good woman had a little red riding hood made for her. It suited the girl so extremely well that everybody called her Little Red Riding Hood.

One day her mother, having made some cakes, said to her, "Go, my dear, and see how your grandmother is doing, for I hear she has been very ill. Take her a cake, and this little pot of butter."

Little Red Riding Hood set out immediately to go to her grandmother, who lived in another village.

As she was going through the wood, she met with a wolf, who had a very great mind to eat her up, but he dared not, because of some woodcutters working nearby in the forest. He asked her where she was going. The poor child, who did not know that it was dangerous to stay and talk to a wolf, said to him, "I am going to see my grandmother and carry her a cake and a little pot of butter from my mother."

"Does she live far off?" said the wolf

"Oh I say," answered Little Red Riding Hood; "it is beyond that mill you see there, at the first house in the village."

"Well," said the wolf, "and I'll go and see her too. I'll go this way and go you that, and we shall see who will be there first."

The wolf ran as fast as he could, taking the shortest path, and the little girl took a roundabout way, entertaining herself by gathering nuts, running after butterflies, and gathering bouquets of little flowers. It was not long before the wolf arrived at the old woman's house. He knocked at the door: tap, tap.

"Who's there?"

"Your grandchild, Little Red Riding Hood," replied the wolf, counterfeiting her voice; "who has brought you a cake and a little pot of butter sent you by mother."

The good grandmother, who was in bed, because she was somewhat ill, cried out, "Pull the bobbin, and the latch will go up."

The wolf pulled the bobbin, and the door opened, and then he immediately fell upon the good woman and ate her up in a moment, for it been more than three days since he had eaten. He then shut the door and got into the grandmother's bed, expecting Little Red Riding Hood, who came some time afterwards and knocked at the door: tap, tap.

"Who's there?"

Little Red Riding Hood, hearing the big voice of the wolf, was at first afraid; but believing her grandmother had a cold and was hoarse, answered, "It is your grandchild Little Red Riding Hood, who has brought you a cake and a little pot of butter mother sends you."

The wolf cried out to her, softening his voice as much as he could, "Pull the bobbin, and the latch will go up."

Little Red Riding Hood pulled the bobbin, and the door opened.

The wolf, seeing her come in, said to her, hiding himself under the bedclothes, "Put the cake and the little pot of butter upon the stool, and come get into bed with me."

Little Red Riding Hood took off her clothes and got into bed. She was greatly amazed to see how her grandmother looked in her nightclothes, and said to her, "Grandmother, what big arms you have!"

"All the better to hug you with, my dear."

"Grandmother, what big legs you have!"

"All the better to run with, my child."

"Grandmother, what big ears you have!"

"All the better to hear with, my child."

"Grandmother, what big eyes you have!"

"All the better to see with, my child."

"Grandmother, what big teeth you have got!"

"All the better to eat you up with."

And, saying these words, this wicked wolf fell upon Little Red Riding Hood, and ate her all up.

### **Question**

*Answer the question correctly !*

1. Who did Little Red Riding Hood visit in the story?
2. On her way through the woods she sees an animal. It was a
3. Who got to Grandma's house before Little Red Riding Hood ?
4. What did the wolf do when he got to Grandma's ?
5. Why was Little Red Riding Hood not frightened of the wolf at Grandma's house ?
6. Which of these things did Little Red Riding Hood say to the wolf ?
7. Who helped Little Red Riding Hood when the wolf was chasing her ?
8. What would be a good start for this story ?
9. What is a good description for the wolf ?
10. What tool did the woodcutter have ?



**Appendix 16**

**Soal Tes Cycle I Bahasa Inggris Kelas X  
Tahun Pelajaran 2017/2018  
SMA Negeri 1 Asembagus**

Name :  
Student Number :  
Class :

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

**The Princess and the Pea**

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

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

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

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

That was where the princess was to spend the night.

In the morning they asked her how she had slept.

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

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

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

*(sourcer: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwisata)*

1. What kind of the text is it?

- a. report
- b. recount
- c. narrative
- d. descriptive
- e. news item.

