



**IMPROVING THE GRADE VIII STUDENTS' READING  
COMPREHENSION ACHIEVEMENT AND THEIR  
ACTIVE PARTICIPATION BY USING FOLKTALE  
AT SMP NURIS JEMBER**

**THESIS**

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## **DEDICATION**

*This thesis is honorably dedicated to:*

1. *My beloved parents*
2. *My beloved little family.*

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reading comprehension achievement were collected by using reading test through Indonesian folktale. The supporting data were collected by interview and documentation.

The research result showed that teaching reading by using folktale improved the students' reading comprehension achievement. It was improved by the fact that percentage of the students who got score of at least 65 increased from 24 students or 61.53 % of 39 students in cycle 1 to 32 students or 82.05 % of 39 students in cycle 2. Besides, the use of folktale also improved the students' active participation in the teaching learning process of reading. This can be seen from the fact that the percentage of the students who were active in the classroom increased from 24 students or 69.23% in Cycle 1 to 33 students or 80.76% in cycle 2.

Based on the explanation above, there were two main points can concluded. Firstly, the use of folktale can improve the students' reading comprehension achievement of the grade VIII at SMP NURIS Jember in the 2010/2011 Academic Year. Second, the use of folktale can improve the students' active participation of the grade VIII at SMP NURIS Jember in the 2010/2011 Academic Year. Thus, it is suggested to the English teacher, the students, and the future researcher to use folktale as the material in the teaching learning process of reading since it can improve the students' reading comprehension achievement and their active participation.

Related to the ideas above, a preliminary study was conducted to know the problem of reading English text happened at grade VIII of SMP NURIS Jember in 2010/2011 academic year. It was done on January 5<sup>th</sup> 2011 by doing an interview with the English teacher. It was known that many students especially the grade VIII students still found difficulties in finding specific and general information of the reading texts. The students focused on reading word by word rather than on entire text, so that they were too busy with their dictionary to find the difficult words. Of course, it wasted their time and also annoyed their concentration in comprehending the text. It might be caused by the topics discussed in the reading texts were less interesting, the students lack of vocabulary, and they also lack of motivation in reading English text. Additionally, the English teacher had never used folktale as the material in teaching reading.

To overcome the students' reading comprehension problem, the English teacher has done great effort. He tried to use students' worksheet (LKS) in teaching reading. However, this effort was not successful yet. So, it was necessary to use different techniques and various materials to be applied in order to make the students become more motivated.

The teacher's role became important in the English teaching and learning process, especially in selecting reading materials to solve the students' problem with their reading comprehension achievement. Nuttal and Dupuis in Payani et.al (2003:45) state that the important consideration for teachers in selecting reading materials is that the materials should be able to arouse the students' interest to read. Therefore, the teacher should be able to select interesting and appropriate materials for the students. In this case, folktale was applicable to solve the students' problem in reading English texts. Hopefully, it would motivate the students' involvement in teaching learning process activity and at the end of the research, it could improve the students' active participation in reading and their reading comprehension achievement.

## **1.2 The Problems of the Research**

Based on the background of the research above, the problems of the research were formulated as follows:

- 1.2.1 Can the use of folktale improve the grade VIII students' reading comprehension achievement at SMP NURIS Jember in the 2010/2011 academic year?
- 1.2.2 Can the use of folktale improve the grade VIII students' active participation in the teaching and learning process of reading comprehension at SMP NURIS Jember in the 2010/2011 academic year?

## **1.3 Objectives of the Research**

Based on the problems, the objectives of the research were:

- 1.3.1 To improve the grade VIII students' reading comprehension achievement at SMP NURIS Jember in the 2010/2011 Academic Year.
- 1.3.2 To improve the grade VIII students' active participation in the teaching and learning process of the reading comprehension at SMP NURIS Jember in the 2010/2011 Academic Year.

## **1.4 Operational Definition of the Terms**

It was necessary to define the terms used in this title operationally to avoid misunderstanding between the writer and the readers. The terms used in this research are defined operationally as follows:

### **1.4.1 Folktale**

Folktale is a folk story assumed to be never existed by the teller. Folktale also deals with generic term for the various kinds of narrative prose literature found in oral traditions of the world. The way of telling the stories appears to be cultural universal. In this study, the folktale used was about local folktale of Indonesia in the written form.



### 1.5.1 The English Teacher and the Institution

The results of this research were expected to be useful for the English teacher of SMP NURIS Jember as input and consideration in teaching reading by using folktale in order to facilitate the students to comprehend English texts easily.

### 1.5.2 The Students

Hopefully, the results of this research were useful for the students to improve their reading comprehension achievement covering word, sentence, paragraph and text comprehension by using folktale and improve their active participation in learning English especially in reading.

### 1.5.3 The Future Researchers

Hopefully, the results of this research could be used as a reference for conducting further research, particularly, on varying reading materials in order to develop the students' reading comprehension by using folktale.

## **1.6 Limitation of the Research**

The subjects of this research were limited to the grade VIII students of SMP NURIS Jember in the 2010/2011 academic year that have specific problem in reading comprehension achievement.

## **2.2 Reading Comprehension Achievement**

The students' reading comprehension achievement deals with the result of doing activities that shows the students' ability to comprehend reading text after teaching learning process. It is in line with Djiwandono (1988: 17) who notes that achievement refers to the result of study which is achieved from language learning activity. According to Hughes (2003:12) achievement is related to a test that is done to discover how successful students have been in achieving the objective of a course.

In addition, McWhorter (1989:90) suggests that reading comprehension deals with word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. Therefore, to know the students' reading comprehension achievement, a reading comprehension test covering the materials of word, sentence, paragraph, and text comprehension should be administered. The discussion about word, sentence, paragraph, and text comprehension is presented in the following parts.

### **2.2.1 Word Comprehension**

Spencer and Hay in Hesyam (1998) state that word comprehension is an essential component in the mastery of reading. In line with this, understanding word is one of the basic elements in reading comprehension. It is important because it is impossible for the students to comprehend the text without understanding the meaning of word (Burn et.al, 1984:161).

In reading activity, sometimes students do not comprehend the text because they focus on a word rather than on the entire text. Dealing with this, Wood (1991:58) states that an early understanding of the most important word is important to the comprehension of any book that the readers read. Sometimes, students face difficulty to know the meaning of unfamiliar words in reading a sentence. Therefore, they do not comprehend the passage.

with this, Wood (1991:151) divides three different types of sentences. They are simple sentences, compound sentences and complex sentences. Simple sentences are sentences that express one complete thought and contain one subject and predicate. Compound sentences are sentences that contain two or more subjects and predicates since they are made up of two or more simple sentences. The last, complex sentences are sentences that contain simple sentences and several phrases.

Based on the explanation above, it can be said that comprehending every sentence in reading text is very important because by comprehending each sentence the readers can understand what the writer wants to deliver to the readers.

