



**IMPROVING THE TENTH GRADE STUDENTS' READING
COMPREHENSION ACHIEVEMENT BY USING A MARKING
TECHNIQUE AT SMA MUHAMMADIYAH 3 JEMBER IN THE 2016/2017
ACADEMIC YEAR**

THESIS

By:

**Bakhrul Ulum Mahendra
NIM. 120210401067**

**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTEMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2017**



**IMPROVING THE TENTH GRADE STUDENTS' READING
COMPREHENSION ACHIEVEMENT BY USING A MARKING
TECHNIQUE AT SMA MUHAMMADIYAH 3 JEMBER IN THE 2016/2017
ACADEMIC YEAR**

THESIS

Proposed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Education Study Program, Language and Arts Department Faculty of
Teacher Training and Education, Jember University

By:

**Bakhrul Ulum Mahendra
NIM. 120210401067**

**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTEMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2017**

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certainly that the content of the thesis of work which has been carried out since the official commencement date of approved thesis title; this thesis has not been submitted previously, in whole or in a part, to qualify from any other academic award; ethics procedures and guideline of thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g Cancellation of my academic award. In addition, I hereby grant to the University of Jember the right to archive and to produce and communicate to the public my thesis or project in whole or in a part in the University/Faculty Library in all forms of media, now, or here after known.

Signature :
Name : Bakhrul Ulum Mahendra
Date :

DEDICATION

This thesis is honorably dedicated to:

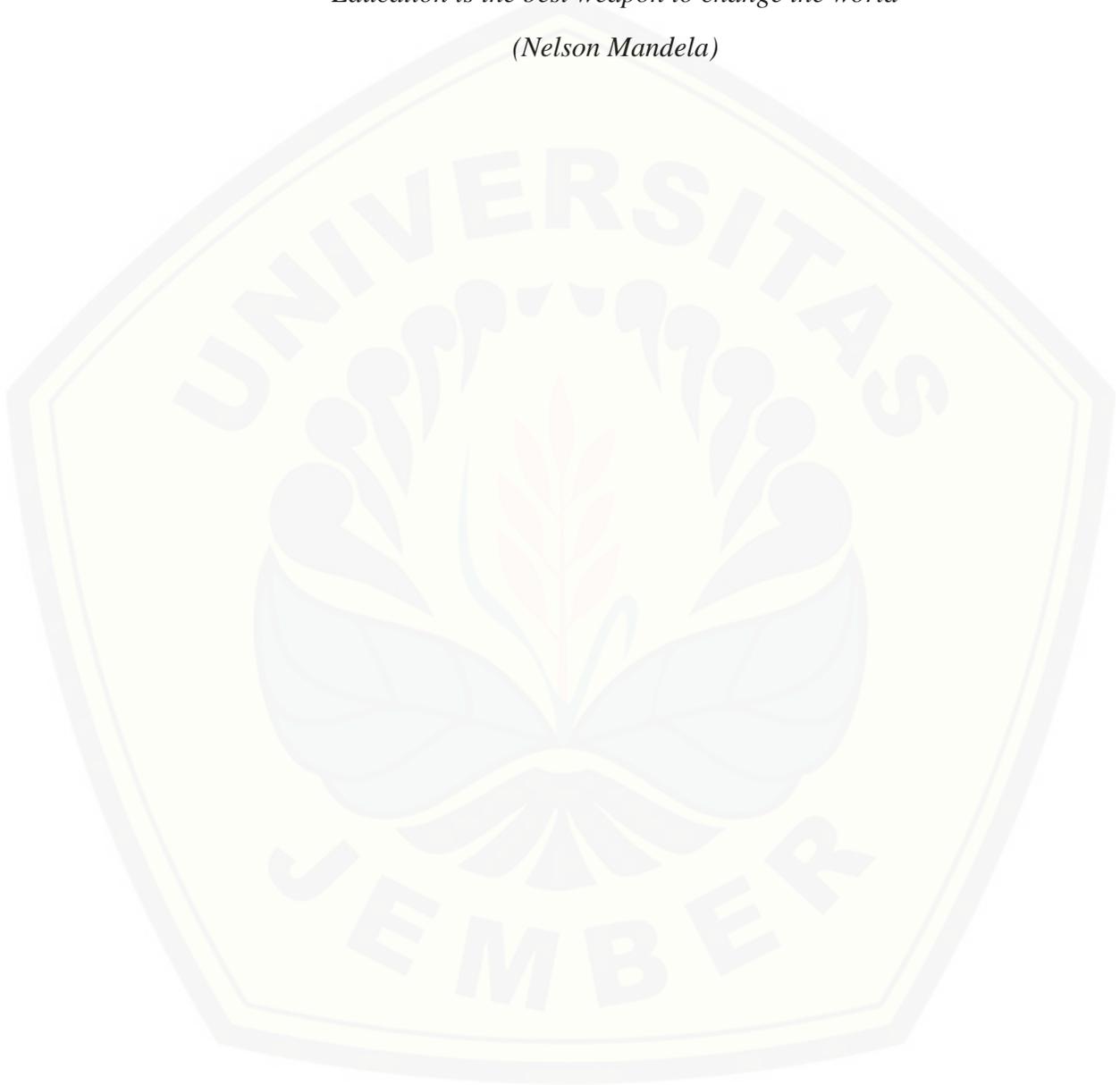
- 1) Mother and Father. Thanks for the support and every single thing that you gave to me.*