2. So he came home feeling very unhappy. The ANTONYM of “Unhappy” is .....

- a. Smile
- b. Sad

- c. Happy
- d. Broken
- e. Laugh

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

- a. Orientation > Complication > Resolution > Re-Orientation
- b. Orientation > Events > Re- Orientation
- c. General Classification > Description
- d Identification > Description
- e Newsworthy Events > Background Events > Sources

4. The rain poured down in torrents-it was simply awful. The word “awful” means ...

- a. Fun
- b. Disappointed
- c. Scary
- d. Anxious
- e. Worry

5. But he could never quite make out whether *they* were real or not. The italic word refer to ...

- a. Queen
- b. King
- c. Prince
- d. Princess
- e. Wife

6.. What is the purpose of the text?

- a. to inform about princess and the pea
- b. to describe the story of the princess and the pea
- c. to give information that the prince looked for the real princess
- d. to amuse the reader with the story of the princess and the pea
- e. to describe how the princess could feel the pea on the bottom boards of the bed

7. how many feather-pillow that put on top of the mattresses ?

- a. ten
- b. twenty
- c. forty
- d. fifty
- e. fifteen

8. One evening a terrible storm *came*. Why the italic word use V2?

- a. because the dominant structure used in the narrative text is passive voice
- b. because the dominant structure used in the narrative text is present continuous tense
- c. because the dominant structure used in the narrative text is simple past tense.
- d. because the dominant structure used in the narrative text is imperative
- e. because the dominant structure used in the narrative text simple present tense

9. No one but a real princess could have such a tender skin as that. The SYNONYM of ‘tender’ is ...

- a. hard
- b. light
- c. weak
- d. strong
- e. soft

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

- a. the simple present tense
- b. the simple past tense
- c. the present continuous tense
- d. passive voice
- e. imperative

11. Then she took twenty mattresses and put *them* on top of the pea. The italic word refer to ....

- a. pea
- b. feather-pillow
- c. mattresses
- d. bed
- e. board

12. One evening a *terrible* storm came. The SYNONYM of terrible is ...

- a. awful
- b. amazing
- c. awesome
- d. incredible
- e. extraordinary

13. what happen to the princess when she sleeping ?

- a. she sleeps very well
- b. she gets a nightmare
- c. she gets a beautiful dream
- d. she can't sleep all night
- e. she can't sleep anymore

14. why in the end of this story is happy ending ?

- a. because the princes can't sleep well
- b. because the princess sleeps well
- c. because the prince can marry with the real princess
- d. because the pea are twenty
- e. because princess sleepy

### Cinderella

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

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

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

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

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

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

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

(sourcer: detik-detik UN bahasa Inggris; 2006/2007; Intan Pariwara)

15 "After searching for along time." (Last Paragraph)

The underlined phrase can be replaced by .....

- a. intend
- b. admit
- c. looking for
- d. accompany
- e. propose

16. She also gave Cinderella a *lovely dress* to wear the ball. The italic word has the same meaning with .....

- a. a very ugly dress
- b. a very beautiful dress
- c. a dirty dress
- d. very old-fashioned dress
- e. a big dress

17. what kind of structure that used in this passage ?

- a. simple past tense
- b. simple present perfect
- c. simple present continuous tense
- d. simple past perfect tense
- e. simple past perfect continuous tense

18. She *cried* because she actually wanted to go to the ball, too. Based on the italic word, what did she feel?

- a. she was very happy
- b, she was very frighten
- c. she was enjoy
- d. she was fun

e. she was very sad

19. What was there at the palace one day?

- a. a game
- b. a birthday party
- c. glass slippers
- d. a ball
- e. crown part

20. Why did the king hold the event at his palace?

- a. to celebrate his birthday
- b. to entertain his people
- c. to celebrate his wedding
- d. to show give amusement to his guests.
- e. to find his crown prince a wife

21. Once upon a time there was a girl name Cinderella. From this sentence, which show the past time ?

- a. a girl name Cinderella
- b. there was a girl
- c. once upon a time
- d. a girl name
- e. there was name

22. "They went all over the Kingdom to search for the owner". The underline word is refer to?