### 2.2.3 Paragraph Comprehension

A paragraph is a series of sentences that develop one main idea about a specific topic (Wong, 1998:336). It is also noted by Mc Whorter (1989-102) that a paragraph is a group of related sentences about a single topic. So, in order to be able to comprehend a paragraph, students as readers need to comprehend all sentences.

Wingersky (1999:24) states that a good paragraph contains several related sentences that support one main idea, which is limited to and focused on one sentence. To understand the main point of the paragraph, better for the students to know several essential parts related to comprehending paragraph. In line with this, Wingersky (1999:31) divides paragraph into three essential parts, namely topic sentence, supporting details, and concluding sentence. The following parts will review the parts of paragraph in detail:

#### 1. Topic Sentence

The term used to identify this main idea is the topic sentence (Wingersky, 1999:25). In fact, the main idea of a paragraph is usually stated in what is called

Related with the purposes above, it is very important for the students to know why they read a certain text. Thus, they will try to understand the reading text by comprehending the text in order to get the meaning and the information from the text as required. Therefore, a reading comprehension test must be administered in order to know how far the students comprehend and achieve the skill in reading text given. Besides, the teachers need to select an appropriate reading material which is suitable with the level of the students in order to make them interested in reading activities as well as to motivate them in reading English text well. It is needed to reach the instructional objectives for the study. In this research, the reading material chosen was folktale. Since folktale is in the genre of narrative text, the following section will discuss about narrative text.

#### **2.4 Narrative text**

Fisher (2007) defines narrative as a story interpretation of some aspects of the world that is historically and culturally grounded and shaped by human personality. Narrative text should be given to the junior high school students as suggested in the curriculum. There are many types of narratives text including folktales, mysteries, science fiction, realistic fiction, fantasy, historical fiction, etc. In this research, the researcher focused on one type of narrative text that is folktale because folktale is fascinating, entertaining, easy for students to read and to understand the themes, and it is suggested by the curriculum for students at junior high school. The social function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways. The generic structure or the text is as follows.

- a. Orientation : sets the scene and introduces the participants
- b. Complication : a crisis arises
- c. Resolution : the crisis is resolved, for better or for worse.

Further, Gray (2007) underlines the advantages of folktales in reading comprehension class as follows:

1. It provides students' interest and can motivate them to read, thus increases their reading proficiency.
2. It serves as an example of certain types of language patterns and structure (like vocabulary usage and syntax).
3. It provides personal enjoyment to students. Establishing an emotional and aesthetic connection between readers and the text. And also helping contribute to personal growth.
4. It provides 'genuine' or 'authentic' material. Folktales as one of literature works are usually not written for specific purpose of teaching a language and are intended for native speakers. They can be important supplement to other types of 'authentic' course materials like cartoon, city maps, timetable, and advertisement.
5. It provides students' understanding and appreciates cultures and beliefs different from their own.

Therefore, folktale was applied to the grade VIII students of SMP Nuris Jember to improved their reading comprehension achievement and their active participation.

## **2.6 The Application of Folktales in Reading Comprehension**

According to Williams (1986:37), there are three activities in teaching reading. They are pre-reading, whilst-reading and post reading activities.

The procedures of teaching reading by using folktale are as follows:

### **1. Pre-reading activities**

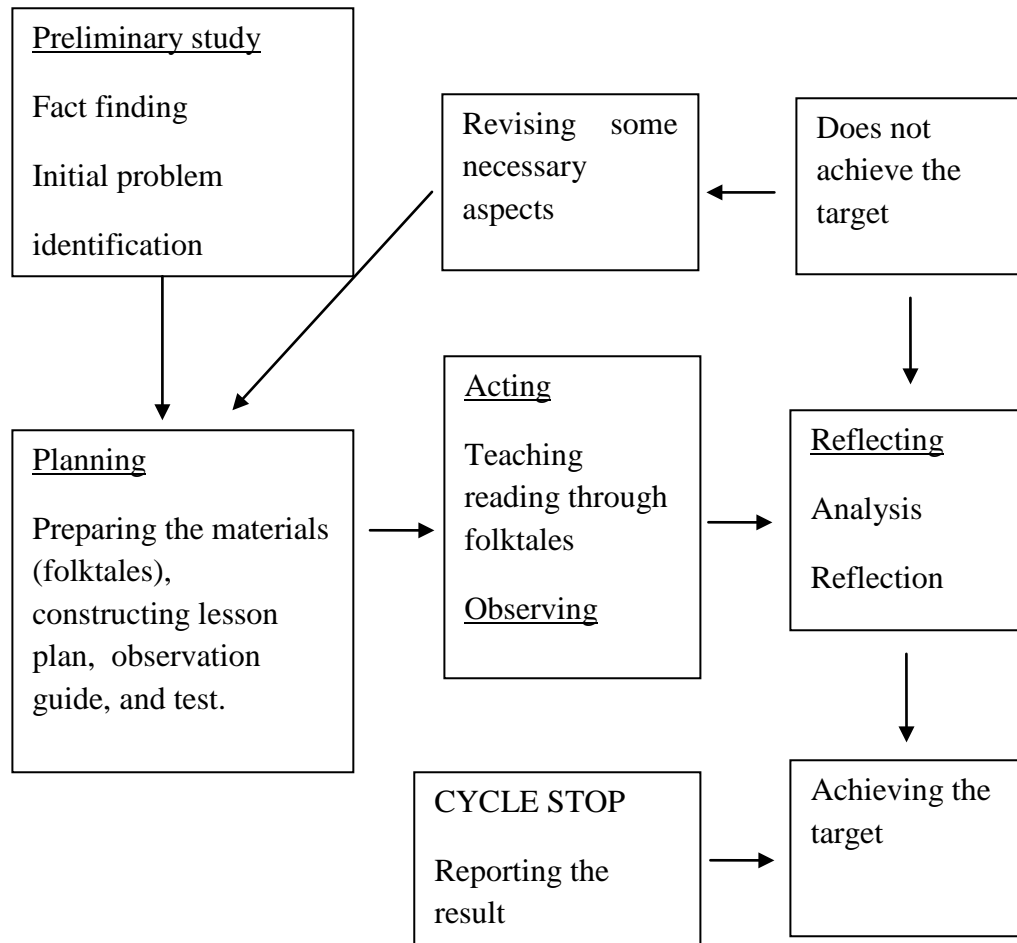
In this research, the first activity was pre reading activity. Pre reading is very important activity in teaching reading skill because it aims to introduce and arouse interest to the topic, sets the purpose of what the reading for, finds the background knowledge of the students and help the students to familiar with the topic will be discussed. It was conducted by asking some leading questions to introduce the topic of discussion, to introduce the text type would be learned that was narrative text in the form of folktale, and to state the objectives of the study.

## **2.8 Action Hypothesis**

Based on the above ideas, the action hypothesis were formulated as the following:

1. The use of folktale can improve the grade VIII students' reading comprehension achievement at SMP NURIS Jember.
2. The use of folktale can improve the grade VIII students' active participation in the reading comprehension teaching and learning process at SMP NURIS Jember.