MOTTO

Education is the best weapon to change the world

(Nelson Mandela)



CONSULTANT APPROVAL

**IMPROVING THE TENTH GRADE STUDENTS' READING
COMPREHENSION ACHIEVEMENT BY USING A MARKING
TECHNIQUE AT SMA MUHAMMADIYAH 3 JEMBER IN THE
2016/2017 ACADEMIC YEAR**

THESIS

Presented to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Education Study Program, Language and Arts Department Faculty of
Teacher Training and Education, Jember University

By:

Name : Bakhrul Ulum Mahendra
Identification number : 120210401067
Level : 2012
Place and Date of birth : Jember, May 7th, 1994
Department : Language and Arts Education
Program : English Education

Approved by:

Consultant 1

consultant 2

Drs.I Putu Sukmaantara, M.Ed
NIP : 196404241990021003

Eka Wahyuningsih, S.Pd, M.Pd
NIP : 197006121995122001

APPROVAL OF THE EXAMINER COMMITTEE

The thesis entitled “ Improving the Tenth grade Students’ Reading Comprehension Achievement by Using a Marking (Labelling) Technique at SMA Muhammadiyah 3 Jember in the 2016/2017 Academic Year” is approved and accepted by the Faculty of Teacher Training and Education, Jember University on:

Date :

Place : The Faculty of Teacher Training and Education, Jember University

The Committee

The Chairperson

The Secretary

Dra. Wiwiek Eko Bindarti, M.Pd
NIP. 19561214 1985032001

Eka Wahyuningsih, S.Pd, M.Pd
NIP. 197006121995122001

Member 1

Member 2

Drs.I Putu Sukmaantara, M.Ed
NIP. 196404241990021003

Drs.Bambang Arya Wijaputra, Ph.D
NIP. 196012311998021002

The Dean

Faculty of Teacher Training an Education

Prof. Drs. Dafik, M.Sc. Ph.D
NIP : 19680802 199303 1 004

ACKNOWLEDGEMENT

First and foremost, I praise to Allah SWT for blessing me and giving me a strength, so I can finish writing the thesis entitled “Improving the Tenth grade Students’ Reading Comprehension Achievement by Using a Marking (Labelling) Technique at SMA Muhammadiyah 3 Jember in the 2016/2017 Academic Year”.

In relation to the writing and finishing of this thesis, I would like to express the deepest and sincerest thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University
2. The Chairperson of The Language and Arts Department
3. The Chairperson of English Education Study Program
4. The first and Second Consultant, Drs.I Putu Sukmaantara, M.Ed, and Eka Wahyuningsih, S.Pd, M.Pd. Thank you for spending your time and giving corrections, suggestions, and many ideas to make my thesis better.
5. The principal, the English teacher and the tenth grade students of SMA Muhammadiyah 3 Jember who had helped me to obtain the data of the research.