- a. fairy
- b. step sister
- c. cinderella
- d. footmen
- e. horses

23. Based on passage, the last paragraph is called .....

- a. orientation
- b. complication
- c. resolution
- d. re-orientation
- e. climax

24. How was the end of the story?

- a. the prince married Cinderella.
- b. the king gave the kingdom to Cinderella.
- c. cinderella was killed by her step mother .
- d. cinderella was betrayed by the king.
- e. the prince turned into a horse forever.

25. The Prince *fell in love* with her. The italic word has same meaning with ,,,

- a. Prince hate Cinderella

- b. Prince dislike Cinderella
- c. Prince sick of Cinderella
- d. Prince adore Cinderella
- e. Prince recent to Cinderella



## Lesson Plan Cycle 2

### First Meeting

School	: SMA Negeri 1 Asembagus
Academic Subject	: English
Class/ Semester	: X / II
Main Material	: Narrative Text
Allocation Time	: 2 X 45 Minute

#### A. Core Competence

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

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

#### B. Basic Competence and Indicator

Basic Competence	Indicator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.	3.8.1 Students are able to identify the meaning and generic structure that exist in the narrative text that is read properly and correctly.  3.8.2 Students can translate narrative text properly and correctly
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan	4.8.1 Students are able to read the text with good pronunciation, correctly and louder.

dan tulis sederhana terkait legenda rakyat	
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### C. Material

#### Structure Text

Narratives are told or written using this text structure: orientation, complication, resolution, and re – orientation

#### The Characteristics / Language Feature of Narrative Text

- using Past tense (killed, drunk, etc)
- Adverb of time (Once upon a time, one day, Climbed, Turned, Broug, etc)
- Time conjunction (when, then, suddenly, etc)
- Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White). The direct speech uses present tense.

#### The purpose

To Entertain or to amuse the reader about the story.

### D. Learning Activities

Phase	Learning Step	Description	Allocation time
Beginning Activity	<ol style="list-style-type: none"> <li>1. Make a fun Condition in the class</li> <li>2. Inform the aim that will be discuss</li> <li>3. Cheking attendance List of students</li> </ol>	Cheking attendance list	10'



Main Activity	<ol style="list-style-type: none"> <li>1. Teacher give list of unfamiliar word about the story</li> <li>2. Students are shown a video about narrative text with title "Snow White".</li> <li>3. Teacher will pause part by part the video and explain more about generic structure.</li> <li>4. The students are given a text that has same title with the video but not exactly same with the subtitle.</li> <li>5. comprehend the text.</li> <li>6. Teacher give an exercise based on a story.</li> <li>7. Teacher asking question related to the story in video and giving reward who can answer</li> </ol>		<b>70'</b>
Closing	<ol style="list-style-type: none"> <li>1. Teacher with students inform the aim and conclude the learning result about Narrative Text.</li> </ol>	Read the result of teaching learning process	<b>10'</b>

### E. Assesment

1. Technique: Observation
2. Instrument: Observation Checklist, Reading test
3. Suspension: Rubrik

No	Name	Indicators				Active	Passive
		1	2	3	4		
1							
2							

### F. Media, Instrument, and Resources

- Instrument : LCD, Laptop, Video, Sound System  
 Material : Learning material about narrative text  
 Resources : English Text book

### G. Question ans Answer Key

#### Question

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died.

One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to 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 out but no one answered. So, she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went 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 dwarf 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.

***Answer the question below correctly !***

1. Who is the main character from the text?
2. Why Snow White's stepmother want to kill princess?
3. Why the huntsman told the princess to run so far away?
4. What did the princess find in that forest?
5. Why the princess fell into a deep sleep?