### The Research Design of the Classroom Action Research



(Adapted from Lewin, 1980 in Elliot, 1991:70)

The procedures of the action research were described as follows:

1. Interviewing the grade VIII English teacher for finding the problems.
2. Finding out the documents to gain the supporting data.
3. Finding out the class which had difficulties in reading comprehension from English teacher and the document.
4. Planning the action by designing lesson plan for the first Cycle.
5. Implementing the action in the first Cycle, that was teaching reading by using folktales.

### **3.4 Data Collection Method**

In this classroom action research, there were two kinds of data collection method. They were primary data and supporting data. The primary data were collected by applying a reading test and observation, while the supporting data were gathered by conducting interview and documentations. The data collection methods were discussed in the following parts.

#### **3.4.1 Primary Data**

##### **3.4.1.1 Reading Test**

Arikunto (2002:150) defines that a test is a set of questions, exercises or other instrument which are used to measure skill, knowledge, intelligence owned by the individual persons or group. In this research, a test was used as the instrument to collect the data that measured the students' reading comprehension achievement. It was done in each cycle after the action given. In this case, an achievement test was used because it was intended to know how successful the students had achieved the goal of teaching and learning process.

In this research, the reading comprehension test was used to measure the students' reading comprehension achievement after being taught by folktales. Dealing with the test construction, Hughes (1989:22) mentions two criteria to conduct a good test. They are validity and reliability. A test is considered to be valid if it measures accurately what is intended to be measured. Meanwhile, a test is considered reliable if it makes consistent result when the same test is given in different time. In this research, content validity was used as well because the test items were constructed by considering the indicators to be measured. The indicators to be measured were word, sentence, paragraph, and text comprehension.

The reading comprehension test was administered in the cycle after the actions given. The test intention was to measure the students' reading comprehension



supporting data about the teaching technique of reading, the types of reading material, the students; score in reading comprehension, the students problem in reading comprehension, how to overcome the problem, and the textbook used by the teacher in teaching English. The researcher used question list as a guide in the interview process.

#### **3.4.2.2 Documentation**

According to Arikunto (2002:206), documentation is a method of searching data about variable in the form of note, transcript, news, magazines, and daily news. In this research, documentation was used for gaining the supporting data. It contained the names of the research subjects and the students' score of reading comprehension test from the English teacher.

### **3.5 Research Procedure**

This action research was administered in cycle model. There were four activities in the first cycle; planning of the action, implementation of the action, observation and evaluation, and reflection (Elliot, 1991:70). The details were explained as follows:

#### **3.5.1 Planning of the action**

The planning of the action means any activities prepared to all of the steps that would be done by researcher before implementing the action of the research. The activities done before the actions were as follows:

- 1) Choosing the topic based on the genre (narrative) for teaching reading comprehension which is suitable with the 2006 English Curriculum (KTSP) for the grade VIII students of junior high school.
- 2) Selecting the materials that used in teaching reading taken from folktales.
- 3) Constructing the lesson plans for the first Cycle (meeting I and II)
- 4) Preparing the instruments (observation guide and the test)

### 3.5.4 Data Analysis Method

Suryabrata (1983:85) reveals that the important step in a research is analyzing the data. The purpose of the data analysis is to analyze and interpret the data into meaningful information. The result of the students' reading comprehension achievement test was analyzed by the following formula:

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

E = the percentage of the students who achieved  $\geq 65$  as standard score

n = the total number of the students who achieved  $\geq 65$  as standard score

N = the total number of the students

(Adopted from Ali, 1998:189)

To find the percentage of the students' active participation, the researcher used the following formula:

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

E = the percentage of the students who were active

n = the total number of the students who were categorized as active students

N = the total number of the students

(Adopted from Ali, 1998:189)

The action was considered successful in which 75% of the students had achieve the standard score of  $\geq 65$  and 75% of the students were active in class when teaching learning activities of reading were conducted. If the first cycle did not achieve the target, the action would be continued to the second cycle by revising the weaknessess found in cycle 1.

## **IV. RESULTS, DATA ANALYSIS AND DISCUSSION**

This chapter presents the result of this classroom action research. They are: the results of the actions in Cycle 1, the results of the actions in Cycle 2, reflection, and discussion.

### **4.1 The Results of the Action in Cycle 1**

#### **4.1.1 The Results of Action**

The implementation of the action in Cycle 1 was carried out in two meetings. The first meeting was conducted on May 30<sup>th</sup>, 2011 at 07:00 am and the second meeting was done on May 31<sup>th</sup>, 2011 at 07:00 am. The activities done in cycle 1 covered four stages namely planning, implementing, observing and reflecting the action.

The implementation of the action was based on the lesson plans which were constructed by the researcher collaborated with the English teacher. The first meeting was carried out based on Lesson Plan 1 while the second meeting was carried out based on the Lesson Plan 2.

The process evaluation was done during the teaching and learning process in each meeting. The observation checklist was used as the guideline to evaluate the process of the behavior change of the students.

Beside the process of evaluation, product evaluation was done in the administration of the reading comprehension test in the form of true false and multiple choice. The test was done to measure the students' reading comprehension achievement after being taught by using folktale as the material after the actions in cycle 1 were done. It was administered on May 31<sup>th</sup>, 2011 at 10:15 am. It conducted on the same day with the second action because it was near by the final examination.

#### **4.1.2 The Results of Observation**

The observation was done along the teaching learning process of reading comprehension through folktale. There were six indicators observed namely

Table 4.2 The Average Results of the Students' Participation in Cycle 1

No	Meeting	Percentage (%)	
		Active	Passive
1	Meeting 1	66.67%	33.33%
2	Meeting 2	71.79%	28.2%
3	Average	69.23%	30.76%

#### 4.1.3 The Results of Reading Comprehension Test

The reading comprehension test was administered in the third meeting. The test was given on May 31<sup>th</sup>, 2011 at 10:15 am. It was conducted in the same day with the second action because the time was near by final examination. The test consisted of 20 items in the form of true false and multiple choice. Dealing with the scoring, for word comprehension was scored 4, sentence comprehension was scored 5, paragraph comprehension was scored 6 and text comprehension was scored 9. Thus, the total score of the test items was 100. The results of the reading comprehension test in Cycle 1 are presented in table 4.3 (appendix 22).

Based on Table 4.3, it was found that there were 24 students who achieved the standard score and there were 12 students who did not achieve the standard score. The percentage of the students gaining the score of at least 65 on the reading comprehension test in cycle 1 was 61.53 %. This means that it had not achieve the succes criteria of the research, that was at least 75% of the students got  $\geq 65$  as the standard score. In other words, the actions given in cycle 1 were not succesful yet.