I do realize that this thesis is still far from being perfect. Therefore, any constructive criticism and suggestions will be appreciated.

Jember, September 22nd 2017

The Writer

TABLE OF CONTENT

	Page
TITLE PAGE	i
STATEMENT OF THESIS AUTHENTICITY	ii
DEDICATION	iii
MOTTO	iv
CONSULTANT APPROVAL	v
APPROVAL OF THE EXAMINEER COMMITTEE	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	viii
THE LIST OF TABLES	xi
THE LIST OF APPENDICES	xii
SUMMARY	xiii
CHAPTER 1. INTRODUCTION	1
1.1 Background of the Research	1
1.2 Problem of the Research	4
1.3 The Objectives of the Research	4
1.4 The Significance of the Research	4
1.4.1 The English Teacher	4
1.4.2 The Students	4
1.4.3 The Other Researcher	5
CHAPTER 2. LITERATURE REVIEW	6
2.1 The Definition of Reading comprehension Achievement	6
2.3.1 Word Comprehension	6
2.3.2 Sentence Comprehension	7
2.3.3 Paragraph Comprehension	9
2.3.4 Text Comprehension	10

2.2	The definition and Types of Marking Technique	11
2.3	The Application of Marking Technique in Teaching Reading Comprehension	12
2.4	The Strengths and Weakness of a Marking Technique.....	14
CHAPTER 3. RESEARCH METHODS		15
3.1	Research Design	15
3.2	Area Determination Metho	17
3.3	Subject Determination Method	18
3.4	Data Collection Method	18
3.4.1	Observation	18
3.4.2	Reading ComprehensiAchievemet Test	19
3.4.3	Documentation	19
3.5	Research Procedure	20
3.5.1	Planning The Action	20
3.5.2	The Implementation of the Action	21
3.5.3	The Observation of the Action	21
3.5.4	The Reflection of the Action	21
3.6	Operational Definition of the Key Terms	22
3.6.1	Reading Comprehension Achievement	22
3.6.2	Labelling	22
3.6.3	Students' Participation	22
3.6.4	Narrative text	23
3.7	Data Anlysis Method	23
CHAPTER 4. RESEARCH RESULTS and DISCUSSION		25
4.1	The Result of Action in cycle 1	25
4.1.1	The Implementation of the Action in Cycle 1	25
4.1.2	The Results of the Observation in Cycle 1	27
4.1.3	The Results of the Reading Test in cycle 1	29