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

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

21. C

22. C

23. D

24. A

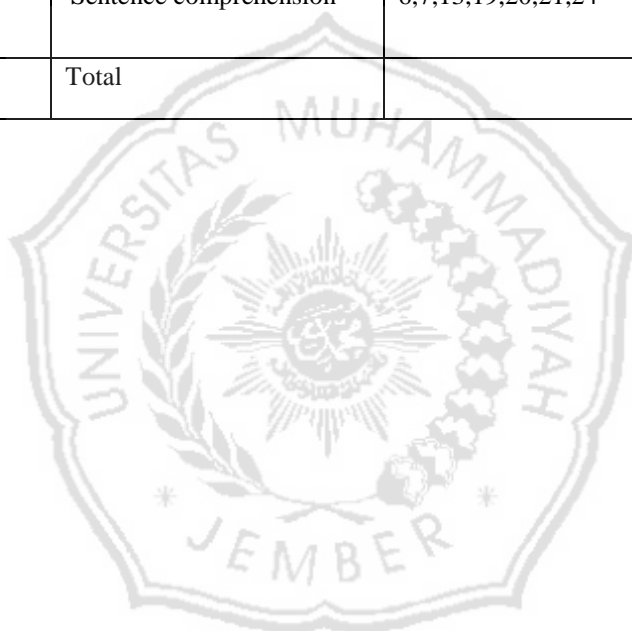
25. D



## Appendix 18

### The Reading Test Item Table Cycle 1

<b>Basic Competence</b>	<b>Kinds of Comprehension</b>	<b>Item Number</b>	<b>Total Item</b>
Identifying types of text such as narrative.	Understanding generic structure	1,3,10,17,23	11
	Word comprehension	2,4,5,8,9,11,12,15,16,18,22,25	22
	Sentence comprehension	6,7,13,19,20,21,24	27
	Total		25



## Appendix 19

## Reading Score Test Cycle 1

NO	STUDENTS NAME	SCORE	CONCLUSION
1	AGUSTIN RUSDIANA SARI	64	Not Achieved
2	ALIF MAHARANI APRILIA SUCAHYO	72	Not Achieved
3	ANDRIAN SATRIA BUANA	65	Not Achieved
4	ANGGI APRILLIA	65	Not Achieved
5	ANISATUL IFTITAH	60	Not Achieved
6	ARI IRAWAN PRASETYO WIBOWO	85	Achieved
7	ATIS WARNA SITA	75	Achieved
8	BADRIYA	65	Not Achieved
9	BALGIS SALSABILA ZAINURI	70	Not Achieved
10	CHRISTIAN ABIATI	70	Not Achieved
11	DWI RISKI NURAHMAWATI	76	Achieved
12	DWI SAFITRI	76	Achieved
13	ELIZA SARI AYU	85	Achieved
14	FADLUL LAILI	76	Achieved
15	FAQI IMAM ABRORI	70	Not Achieved
16	FENTI DWI ANUGERAH	76	Achieved
17	FINTA SUKMALIA DARMA SAHDI	55	Not Achieved
18	INTAN NURYATI	72	Not Achieved
19	IRMA YULIA MIRZA	85	Achieved
20	LINDAWATI	64	Not Achieved
21	MAR'ATUS SHOLICHAH	80	Achieved
22	MUHAMMAD ADIL LUQMAN HAKIM	76	Achieved
23	MUHAMMAD SYAIFUL BAKRI	60	Not Achieved
24	NINAS TITI UTAMI	76	Achieved
25	NUR HIDAYAT	80	Achieved
26	NURIL FARIKIN	65	Not Achieved
27	RYUDANSTIN HUSEIN	76	Achieved
28	SANDYASTI OVILIA DWIMONDA	60	Not Achieved
29	SUCI MAULIDIYAH	65	Not Achieved
30	SURYA YAHYA JAMALYANTO	76	Achieved
31	SYIFANA QOLBUN ZAMZAMI	76	Achieved
32	VANESYA DAMAYANTI	65	Not Achieved
33	VICKY LORENZA	80	Achieved
34	WAHYU ANNISA PUTRI	80	Achieved
35	YUNIB ARDANA	76	Achieved
	Total Score	2426	18

$$\text{MEAN} = \frac{\text{Total score}}{\text{Jumlah siswa}} = \frac{2517}{35} = 71,94$$