#### 4.1.4 The Results of the Reflection in Cycle 1

Based on the observation result, 66.67% of the students were active in the first meeting and 71.79% of the students were active in the second meeting during the teaching learning process. In average there were 69.23% of the students were active in the teaching learning process. It means that the requirement of 75% of the students as active participant in the teaching learning process of reading

the students could do the exercises given in cycle 2 better than the cycle 1. In cycle 2, the researcher gave the folktales from other island and selected the folktales which appropriate with the students' level. Unlike the action in Cycle 1, the students more enthusiastic and active in the teaching and learning process of reading class

#### **4.2.2 The Results of Observation**

Process evaluation through observation was done by an observer. The observation was done by sitting at the back of the students' seat in the classroom. The observer used a checklist which focused on the students' active and passive involvement in the teaching and learning process of reading comprehension by using folktale. The indicators to be observed and the criterion of the students' participation were the same as the ones in Cycle 1. The results of observation in the cycle 2 are presented in the table 4.4 (appendix 23).

From the table, it was found that 30 students or 76.92 % of 39 students were active in the first meeting. Thus, 23.07% of the students were passive in joining the class because they did not fulfill at least four indicators being observed. In this meeting, the students felt more confident to answer the teacher's questions related to the topic. They were more active and curious to ask about the content of the reading text. It can be seen from their activity in fulfilling the six indicators being observed since the students in this reserach were considered active if they fulfilled at least four of the six indicators being observed.

The second meeting was done with the same procedure as the one in the previous teaching and learning process. The second meeting revealed that 33 students or 84.61 % of the students were actively involved in the teaching learning process. Thus, the average result of the students' active participation in cycle 2 was 80.76%. This showed that the requirement of at least 75% of the students' active participation in the teaching learning process of reading comprehension had already been fulfilled. The average result of the students' active participation is presented in table 4.5 below:

2. It means that the standard score requirement in this research has been achieved. Since the result of reading comprehension achievement test in the second cycle had met the target mean score in this research, the action was stopped.

### **4.3 Discussion**

Based on the results of the reading comprehension test and observation in Cycles 1 and 2, it could be said that the students had improved their reading comprehension achievement by using folktale. The result of reading comprehension test by using folktale in Cycle 1 showed that 61.53% of the students reached the standard score of  $\geq 65$ . In other words, the action given to the students in Cycle 1 had not been successful. The success criteria of the research was at least 75% of the students reached score  $\geq 65$ . Then the Cycle 2 was given to improve the students' weaknesses in Cycle 1.

The results of reading comprehension test by using folktale in Cycle 2 showed that 82.05% of the students reached score  $\geq 65$ . It means that Cycle 2 had improved the students' reading comprehension achievement. Compared to the results of Cycle 1, there was an improvement of the students' reading comprehension achievement in Cycle 2. Furthermore, from the observation checklist, it could be seen that the active participation of the students increased from 69.23% in cycle 1 to 80.76% in cycle 2.

The results of process and product evaluation in Cycle 2 were better than the results in Cycle 1 because the action in Cycle 2 done by revising some problems faced in Cycle 1. The revision describes in following table.

Based on the above findings, the results of this action research in two cycles proved the action hypothesis that saying that: The use of folktale can improve the grade VIII students' reading comprehension achievement at SMP NURIS Jember and the use of folktale can improve the grade VIII students' participation in the reading comprehension teaching and learning process at SMP NURIS Jember.

### 3. The Future Researcher

The future researchers who have the similar problem in teaching reading are suggested to conduct another research on similar topic using different research design to develop the students' reading comprehension achievement by using folktale, for example by using experimental research design.



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Appendix 1

**RESEARCH MATRIX**

Title	Problem	Variables	Indicator	Data Resources	Research Method	Hypothesis
<p>Improving The Grade VIII Students' Reading Comprehension Achievement and Their Active Participation by Using Folktales at SMP NURIS Jember.</p>	<p>1. Can the use of folktales improve the grade VIII students' reading comprehension achievement at SMP NURIS Jember ?</p> <p>2. Can the use of folktales improve the grade VIII students' active participation at SMP NURIS Jember?</p>	<p>1. Independent Variable: Teaching reading by using folktales</p> <p>2. Dependent Variable: a. Students' reading comprehension achievement</p> <p>b. Students' active participation</p>	<p>1. Teaching reading by using Indonesian folktales taken from internet.</p> <p>2. a. The scores of students' reading comprehension achievement test by using folktales, covering:</p> <ul style="list-style-type: none"> <li>- word comprehension</li> <li>- sentence comprehension</li> <li>- paragraph comprehension</li> <li>- text comprehension</li> </ul> <p>a. Asking question to the teacher.</p> <p>b. Answering the questions from the teacher</p>	<p>1. Research Subject: The grade VIII students of SMP NURIS Jember.</p> <p>2. Collaborator: The English teacher of SMP NURIS Jember.</p> <p>3. School Documents: a. The names of the grade VIII students of SMP NURIS Jember</p> <p>b. Test score from the English teacher</p>	<p>1. Research Design: Classroom Action Research with the cycle Model.</p> <ol style="list-style-type: none"> <li>a. The planning</li> <li>b. The implementation</li> <li>c. Observation and evaluation</li> <li>d. The reflection</li> </ol> <p>2. Area determination method: Purposive method</p> <p>3. Subject determination method: Purposive method</p> <p>4. Data collection methods:</p> <ol style="list-style-type: none"> <li>a. Primary data Reading comprehension test and observation.</li> <li>b. Secondary data: Interview</li> </ol> <p>5. Data Analysis method: Descriptive Statistics</p> $E = \frac{n}{N} \times 100\%$ <p>Note: E : the percentage of the students who achieve <math>\geq 65</math> as standard score n : the total number of the students who achieve <math>\geq 65</math> as standard score N : the total number of the</p>	<p>1. The use of folktales can improve the grade VIII students' reading comprehension achievement at SMP NURIS Jember.</p> <p>2. The use of folktale can improve the grade VIII students' active participation in the teaching learning process of reading at SMP NURIS Jember .</p>

## Appendix 2

### LESSON PLAN I MEETING I (Cycle 1)

Subject	: English
Level	: Junior High School
Class/Semester	: VIII /II
Language Skill	: Reading
Genre	: Narrative
Theme	: Folktales
Time	: 2 X 45 Minutes

- I. Standard Competence
  11. Students are able to comprehend the meaning of a simple and short essay in the form of recount and narrative to interact with the environment.
- II. Basic Competence
  - 11.2 Students are able to respond the meaning of a simple and short functional essay accurately and fluently to interact with the environment in the form of recount and narrative.
- III. Indicators
  - a. Identifying the word meaning of the text entitled “Bujang Katak” in the genre of narrative.
  - b. Identifying the sentence meaning of the text entitled “Bujang Katak” in the genre of narrative.
  - c. Identifying the paragraph meaning of the text entitled “Bujang Katak” in the genre of narrative.
  - d. Identifying the text meaning entitled “Bujang Katak” in the genre of narrative.

	task individually.		
9.	Asking the students to present the answer.	Presenting the answer	5'
10.	Discussing the students' answer with the whole class.	Discussing the answer	10'
II	CLOSING		
1.	Discussing the content of the text.	Discussing the content	2'
2.	Asking the students to make conclusion about the text	Concluding the text	5'
3.	Parting.	Responding the parting	1'