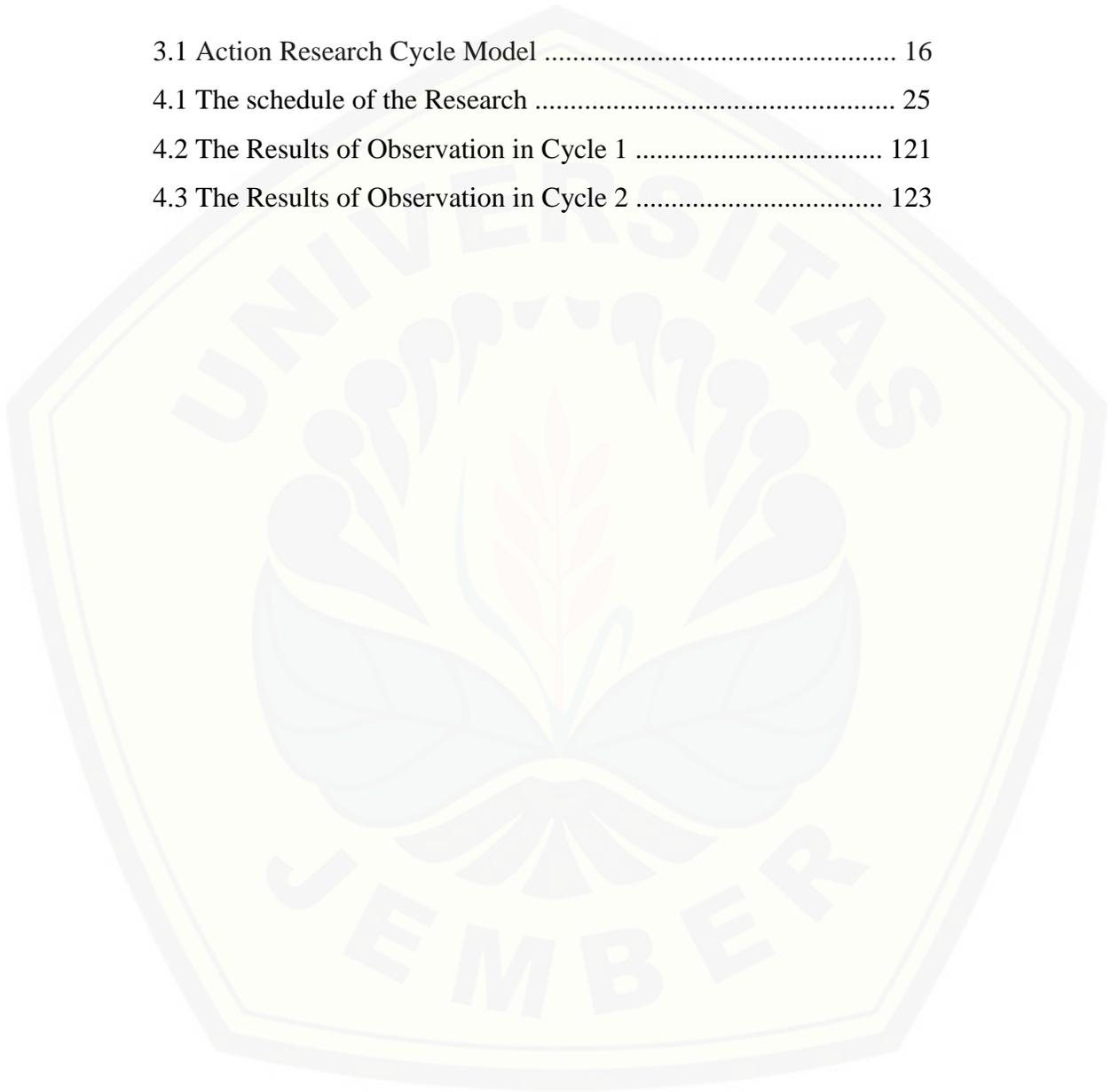
4.1.4 The Result of the Reflection in Cycle 1	31
4.2 The Result of the Action in Cycle 2	31
4.2.1 The Implementation of the Action in Cycle 2	32
4.2.2 The Results of the Observation in cycle 2	32
4.2.3 The Results of the Reading Test in cycle 2	33
4.2.4 The Result of the Reflection in Cycle 2	35
4.3 Discussion	35
CHAPTER 5. CONCLUSION AND SUGGESTION.....	37
5.1 Conclusion	37
5.2 Suggestion	38
5.2.1 English Teacher	38
5.2.2 The Students	38
5.2.3 The Future Researcher	38

REFERENCES

APPENDICES

THE LIST OF TABLES

3.1 Action Research Cycle Model	16
4.1 The schedule of the Research	25
4.2 The Results of Observation in Cycle 1	121
4.3 The Results of Observation in Cycle 2	123



THE LIST OF APPENDICES

1. Research Matrix	41
2. Lesson Plan 1 in Cycle 1	44
3. Lesson Plan 2 in Cycle 1	57
4. Reading Comprehension Test	70
5. Lesson Plan 1 in Cycle 2	88
6. Lesson Plan 2 in Cycle 2	91
7. Reading Comprehension Test	105
8. Interview Guide	114
9. Guidance in teaching reading by using a marking Technique	115
10. The students' worksheet	116
11. The Score of the Students' English Test	120
12. The Table Of The Students' Participation	121

SUMMARY

Improving the Tenth grade Students' Reading Comprehension Achievement by Using a Marking (Labelling) technique at SMA Muhammadiyah 3 Jember in the 2016/2017 Academic Year; Bakhrul Ulum Mahendra, 2012, 120210401067; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Reading is one of the important skills in English. By reading students would learn new things. According to Nunan (2007:68), reading is a fluent process of readers combining information from a text and their own background knowledge to build a meaning. The heart of reading is comprehension. The teacher should find a suitable way in teaching reading comprehension to their students.