$$E = \frac{n}{N} \times 100\% = \frac{18}{35} \times 100\% = 51,42 \%$$



## Appendix 20

**OBSERVATION CHECKLIST CYCLE 1  
FIRST MEETING**

NO	NAMA SISWA	FIRTS MEETING				ACTIVE	PASIVE
		1	2	3	4		
1	AGUSTIN RUSDIANA SARI	√	√	-	√	Active	-
2	ALIF MAHARANI APRILIA SUCAHYO	-	-	-	√	-	Passive
3	ANDRIAN SATRIA BUANA	√	-	√	√	Active	-
4	ANGGI APRILLIA	√	-	√	√	Active	-
5	ANISATUL IFTITAH	√	√	-	√	Active	-
6	ARI IRAWAN PRASETYO WIBOWO	√	-	√	√	Active	-
7	ATIS WARNA SITA	-	-	-	√	-	Passive
8	BADRIYA	√	-	√	√	Active	-
9	BALGIS SALSABILA ZAINURI	√	√	√	√	Active	-
10	CHRISTIAN ABIATI	√	-	-	√	-	Passive
11	DWI RISKI NURAHMAWATI	√	-	√	√	Active	-
12	DWI SAFITRI	√	-	-	√	-	Passive
13	ELIZA SARI AYU	√	-	√	√	Active	-
14	FADLUL LAILI	-	-	-	√	-	Passive
15	FAQI IMAM ABRORI	√	-	√	√	Active	-
16	FENTI DWI ANUGERAH	√	-	-	√	-	Passive
17	FINTA SUKMALIA DARMA SAHDI	√	√	√	√	Active	-
18	INTAN NURYATI	√	√	-	√	Active	-
19	IRMA YULIA MIRZA		√		√	-	Passive
20	LINDAWATI	√		√	√	Active	
21	MAR'ATUS SHOLICHAH	√				-	Passive
22	MUHAMMAD ADIL LUQMAN HAKIM	√	√	√		Active	-
23	MUHAMMAD SYAIFUL BAKRI		√	√		-	Passive
24	NINAS TITI UTAMI	√		√	√	Active	-
25	NUR HIDAYAT	√	√	√		Active	-
26	NURIL FARIKIN		√	√	√	Active	-
27	RYUDANSTIN HUSEIN	√		√		-	passive
28	SANDYASTI OVILIA DWIMONDA	√			√	-	Passive



29	SUCI MAULIDIYAH	√	√	√		Active	-
30	SURYA YAHYA JAMALYANTO	√		√	√	Active	-
31	SYIFANA QOLBUN ZAMZAMI	√				-	passive
32	VANESYA DAMAYANTI				√	-	Passive
33	VICKY LORENZA		√	√	√	Active	-
34	WAHYU ANNISA PUTRI	√		√	√	Active	-
35	YUNIB ARDANA		√	√	√	Active	-



**OBSERVATION CHECKLIST CYCLE 1  
SECOND MEETING**

NO	NAMA SISWA	FIRSTS MEETING				ACTIVE	PASIVE
		1	2	3	4		
1	AGUSTIN RUSDIANA SARI	√	√	-	√	Active	-
2	ALIF MAHARANI APRILIA SUCAHYO	-	-	-	√	-	Passive
3	ANDRIAN SATRIA BUANA	√	-	√	√	Active	-
4	ANGGI APRILLIA	√	-	√	√	Active	-
5	ANISATUL IFTITAH	√	√	-	√	Active	-
6	ARI IRAWAN PRASETYO WIBOWO	√	-	√	√	Active	-
7	ATIS WARNA SITA	-	-	-	√	-	Passive
8	BADRIYA	√	-	√	√	Active	-
9	BALGIS SALSABILA ZAINURI	√	√	√	√	Active	-
10	CHRISTIAN ABIATI	√	-	-	√	-	Passive
11	DWI RISKI NURAHMAWATI	√	-	√	√	Active	-
12	DWI SAFITRI	√	-	-	√	-	Passive
13	ELIZA SARI AYU	√	-	√	√	Active	-
14	FADLUL LAILI	-	-	-	√	-	Passive
15	FAQI IMAM ABRORI	√	-	√	√	Active	-
16	FENTI DWI ANUGERAH	√	-	-	√	-	Passive
17	FINTA SUKMALIA DARMA SAHDI	√	√	√	√	Active	-
18	INTAN NURYATI	√	√	-	√	Active	-
19	IRMA YULIA MIRZA					-	Passive
20	LINDAWATI					Active	
21	MAR'ATUS SHOLICHAH					-	Passive
22	MUHAMMAD ADIL LUQMAN HAKIM					Active	-
23	MUHAMMAD SYAIFUL BAKRI					-	Passive
24	NINAS TITI UTAMI					Active	-
25	NUR HIDAYAT					Active	-
26	NURIL FARIKIN					Active	-
27	RYUDANSTIN HUSEIN					Active	-
28	SANDYASTI OVILIA DWIMONDA						Passive
29	SUCI MAULIDIYAH					Active	-
30	SURYA YAHYA JAMALYANTO					Active	-
31	SYIFANA QOLBUN ZAMZAMI					Active	-
32	VANESYA DAMAYANTI					-	Passive
33	VICKY LORENZA					Active	-
34	WAHYU ANNISA PUTRI					Active	-
35	YUNIB ARDANA					Active	-