VII. Evaluation

- a. Process evaluation: conducted during the teaching learning process of reading by using folktales. (instrument: observation checklist)
- b. Product evaluation: conducted after the action (instrument: reading test)

*Jember, Mei 2011*

English Teacher

Observer

**Vanny Fatmawati. S. Pd**

**Danik Nurdiana**

	the king about his proposal.
Line 20	”I really appreciate your courage young man. But I can’t make any decisions. I will ask my seven daughters to give their opinions and decisions”, said the king. One by one all the seven daughters talked. The first daughter didn’t say good things about Bujang Katak. She insulted him, “You are so ugly. No wonder people call you Bujang Katak. You really look like a frog. I don’t want to have a husband who looks like a frog”, said the first daughter. The second daughter also said bad things to him. “You are very poor. I don’t want to have a poor husband”. So the other daughters talked bad things about him.
Line 25	
Line 30	Finally, the youngest daughter had her turn to talk. She was the most beautiful and kindest daughter. She didn’t say bad things about him. She accepted Bujang Katak’s proposal. “I will marry him, father” said the youngest daughter to the king. Everybody was surprised. All the elder sisters laughed at her. The king was shocked! He never thought that one of his daughters would marry Bujang Katak. He wanted to cancel the marriage. So he asked Bujang katak to do something very difficult. “I will let you marry my daughter but you have to build a golden bridge from your house to this palace”, said the king.
Line 35	
Line 40	Bujang Katak and his mother went home. His mother was very sad and confused. “How can you build a golden bridge, son?” she asked Bujang katak. “Don’t worry mother, I will pray to God to help me”, said Bujang Katak. Then Bujang Katak prayed days and nights. One night, amazing things happened. His frog’s skin removed from his body. His head also changed. He became very handsome man. His mother burned the removed skin. Amazingly, the skin changed into gold. They had a lot of gold. Slowly they built a bridge using the gold.
Line 45	Finally, the bridge was built from their house to the king’s palace. The youngest daughter was very happy. Her husband was very handsome and also very rich. He had a lot of gold. All her sisters were jealous. They were even more jealous when the king asked Bujang Katak to be the new king.

(taken from : Fauna Folktales [www. geocities. com](http://www.geocities.com))

## Task 2

**Write T if the statement is true and write F if the statement is false based on the text above!**

1. Bujang Katak’s mother was an older sister in her family. (...)
2. At first, the old woman was sad. (Line 8).

The underlined word has the same meaning with “proud” (...)

- b. Bujang Katak and the king
  - c. Bujang Katak and the seven daughter
  - d. The mother and the king
3. How was the expression of the king when his youngest daughter accepted Bujang Katak's marriage proposal?
- a. The king was angry
  - b. The king was sad
  - c. The king was happy
  - d. The king was shocked
4. What is the main idea of the fourth paragraph?
- a. The king would let Bujang Katak marry his daughter but he had to build a golden bridge from his house to the palace.
  - b. The king wouldn't let Bujang Katak marry his daughter but he had to build a golden bridge from his house to the palace.
  - c. The youngest daughter had her turn to talk.
  - d. Finally the youngest daughter had her turn to talk.
5. The king was shocked. (Line 31).  
What is the opposite meaning of the underlined word?
- a. Surprised
  - b. Relaxed
  - c. Worried
  - d. amazed
6. How did Bujang Katak change to be a handsome man?
- a. He prayed days and nights.
  - b. He prayed all nights.
  - c. The mother prayed days and nights.
  - d. The king prayed to the god days and nights.
7. What happened to the Bujang Katak's head and skin?
- a. His frog's skin change into steel and his head also changed.

### Appendix 3

**Table Specification Of Reading Comprehension Test Item (Lesson Plan 1)**

Item number subskills	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	Σ	
Word comprehension		√		√		√			√			√			√			√	√			8
Sentence comprehension	√				√			√			√		√			√	√					7
Paragraph comprehension			√				√			√				√								4
Text comprehension																					√	1
Total item																					20	

## Appendix 5

### LESSON PLAN II MEETING II (Cycle 1)

Subject	: English
Level	: Junior High School
Class/Semester	: VIII /II
Language Skill	: Reading
Genre	: Narrative
Theme	: Folktales
Time	: 2 X 45 Minutes

- I. Standard Competence
  11. Students are able to comprehend the meaning of a simple and short essay in the form of recount and narrative to interact with the environment.
- II. Basic Competence
  - 11.2 Students are able to respond the meaning of a simple and short functional essay accurately and fluently to interact with the environment in the form of recount and narrative.
- III. Indicators
  - a. Identifying the word meaning of the text entitled “Sangkuriang” in the genre of narrative.
  - b. Identifying the sentence meaning of the text entitled “Sangkuriang” in the genre of narrative.
  - c. Identifying the paragraph meaning of the text entitled “Sangkuriang” in the genre of narrative.
  - d. Identifying the text meaning entitled “Sangkuriang” in the genre of narrative.



	answer		
9.	Discussing the students' answer with the whole class.	Discussing the answer	10'
III	CLOSING		
1.	Discussing the content of the text. Asking the students to make	Discussing the content	2'
2.	Conclusion about the text	Concluding the text	5'
3	Parting.	Responding the parting	1'

VII. Evaluation

- a. Process evaluation: conducted during the teaching learning process of reading by using folktales. (instrument: observation checklist)
- b. Product evaluation: conducted after the action (instrument: reading test)

*Jember, Maret 2011*

English Teacher

Observer

**Vanny Fatmawati. S. Pd**

**Danik Nurdiana**

Line 10	her son in the head and expelled him with a ferocious scar.
Line 15	<p>Years passed and the grown up Sangkuriang who acquired fame and fortune met Dayang Sumbi. They fell in love with each other and wanted to get married. But one day, she discovered the scarf on his head and his real identity. To solve the awkward impulse, she set him an impossible task, Sangkuriang had to dam Citarum River and built a boat for crossing the resulting lake. Everything to be accomplished in one night between sunset and sunrise. Sangkuriang agreed.</p>
Line 20	<p>It turned out that Sangkuriang had supernatural power. With a little help from his supernatural friends, he managed to make the dam and was finishing the boat. Dayang Sumbi was shocked to see the horrible truth for she could not marry her own son. She called all the women in the village to flame torches, pound the rice-mothers and made the rooster's crow. Sangkuriang thought it was as dawn and got very angry. He kicked the unfinished boat. It flew to the sky and fell on the ground and upside down on the spot where it can be seen until now.</p>

*(taken from : Fauna Folktales www. geocities. com)*

## Task 2

**Write T if the statement is true and write F if the statement is false based on the text above!**

1. The King exiled her and the dog to the jungle. (Line 6 )  
The underlined word has the same meaning with “isolated”. (...)
2. Dayang Sumbi got pregnant because the dog hit her. (...)
3. The main idea of the second paragraph is Dayang Sumbi gave birth to a boy which later was called Sangkuriang. (...)
4. However, he made a mistake that made his mother furious, he killed the dog.