The researcher conducted preliminary study at the tenth (X IPS 1) grade students of SMA Muhammadiyah 3 Jember in the 2016/2017 Academic Year, it was found that the students had some difficulties in engaging in the teaching and learning process of reading skill. During the preliminary study, it was found that the students were busy by themselves (talking with their desk mate, playing a handphone, and drawing something). In addition, the mean score of the students' mid term score (based on the school document) was the lowest among the other classes. Besides, the students were lazy to read, it was because the teacher did not involve them in the teaching and learning process, it can be seen during the preliminary study. There is a technique that can help the students to comprehend a text well and invite them to be engaged in teaching and learning process, called, a labelling technique. A labelling helps the students to identify the main idea and supporting details of the information. Therefore, the researcher got an idea to improve the tenth grade students' reading comprehension achievement and participation by using a labelling technique at SMA Muhammadiyah 3 Jember in the 2016/2017 Academic Year.

The design of this research is classroom action research in which to overcome certain issue of the class that was being observed. The research participants of this research were all the tenth grade students of SMA Muhammadiyah 3 Jember in the 2016/2017 Academic Year. In selecting the samples, the researcher used a purposive method. The research participants were chosen by choosing the class which had the lowest mean in reading comprehension based on the school document, that is, the English midterm score. This research was done in two cycles. Each cycle covered four stages such as 1) planning of the action, 2) implementation of the action, 3) observation of the action, 4) reflection of the action. The evaluations of this research were process and product evaluations. The product evaluation was conducted after finishing the two meetings in each cycle given in the form of reading comprehension achievement test. Meanwhile, the process evaluation was conducted by doing an observation during the teaching and learning process to observe the students' participation. The observer of this research was the English teacher using an observation checklist provided by the researcher.

Due to the result of the observation of the first cycle, it was found that the students' participation improved. The result of the students' participation was successful because it was more than 75%. Meanwhile, the result of the students' reading comprehension achievement also improved both in the first and second cycle. Based on the explanation above, it could be concluded that labelling helped the tenth grade (X IPS 1) students of SMA Muhammadiyah 3 Jember to improve their participation and reading comprehension achievement.

Therefore, it is recommended for the English teacher to use this technique (labelling) in teaching reading. Moreover, for the future researchers hopefully, this research can be used as the enlightenment to conduct another research by using different skill such as writing, or using the other research design for example experimental research to know whether or not there is a significant effect of teaching English by using a marking (labelling) technique.

I. INTRODUCTION

This chapter presents about some aspects relating to the research. They are background of the research, problems of the research, objectives of the research, and significance of the research.

1.1 Background of the Research

Language becomes the main point in communication. People use language to communicate with the others in daily life. There are many languages in this world, such as Indonesian, English, Brazilian, Japanese, French, Italian, etc. In this millennium, English becomes the international language for people around the world. In Indonesia, English is a foreign language which becomes the important subject to be learned and is included in Curriculum of Junior High School in Indonesia. It becomes one of the subjects in the National Examination.

Based on 2006 School-Based Curriculum (*BSNP*, 2006:277), there are 4 English skills namely listening, reading, speaking, and writing and 3 language components namely pronunciation, grammar and vocabulary to be used in communication which can be in the form of oral & written. Oral form deals with speaking and listening and written form deals with writing and reading. As a foreign language in Indonesia, English is not used in our daily life but in certain place and time. For example: we use English in the classroom while teaching and learning process is conducted. It is different from that in Malaysia and India who use English as their second language. They speak English in their daily life.