**THE RESULT OF OBSERVATION CHECKLIST CYCLE 1**

Cycle 1	First meeting	Second meeting	Mean
Active	$(22/35) \times 100\% = 62,85\%$	$(24/35) \times 100\% = 68,57\%$	65,71%
Passive	$(13/35) \times 100\% = 37,14\%$	$(11/35) \times 100\% = 31,42\%$	34,28%



**Appendix 28****STUDENT ATTENDANCE LIST**

Class : MIPA 4  
 Semester : 2  
 Academic Year : 2017/2018

No	Nama	21 April	27 April	28 April	4 May	11 May	12 May
1	Agustin Rusdiana Sari	.	.	.	.	.	.
2	Alif Maharani Aprilia S.	.	.	.	.	.	.
3	Andrian S.B	.	.	.	.	.	.
4	Anggi Aprilia	.	.	.	.	.	.
5	Anisatul Iftitah	.	.	.	.	.	.
6	Ari Irawan	.	.	.	.	.	.
7	Atis Warna Sita	.	.	.	.	.	.
8	Badriya	.	.	.	.	.	.
9	Balgis S.Z	.	.	.	.	.	.
10	Christian Abiati	.	.	.	.	.	.
11	Dwi Riski Nurahwati	.	.	.	.	.	.
12	Dwi Safitri	.	.	.	.	.	.
13	Ellisa Sari Ayu	.	.	.	.	.	.
14	Fadul Laili	.	.	.	.	.	.
15	Fanti Dwi Anugerah	.	.	.	.	.	.
16	Faqi Imam Abrori	.	.	.	.	.	.
17	Finta Sukmalia darma S.	.	.	.	.	.	.
18	Intan Nuryati	.	.	.	.	.	.
19	Irma Yuia Mirza	.	.	.	.	.	.
20	Lindawati	.	.	.	.	.	.
21	Mar'atus	.	.	.	.	.	.
22	Mohammad Syaiful Bakri	.	.	.	.	.	.
23	Muhammad Adil Luqman H	.	.	.	.	.	.
24	Ninas Titi Utani	.	.	.	.	.	.
25	Nur Hidayat	.	.	.	.	.	.
26	Nuril Farikin	.	.	.	.	.	.
27	Ryudanstin Husein	.	.	.	.	.	.
28	Sandyasti Olivia Dwi M.	.	.	.	.	.	.
29	Suci Maulidiyah	.	.	.	.	.	.
30	Surya Yahya J.	.	.	.	.	.	.
31	Syifana Qolbun Zamzami	.	.	.	.	.	.
32	Vanessa Damayanti	.	.	.	.	.	.
33	Vicky Lorenza	.	.	.	.	.	.