- a. Tumang
  - b. Sangkuriang
  - c. Dayang Sumbi
  - d. The King
4. What is the main idea of the first paragraph?
- a. Sangkuriang was a king
  - b. Sangkuriang was the son of Dayang Sumbi
  - c. Dayang Sumbi was a foster princess
  - d. Dayang Sumbi accompanied by the dog named Tumang
5. Dayang Sumbi hit her son in the head and expelled him with a ferocious scar.  
(line 9).

What is the opposite meaning of the underlined word?

- a. scream
  - b. friendly
  - c. frightened
  - d. slowly
6. “However, he made a mistake that made his mother furious.....(Line 9).  
What does the word “he” refer to?
- a. Dayang Sumbi
  - b. The King
  - c. Tumang
  - d. Sangkuriang
7. What does the third paragraph tell us about?
- a. Dayang Sumbi met Sangkuriang
  - b. Dayang Sumbi bit Sangkuriang
  - c. Dayang Sumbi told Sangkuriang about his identity
  - d. Dayang Sumbi went to the jungle

## Appendix 6

**Table Specification Of Reading Comprehension Test Item (Lesson Plan 2)**

Item number subskills	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	Σ	
Word comprehension	√			√					√			√	√		√	√		√				8
Sentence comprehension		√			√	√		√		√	√								√			7
Paragraph comprehension			√				√							√			√					4
Text comprehension																					√	1
Total item																					20	

## Appendix 8

### POST TEST (Cycle 1)

Subject : English  
Class/Semester : VIII /II  
Language skill : Reading  
Time : 45 Minutes

Read the following text carefully!

#### KEBO IWA

Line 1	Once upon a time in Bali, a man and his wife were praying. They have been married for a long time but did not have any children. They asked God to give them a child. They prayed and prayed. Finally, God answered their pray. The wife got pregnant and they had
Line 5	a baby boy. They were very happy. The baby was extraordinary. He was very much different from other babies. He ate and drank a lot. Day after day he ate more and more. His body was getting bigger. And by the time he was a teenager, his body was as big as a buffalo. People then started to call him Kebo Iwa.
Line 10	Because of his eating habit, Kebo Iwa's parents spent a lot of money to buy his food in large amount. They went bankrupt. They gave up and asked the villagers to help them provide the food. The villagers then worked together to cook and build a big house for Kebo Iwa. He was like a giant. He could not stay in his parents' house anymore because of his big body. Sadly, after a few months, the villagers also could not afford to cook him the food. Then they asked Kebo Iwa to cook his own food. The villagers just prepared the raw materials. Kebo Iwa agreed and as an expression of his gratitude to the villagers, he built a dam, dug wells, and he also protected the villagers from animals and people who wanted to attack their village. He did those things by himself.
Line 15	Meanwhile, the troops of Majapahit planned to attack Bali. They knew about Kebo Iwa. And they also knew that they could not conquer Bali with Kebo Iwa there. Kebo Iwa was more powerful than they were. Gajah Mada, the Maha Patih (Chief Minister) of Majapahit then planned something. They were pretending to invite Kebo Iwa to
Line 20	
Line 25	

10. They gave up and asked the villagers to help them provide the food.

The underlined word has the same meaning with “keep spirit” (…)

## Task 2

**Choose the best answer by crossing *a, b, c, or d* correctly, based on the text above!**

1. Why did people call him Kebo Iwa?
  - a. Because he ate and drank a lot.
  - b. Because he ate more and more.
  - c. Because his body getting bigger like a buffalo.
  - d. Because his body skin getting dark like a buffalo.
2. Who help his parent to provide the food?
  - a. The animals
  - b. The giant
  - c. The troop
  - d. The villagers
3. How was the strategy of Gajah Mada to killed Kebo Iwa?
  - a. He pretended to invite Kebo Iwa to help Majapahit dig some grave.
  - b. He pretended to invite Kebo Iwa to help Majapahit dig some wells.
  - c. He pretended to invite Kebo Iwa to help Majapahit dig some dam.
  - d. He pretended to invite Kebo Iwa to help Majapahit dig some palace.
4. What did Kebo Iwa do as his expression of gratitude to the villagers?
  - a. He built a dam, dug wells, and protected them from animals and enemy.
  - b. He built a dam, dug grave, and protected them from animals and someone who wanted to attack the villagers.
  - c. He attacked Mojopahit troops.
  - d. He attacked people and animals that wanted to annoy the villagers.

10. What did the text tell us about?

- a. Someone who had treated unfair by the mighty person.
- b. Someone who deceived by the environment.
- c. Someone who liked drink and eat anymore.
- d. Someone who looked like a buffalo.

## Appendix 10

### Answer Key of Post Test 1 (Cycle 1)

#### Task 1

1. F
2. T
3. T
4. F
5. F
6. F
7. F
8. T
9. T
10. F

#### Task 2

1. C
2. B
3. C
4. A
5. B
6. D
7. A
8. C
9. B
10. C



IV. Material

Enclosed

V. Method/ Strategy: Cooperative learning

VI. Teaching Learning Activities

No	Teachers Activities	Students' Activities	Time
I.	SET INDUCTION		
1.	Greeting	Responding the greeting	1'
2.	Asking some leading questions related to the topic	Answering the leading questions	3'
3.	Stating the objectives	Paying attention	1'
II.	MAIN ACTIVITIES		
1.	Reminding the generic structure of narrative text.	Paying attention	5'
2.	Dividing the students into some groups consisting of four students.	Making group	4'
3.	Distributing reading text entitled "The Strange Porridge" to the students.	Receiving the text	2'
4.	Asking some of the students to read the text given.	Reading the text	11'
5.	Asking the students to discuss each paragraph of the reading text within a group.	Discussing each paragraph of the reading text	10'
6.	Asking the students to do the task with their group.	Doing the task	10'
7.	Asking the students to present the answer and require opinion from other group.	Presenting and discussing the answer	10'

## MATERIALS

### Leading Question:

1. Look at the picture please! Who was on the picture?



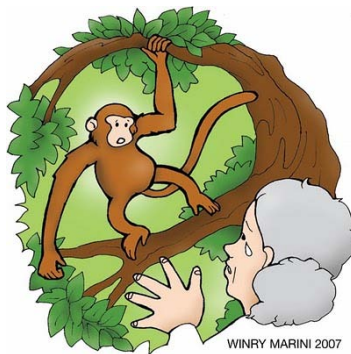
2. Do you think that the old woman is the owner of the monkey?
3. Have you ever read the story of “The Strange Porridge”?

### Exercise:

#### Task 1

Read aloud the following text!

### “The Strange Porridge”



Line 1	Once upon a time, a grandmother and her granddaughter lived in Roti Island, Nusa Tenggara Timur. They had a field and grew some vegetables. The grandmother sold them at the market.
Line 5	In the morning, the grandmother would go to the market. Before she left, she asked her granddaughter to cook. “Please cook some rice for lunch. But just cook one grain of rice. It’s enough for both of us” she asked.