People can speak about something because they get input by listening to someone. It is similar to writing. The ability to write comes from the habit of reading which provides a good model for those who want to write well. Children can speak English fluently because their parents speak English in their daily life or they speak English from childhood. Since most of Indonesian people cannot speak English, it is hard for acquiring English. Therefore, learning English can be done by reading an

English book, as one of the simplest ways to acquire a language. By doing so, the students can learn how to speak English.

Reading is one of the important skills in English that makes students learn new things. According to Nunan (2004:68), reading is a fluent process of readers combining information from a text and their own background knowledge to build a meaning. The wide range of English vocabulary helps the students to be better in learning English itself. Reading provides the students with many kinds of vocabulary, grammar, and punctuation that can make them ready in learning the other English skills. Besides, by reading students can enrich their knowledge by receiving new information from books or text that they read.

Patel and Jain (2008:114) state that reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Therefore, reading is useful to learn English including its culture to widen the understanding of foreign culture. Since reading is important, students should know how to read well. Wood (1996:115) states that there are some strategies in comprehending a text such as, note taking, make map and marking. Holding a pen while reading helps the students to remember what the text is about because the students mark the important information on the text. Besides, in reading they should not only read the text once, but they have to re-read it which consumes times. To lessen the time consuming, the students can re-read their marks because it saves their time.

Because reading is important, the teacher should provide a good method for students to teach reading. Based on the result of observation and the interview with the English teacher conducted in SMA Muhammadiyah 3 Jember, the students of X IPS 1 got some difficulties in comprehending the text. The situation of teaching learning process was not conducive it can be seen from the students' behavior (they couldn't take part in the class, they were busy by themselves like playing hand phone, talking with their desk mate, writing something in their book). It was perhaps because the way the teacher taught reading comprehension was not interesting for them. It

made the students feel bored to learn in the class. Many of them were not good at comprehending the text. They could not get the idea stated in the text and they failed to get the information in the text and asked the teacher often about what they had to do in the class. It was because they were busy by themselves and didn't care with the teacher's explanation. When it came to comprehend the text, the students still found some difficulties in word comprehension and paragraph comprehension. They lacked of vocabulary and they were confused of determining which one was the main idea of the paragraph in the text.

Since the goal of reading is comprehension, the teacher should provide a way for the students to learn how to comprehend a text well. Wood (1996:115) states that marking helps the students to create external memory aids that can be used to study later. In reading a text, the students should understand the meaning of the text. It needed concentration: therefore, marking helps the students to maintain high level concentration because the students need to mark something while they are reading. It helps students to think and makes a connection. In this case, the marking type that was used were labelling and underlining. LeMaster (2011:55) mentions that this technique is good for the students to review the text easier and to be actively involved in making meaning of the text.

There were several researchers who investigated the use of marking technique in other field. First, it was Devasundaran. He made a research of marking in technique for internet system in 2006. It has a different field with this research. The result of his research said that marking helped the system easier to be analyzed. Second, it was Prihastiwi in 2015. She conducted the research about text marking. Her research showed that the technique helps the students to improve their participation and reading comprehension achievement in reading a report text. Her research is similar to this research but the differences are on the research participants and the teaching procedure. The previous studies about the use of marking technique are various, their technique is different from this research, this research combine 2 forms of marking technique, they are underlining and labelling while the other

research used only the labelling or underlining. This research is quite different because it combines two ways of marking technique in order to make the students find an easier way to review the text.

Dealing with the explanation above, it can be seen that marking technique offers an alternative way for both the teacher and the students in teaching and learning reading comprehension achievement. Therefore, the researcher conducted a classroom action research to know whether or not marking technique can improve the tenth grade students' reading comprehension achievement at SMA Muhammadiyah 3 Jember.

1.2 Problems of the Research

Based on the definition above, the problem of the research were formulated as follows.

- a. Can the use of marking technique improve the tenth grade students' reading comprehension achievement in SMA Muhammadiyah 3 Jember in the 2016/2017 Academic Year?
- b. Can the use of marking technique improve students' participation at in the 2016/2017 Academic Year?

1.3 Objectives of the Research

Based on the problem of the research, the objectives are as follows.