34	Wahyu Annisa Putri	.	.	.	.	.	.
35	Yunib Ardhana	.	.	.	.	.	.



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

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

21. D

22. B

23. D

24. C

25. B



## Appendix 26

## Reading Score Test Cycle 2

NO	STUDENTS NAME	SCORE	CONCLUSION
1	AGUSTIN RUSDIANA SARI	76	Not Achieved
2	ALIF MAHARANI APRILIA SUCAHYO	85	Achieved
3	ANDRIAN SATRIA BUANA	70	Not Achieved
4	ANGGI APRILLIA	80	Achieved
5	ANISATUL IFTITAH	76	Achieved
6	ARI IRAWAN PRASETYO WIBOWO	85	Achieved
7	ATIS WARNA SITA	80	Achieved
8	BADRIYA	70	Not Achieved
9	BALGIS SALSABILA ZAINURI	76	Achieved
10	CHRISTIAN ABIATI	80	Achieved
11	DWI RISKI NURAHMAWATI	80	Achieved
12	DWI SAFITRI	80	Achieved
13	ELIZA SARI AYU	85	Achieved
14	FADLUL LAILI	76	Achieved
15	FAQI IMAM ABRORI	80	Achieved
16	FENTI DWI ANUGERAH	76	Achieved
17	FINTA SUKMALIA DARMA SAHDI	70	Not Achieved
18	INTAN NURYATI	85	Achieved
19	IRMA YULIA MIRZA	85	Achieved
20	LINDAWATI	76	Achieved
21	MAR'ATUS SHOLICHAH	80	Achieved
22	MUHAMMAD ADIL LUQMAN HAKIM	80	Achieved
23	MUHAMMAD SYAIFUL BAKRI	70	Not Achieved
24	NINAS TITI UTAMI	85	Achieved
25	NUR HIDAYAT	80	Achieved
26	NURIL FARIKIN	85	Achieved
27	RYUDANSTIN HUSEIN	90	Achieved
28	SANDYASTI OVILIA DWIMONDA	76	Achieved
29	SUCI MAULIDIYAH	80	Achieved
30	SURYA YAHYA JAMALYANTO	76	Achieved
31	SYIFANA QOLBUN ZAMZAMI	76	Achieved
32	VANESYA DAMAYANTI	70	Not Achieved
33	VICKY LORENZA	80	Achieved
34	WAHYU ANNISA PUTRI	80	Achieved
35	YUNIB ARDANA	85	Achieved
	Total Score	2764	27

$$\text{MEAN} = \frac{\text{Total score}}{\text{Jumlah siswa}} = \frac{2764}{35} = 78,97$$

$$E = \frac{n}{N} \times 100\% = \frac{29}{35} \times 100\% = 82,85 \%$$





## Appendix 26

**OBSERVATION CHECKLIST CYCLE 2  
FIRST MEETING**

NO	NAMA SISWA	FIRTS MEETING				ACTIVE	PASIVE
		1	2	3	4		
1	AGUSTIN RUSDIANA SARI	√	√	-	√	Active	-
2	ALIF MAHARANI APRILIA SUCAHYO	√	√	-	√	Active	-
3	ANDRIAN SATRIA BUANA	√	-	√	√	Active	-
4	ANGGI APRILLIA	√	-	√	√	Active	-
5	ANISATUL IFTITAH	√	√	-	√	Active	-
6	ARI IRAWAN PRASETYO WIBOWO	√	-	√	√	Active	-
7	ATIS WARNA SITA	√	-	√	√	Active	-
8	BADRIYA	√	-	√	√	Active	-
9	BALGIS SALSABILA ZAINURI	√	√	√	√	Active	-
10	CHRISTIAN ABIATI	√	-	-	√	-	Passive
11	DWI RISKI NURAHMAWATI	√	-	√	√	Active	-
12	DWI SAFITRI	√	-	-	√	-	Passive
13	ELIZA SARI AYU	√	-	√	√	Active	-
14	FADLUL LAILI	-	-	-	√	-	Passive
15	FAQI IMAM ABRORI	√	-	√	√	Active	-
16	FENTI DWI ANUGERAH	√	-	√	√	Active	-
17	FINTA SUKMALIA DARMA SAHDI	√	√	√	√	Active	-
18	INTAN NURYATI	√	√	-	√	Active	-
19	IRMA YULIA MIRZA		√		√	-	Passive
20	LINDAWATI	√		√	√	Active	
21	MAR'ATUS SHOLICHAH	√				-	Passive
22	MUHAMMAD ADIL LUQMAN HAKIM	√	√	√		Active	-
23	MUHAMMAD SYAIFUL BAKRI		√	√		-	Passive
24	NINAS TITI UTAMI	√		√	√	Active	-
25	NUR HIDAYAT	√	√	√		Active	-
26	NURIL FARIKIN		√	√	√	Active	-
27	RYUDANSTIN HUSEIN	√		√		-	passive
28	SANDYASTI OVILIA DWIMONDA	√			√	-	Passive