5. The grandmother think a grain of rice would not be enough for them. (...)
6. “Oh, no! The rice flowed out of the pot!” shouted the girl. (Line 12)  
The underlined word has the same meaning with “spilled out”. (...)
7. The main idea of paragraph 3 is the girl shouted because  
the rice flowed out of the pot. (...)
8. The grandmother was so angry when she knew the rice  
became rice porridge. (...)
9. I cannot live with you anymore. (Line 22).  
The word “I” refers to granddaughter. (...)
10. Paragraph 5 tell us about the granddaughter changed into a monkey. (...)

### **Task 3**

**Choose the best answer by crossing *a, b, c, or d* correctly based on the text above!**

1. What was the command from the grandmother to the girl before she went to the market?
  - a. She asked the girl to cook a grain of corn for lunch
  - b. She asked the girl to cook a grain of rice for lunch
  - c. She asked the girl to cook vegetables
  - d. She asked the girl to accompany her to the market
2. “...It’s enough for both of us” she asked. (Line 6).  
What does the word “us” refer to?
  - a. Grandmother and her daughter
  - b. Grandfather and her granddaughter
  - c. Grandmother and her granddaughter
  - d. Grandfather and the little girl
3. How was the expression of the grandmother when her granddaughter explained about what happenned to the rice?
  - a. She was angry
  - b. She was sad

9. "They are afraid that the child would...". (Line 30).

What does the underlined word refer to?

- a. The grandmother and her granddaughter
- b. The grandmother and a monkey
- c. People in Indonesia
- d. People in Roti island

10. What did the text tell us about?

- a. A granddaughter who changed into a monkey.
- b. The stranged porridge in Roti island.
- c. A grandmother hit her granddaughter anymore.
- d. Unbelievable thing happended in a rice pot.

## Appendix 13

### Answer Key of Meeting 1 (Cycle 2)

#### Task 1

1. F
2. T
3. T
4. F
5. F
6. T
7. F
8. T
9. T
10. T

#### Task 2

1. B
2. C
3. A
4. B
5. A
6. C
7. B
8. A
9. D
10. A

IV. Material

Enclosed

V. Method/ Strategy: Cooperative learning

VI. Teaching Learning Activities

No	Teachers Activities	Students' Activities	Time
I.	SET INDUCTION		
1.	Greeting	Responding the greeting	1'
2.	Asking some leading questions related to the topic	Answering the leading questions	3'
3.	Stating the objectives	Paying attention	1'
II.	MAIN ACTIVITIES		
1.	Dividing the students into some groups consisting of four students.	Making group	4'
2.	Distributing reading text entitled "Laiamon and Crocodile" to the students.	Receiving the text	2'
3.	Asking the students to read the text given.	Reading the text	10'
4.	Asking the students to discuss each paragraph of the reading text within a group.	Discussing each paragraph of the reading text	10'
5.	Asking the students to do the task with their group.	Doing the task	14'
6.	Asking the students to present the answer and require opinion of the other group.	Presenting and discussing the answer	12'
7.	Asking the students to do the next task individually.	Doing the task individually	10'

## MATERIALS

### Leading Question:

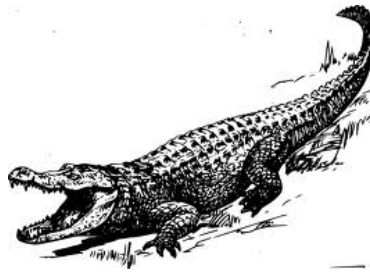
1. Which story do you like most from the first meeting till now?
2. Why do you like the story?

### Exercise:

#### Task 1

Read aloud the following text!

### LAIAMON AND CROCODILE



Line 1	Laiamon was the daughter of Dayak chief. One day, she went to the river to take a bath. She was swimming when a crocodile held her leg. "Oh, please don't eat me!" cried Laiamon. "Hohoho!" laughed the crocodile. "I won't let you go. I like eating pretty girls very much."
Line 5	Laiamon was a clever girl. Then she said, "My father is a chief. He is a rich man. He will give you anything you want if you free me." "Is it right?" asked the crocodile. "Yes," she answered. "Ok," said the crocodile. "Tell your father to give me a baby to eat every day."
Line 10	The crocodile let Laiamon go. Quickly Laiamon swam to the river bank and went home. She told what she had experienced to her father. Her father then called his people to discuss about the crocodile had asked.
Line 15	The next day, the chief and his people went to the river. They brought a pig for the crocodile. "Good morning, Crocodile," said the chief. "Do you bring a baby for me?" asked the crocodile. "We have no babies in the village, we can only give you a pig this time," said the chief. "Don't lie to me!" the crocodile was angry. "Of course not."

### Task 3

Choose the best answer by crossing *a, b, c, or d* correctly, based on the text above!

1. Who was Laiamon?
  - a. She was a Queen
  - b. She was the daughter of Dayak chief
  - c. She was the sister of Dayak chief
  - d. She was the crocodile's friend
  
2. "The chief threw the pig into the river". (line 22)  
What does the opposite meaning of the underlined word?
  - a. Caught
  - b. Moved suddenly
  - c. Stayed
  - d. Thought
  
3. "Her father then called his people to discuss about the crocodile had asked". (Line 13). What does the word "*her*" refer to?
  - a. The crocodile
  - b. Laiamon
  - c. Father
  - d. People
  
4. What does paragraph 3 tell us about?
  - a. The chief called his people to discuss about the crocodile had asked.
  - b. The crocodile had killed many people.
  - c. The chief and his people went to the river.
  - d. Laiamon gave the pig to the crocodile.
  
5. "It moaned and groaned." (Line 23).  
What does the underlined word mean?
  - a. Make low sound of water
  - b. Make short sound of water



**Appendix 15**

**Table Specification Of Reading Comprehension Test Item (Lesson Plan 4)**

Item number Subskills	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	Σ	
Word comprehension	√			√					√			√	√		√	√		√				8
Sentence comprehension	√				√			√			√		√			√	√					7
Paragraph comprehension			√				√							√			√					4
Text comprehension																					√	1
Total item																					20	

## Appendix 17

### POST TEST (Cycle 2)

Subject : English  
Class/Semester : VIII /II  
Language skill : Reading  
Time : 60 Minutes

Read the following text carefully!