- a. To improve the tenth grade students' reading comprehension achievement by using marking technique at in the 2016/2017 Academic Year.
- b. To improve students' participation by using marking technique at SMA Muhammadiyah 3 Jember in the 2016/2017 Academic Year.

1.4 Significance of the Research

This research is expected to give contribution to the English teacher, the English students, and the future researchers.

a. The English teacher

The English teachers are expected to get useful information dealing with the result of this research. Besides, they can also use marking technique as an alternative technique in improving the students' reading comprehension achievement since this technique can help the students to comprehend the text easier.

b. The students

The researcher hopes that the result of the research can give the students some learning experiences by using marking technique and train their ability in identifying and labelling the information in the text.

c. Other researcher

The result of this research hopefully can be used as an enlighten for future researchers to conduct a further research about the use of marking technique in teaching reading comprehension or the other language skills such as writing. Besides, the result of this research hopefully can motivate the future researchers to conduct the other design such as the experimental research in order to know the significant effect of teaching reading comprehension by using a marking technique.

II. LITERATURE REVIEW

This chapter shows the theories related to the topics of research. The discussion includes the definition of reading comprehension achievement, the application of marking technique (labelling) in teaching reading comprehension, the types of marking techniques, the strengths and weaknesses of labelling.

2.1 The Definition of Reading comprehension Achievement

Reading is one of the English skills that should be mastered. In Indonesia, English is considered as a foreign language. It means that English is not used in people's daily life. Patel and Jain (2008:113) state that reading is an important activity in life with which one can update his/her knowledge. By reading, students can enrich their knowledge. The more they read, the better knowledge they will get. Besides, reading is useful for language acquisition (Harmer, 2007:99). In reading, an English text especially the authentic one provides a good model for the students such as grammar and vocabulary.

In reading activity, the readers or the students should understand what the writer means. Thus, comprehending is understanding what you read (Elder, 2008: G-1).

Comprehending can be said as the way of how well the readers or the students understand what the writer's aim is. To know it, the teacher should measure the students' reading comprehension achievement. According to McWorther (1989:90), reading comprehension deals with word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. They will be discussed further below.

2.1.1 Word Comprehension

Word deals with vocabulary which is one of the important parts of reading since it helps the students to understand the meaning of the word in a text. Richard and Renandya (2003:255) argue that vocabulary is a central component of language proficiency. If the students lack of vocabulary, the reading comprehension process

will be difficult to be done. The students will face some difficulties in understanding the meaning of the text. Djiwandono (1996:43) says that the meaning of the text is mostly formed by the words used to express it.

This was an example of the word comprehension questions.

I have a very beautiful bag. I spent so much money to buy that bag but I didn't regret it. The bag is wonderful. It is made of the strong leather but thin. It is very light.

Adopted from: <http://englishahkam.blogspot.co.id/2013/09/descriptive-text-beserta-soal-dan--jawaban.html>)

1. "I have a very beautiful bag." line 1
What is the closest meaning of the underlined word?
- A. Weak
 - B. Gorgeous
 - C. Strong
 - D. Long

The answer is B. Gorgeous, because gorgeous has the same meaning with beautiful.

2.1.2 Sentence Comprehension

A sentence is a group of words that expresses an idea. It begins with a capital letter and ends with a period (Hogue, 2008:10). In the sentence it can be added by a complement or an adverb. In her book, Hogue states (2008:10) that there are three kinds of sentences in English such as:

- a) Simple sentences

A simple sentence has one subject and one verb. The subject tells what or who does something, and the verb tells the action or condition.

Example:

Meisya eats a banana.

S V

b) Compound sentences

A compound sentence is composed of two simple sentences joined together by a comma, and coordinating conjunctions such as *for*, *and*, *nor*, *but*, *or*, *yet*, and *so* .

Example:

Hendra is sweeping the floor and Bakhrul is cutting the grass.

Simple sentence

Simple sentence

↓
Conjunction

c) Complex sentences

A complex sentence has an independent clause and a dependent clause which is connected by subordinating conjunctions such as *when*, *after*, *before*, *while* etc.

Example:

Athifa went home from school *when* her brother came.