29	SUCI MAULIDIYAH	√	√	√		Active	-
30	SURYA YAHYA JAMALYANTO	√		√	√	Active	-
31	SYIFANA QOLBUN ZAMZAMI	√		√	√	Active	passive
32	VANESYA DAMAYANTI				√	-	Passive
33	VICKY LORENZA		√	√	√	Active	-
34	WAHYU ANNISA PUTRI	√		√	√	Active	-
35	YUNIB ARDANA		√	√	√	Active	-



**OBSERVATION CHECKLIST CYCLE 2  
SECOND MEETING**

NO	NAMA SISWA	FIRSTS MEETING				ACTIVE	PASIVE
		1	2	3	4		
1	AGUSTIN RUSDIANA SARI	√	√	-	√	Active	-
2	ALIF MAHARANI APRILIA SUCAHYO	√	√	-	√	Active	-
3	ANDRIAN SATRIA BUANA	√	-	√	√	Active	-
4	ANGGI APRILLIA	√	-	√	√	Active	-
5	ANISATUL IFTITAH	√	√	-	√	Active	-
6	ARI IRAWAN PRASETYO WIBOWO	√	-	√	√	Active	-
7	ATIS WARNA SITA	√	-	√	√	Active	-
8	BADRIYA	√	-	√	√	Active	-
9	BALGIS SALSABILA ZAINURI	√	√	√	√	Active	-
10	CHRISTIAN ABIATI	√	-	√	√	Active	-
11	DWI RISKI NURAHMAWATI	√	-	√	√	Active	-
12	DWI SAFITRI	√	-	-	√	-	Passive
13	ELIZA SARI AYU	√	-	√	√	Active	-
14	FADLUL LAILI	-	-	-	√	-	Passive
15	FAQI IMAM ABRORI	√	-	√	√	Active	-
16	FENTI DWI ANUGERAH	√	-	√	√	Active	-
17	FINTA SUKMALIA DARMA SAHDI	√	√	√	√	Active	-
18	INTAN NURYATI	√	√	-	√	Active	-
19	IRMA YULIA MIRZA		√	√	√	Active	-
20	LINDAWATI	√		√	√	Active	
21	MAR'ATUS SHOLICHAH	√				-	Passive
22	MUHAMMAD ADIL LUQMAN HAKIM	√	√	√		Active	-
23	MUHAMMAD SYAIFUL BAKRI		√	√		-	Passive
24	NINAS TITI UTAMI	√		√	√	Active	-
25	NUR HIDAYAT	√	√	√		Active	-
26	NURIL FARIKIN		√	√	√	Active	-
27	RYUDANSTIN HUSEIN	√		√		Active	-
28	SANDYASTI OVILIA DWIMONDA	√			√	-	Passive
29	SUCI MAULIDIYAH	√	√	√		Active	-

30	SURYA YAHYA JAMALYANTO	√		√	√	Active	-
31	SYIFANA QOLBUN ZAMZAMI	√		√	√	Active	passive
32	VANESYA DAMAYANTI				√	-	Passive
33	VICKY LORENZA		√	√	√	Active	-
34	WAHYU ANNISA PUTRI	√		√	√	Active	-
35	YUNIB ARDANA		√	√	√	Active	-

### THE RESULT OF OBSERVATION CHECKLIST CYCLE 2

Cycle 1	First meeting	Second meeting	Mean
Active	$(25/35) \times 100\% = 71,42\%$	$(28/35) \times 100\% = 80\%$	75,71%
Passive	$(10/35) \times 100\% = 28,57\%$	$(7/35) \times 100\% = 20\%$	24,29%