#### PAHIT LIDAH AND MATA EMPAT

Line 1	Once upon a time, there were two local toughs, and they were very famous among the natives. The first one was known by the name <i>Mata Empat</i> (Four Eyes), and the other known as <i>Pahit Lidah</i> (Bitter Tongue). Pahit Lidah earned his name because of his poisonous tongue
Line 5	and was able to turn things into stone as his commands. While Mata Empat, just like the name given, he had a pair of extra eyes at the back of his head. Those two guys then heard about each other's reputation and fame.
Line 10	Sensing rivalry, they arranged themselves to meet and to prove their skills. It wasn't one on one duel, but they have approved a way for their match. The rule was they will take turn lying under a palm sugar tree while their opponent on the tree top will drop the heavy sharp pointed fruits. The person who can dodge the fruits in time will be regarded as the winner. First was Mata Empat's turn. He
Line 15	lied face down under the tree while Pahit Lidah cut the fruits above him. Having a pair of eyes at the back of his head, Mata Empat was able to see clearly when the fruit was dropped and managed to dodge in time.
Line 20	The next turn was Pahit Lidah. While lying on the ground, Pahit Lidah planned to turn the fruit's stem into stone so it cannot be cut by Mata Empat. But it was a miscalculation. Pahit Lidah was too late in turning the stem into stone. Instead of the stem changed, the fruit also changed into stone. The huge stone fell on Pahit Lidah's head and killed him instantly. Mata Empat climbed down from the tree
Line 25	and approached the body of his opponent. He was curious and wondered whether Pahit Lidah really had poisonous tongue. So he touched the tongue with his fingers and then tasted the fingers to find out.
Line 30	The words that it was a poisonous tongue were proven to be true, and Mata Empat instantly died because of the poison. The natives then buried those local toughs' bodies by the Lake Ranau. Up to now, it is said that some people who visited Lake Ranau made

## Task 2

Choose the best answer by crossing *a, b, c, or d* correctly, based on the text above!

1. Why was he named Pahit Lidah?
  - a. Because he had poisonous tongue and was able to turn things into stone as his commands.
  - b. Because he had poisonous tongue and was able to turn stems into stone as his commands
  - c. Because his tongue was really bitter and was able to turn something into stone as his commands.
  - d. Because his tongue was really and he liked to lie under a palm sugar tree.
2. Why was he named Mata Empat?
  - a. He had a pair of sharp and blue eyes at the back of his head.
  - b. He had a pair of beautiful eyes at the back of his head.
  - c. He climbed down from the tree and approached the body of his opponent.
  - d. He had a pair of extra eyes at the back of his head.
3. What was the rule of their match?
  - a. They arranged themselves to meet and to prove their skills.
  - b. He lied face down under the tree while Pahit Lidah cut the fruits above him.
  - c. The person who could avoid the heavy sharp pointed fruits would be the winner.
  - d. Mata Empat managed to dodge in time.
4. What did Mata Empat do after knowing Pahit Lidah was killed?
  - a. He buried the bodies by the Lake Ranau.
  - b. He lied face down under the tree.
  - c. He dropped and managed to dodge in time.
  - d. He climbed down from the tree and approached the body of his opponent.

10. What is the moral value that we can learn from the above text?

- a. Don't be careless in order to being a winner.
- b. Don't be arogant person.
- c. Be helpful to your friend.
- d. Be an magician in order to being a winner.

## Appendix 19

### Answer Key of Post Test 2 (Cycle 2)

#### Task 1

1. F
2. T
3. T
4. T
5. F
6. T
7. F
8. F
9. F
10. F

#### Task 2

1. A
2. D
3. C
4. D
5. B
6. B
7. D
8. D
9. A
10. B



## Appendix 38

**Table 4.3 The Results of the Students' Reading Comprehension Test in Cycle 1**

No	Students Name in Initial	WC	SC	PC	TC	Total Score	Achieved	Not Achieved
1	AARW	16	15	18	9	58		√
2	AI	16	20	18	9	63		√
3	AFA	20	25	18	9	72	√	
4	AH	20	15	24	9	68	√	
5	AF	20	20	24	9	73	√	
6	ASH	20	25	18	0	63		√
7	DNA	20	25	18	9	72	√	
8	DPLS	16	25	18	9	66	√	
9	EP	24	20	24	9	77	√	
10	EH	16	20	24	9	69	√	
11	FS	24	25	18	9	76	√	
12	FM	24	30	18	9	81	√	
13	FS	20	20	18	9	67	√	
14	HB	20	20	18	9	67	√	
15	HSR	16	25	24	0	65	√	
16	KD	20	25	24	9	78	√	
17	MASS	20	20	12	9	61		√
18	MFH	20	20	12	9	61		√
19	MHF	16	20	18	9	71	√	
20	MH	20	15	18	9	58		√
21	MNS	24	25	18	9	72	√	
22	MSK	24	25	12	9	70	√	
23	MA	24	20	18	0	62		√
24	MH	20	20	18	9	67	√	
25	MRU	28	15	12	9	64		√
26	MAW	20	25	12	9	66	√	
27	MJ	24	25	12	9	78	√	
28	MSAG	16	25	12	9	62		√
29	MR	20	20	24	0	64		√
30	MJ	16	25	12	9	62		√
31	NH	16	20	18	9	63		√
32	RO	16	20	24	9	69	√	
33	SM	16	15	18	9	58		√
34	SSH	20	20	18	9	67	√	
35	A	16	20	18	9	63		√
36	ASB	20	20	12	9	61		√
37	RO	16	20	18	9	69	√	
38	AK	24	25	24	9	76	√	
39	MR	16	20	18	9	69	√	
		Total					24	15





## Appendix 24

**Table 4.6 The Results of the Students' Reading Comprehension Test in Cycle 2**

No	Students Name in Initial	WC	SC	PC	TC	Total Score	Achieved	Not Achieved
1	AARW	24	20	24	9	77	√	
2	AI	20	25	24	9	78	√	
3	AFA	24	25	24	9	82	√	
4	AH	20	25	18	0	63		√
5	AF	24	35	18	9	86	√	
6	ASH	16	20	18	9	63		√
7	DNA	20	30	24	9	83	√	
8	DPLS	24	30	18	9	81	√	
9	EP	28	25	24	9	84	√	
10	EH	20	15	18	9	62		√
11	FS	24	30	24	9	87	√	
12	FM	24	30	24	9	88	√	
13	FS	20	25	18	9	72	√	
14	HB	24	30	18	9	81	√	
15	HSR	24	25	24	9	82	√	
16	KD	20	30	24	9	83	√	
17	MASS	20	25	24	9	78	√	
18	MFH	16	20	18	9	63		√
19	MHF	28	20	24	9	81	√	
20	MH	24	20	24	9	77	√	
21	MNS	20	35	18	9	82	√	
22	MSK	24	35	18	9	86	√	
23	MA	20	25	18	9	62		√
24	MH	20	30	24	9	83	√	
25	MRU	28	20	18	9	75	√	
26	MAW	24	20	18	9	71	√	
27	MJ	24	25	18	9	76	√	
28	MSAG	20	30	24	9	83	√	
29	MR	20	25	18	0	63		√
30	MJ	28	25	18	9	80	√	
31	NH	20	20	18	9	67	√	
32	RO	16	18	24	9	67	√	
33	SM	28	15	18	9	70		√
34	SSH	24	20	18	9	71	√	
35	A	24	20	18	9	71	√	
36	ASB	16	25	24	9	74	√	