Independent clause

Dependent clause

This was the example of sentence comprehension question

I have a very beautiful bag. I spent so much money to buy that bag but I didn't regret it. The bag is wonderful. It is made from the strong leather but thin. It is very light.

Adopted from: <http://englishahkam.blogspot.co.id/2013/09/descriptive-text-beserta-soal-dan-jawaban.html>)

1. What is the bag's appearance?

- A. Beautiful and heavy
- B. Wonderful and thick
- C. Beautiful and weak
- D. Wonderful and beautiful.

The answer is D. Wonderful and beautiful based on the information on the passage above.

2.1.3 Paragraph Comprehension

A paragraph is a group of related sentences which expressed a main idea (Connelly, 2013:35). A text consists of several paragraphs. If a text does not have a paragraph, it cannot be said as a text. It will be hard for the students to understand what the text is about. In the paragraph, there are topic sentence and its supporting details. Connelly (2013:35) states that there are 2 aspects or elements in a paragraph, namely a topic sentence and supporting details.

Topic sentence provides a main idea. To support the main idea, every main topic needs supporting sentences. That is why, there are some supporting sentences/details in a paragraph, because those sentences (supporting sentences) tell the detail or the additional statements related with topic sentence.

This is the example of paragraph comprehension questions.

I have a very beautiful bag. I spent so much money to buy that bag but I didn't regret it. The bag is wonderful. It is made of strong leather but thin. It is very light.

The bag also has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is cute. The design is simple and well made. The bag is very functional. It is a perfect size to carry a cell phone, a wallet, a small book, a pack of gum and pens. Besides, it also fits well into my laptop backpack for bike commuting to school. This bag also has more pocket inside so my small items don't fall to the bottom. Overall, I am really satisfied with my bag.

(Adopted from:

<http://englishahkam.blogspot.co.id/2013/09/descriptive-text-beserta-soal-dan-jawaban.html>)

1. What is the main idea of the first paragraph?

- A. The writer buys a book
- B. The writer gets a purse
- C. The writer buys a new bag

to those who could be categorized as the active students or not (the students performed at least 3 indicators).

3.5.4 Reflection of the action.

In this stage, the researcher analyzed the result of the observation and test. From those data, the researcher got the information about the action of the research whether or not it is successful. In other words, the researcher reflected the result of those data, to know the answer of the research problem.

3.6 Operational Definitions of The Key Terms

Operational definitions of the key terms are needed to avoid misunderstanding of the concepts used in this research. The terms used in this research were operationally defined as follows.

3.6.1 Reading Comprehension Achievement

Reading comprehension achievement of this research dealt with the result of the students' reading comprehension achievement obtained by administering reading test in the form of score.

3.6.2 Marking Technique

In this research, a marking technique was a technique in comprehending a text. Students marked the text based on the categories. By using labelling and underlining, the students remembered where the important idea on the text was. This technique helped the students saved their time in re-read the text since reading the text once could not guarantee that the students understand the meaning of the whole text. In this case, the marking technique used was labelling and underlining.

3.6.3 Students' Participation

The students' active participation in this research dealt with how the students took part in the teaching and learning process. The indicators of students' active participation were as follows.

1. The students asked question to the teacher during teaching and learning process.
2. The students answered question from the teacher during teaching and learning process.
3. The students marked the text by using labelling technique in comprehending the text.
4. The students did the reading exercises in class.

Adapted from Sumadoyo (2013:168-171)

In order to judge whether the students were categorized as active or not, they had to fulfill at least 3 indicators above.

3.6.4 Narrative Text

The text that was used in this research was narrative text. The theme of the text is about a legend and fable. There were 25 items in the form of multiple choice and open questions because the questions covered four comprehensions called word comprehension, sentence comprehension, paragraph comprehension, and text comprehension.

3.7 Data Analysis Method

In analyzing the data, the researcher used simple statistics. There were two parts that was analyzed. The first was the students' reading comprehension achievement and the second was the students' active participation. To know the students' mean score, the data was analyzed quantitatively by using the formula:

$$M = \frac{\sum X}{N}$$

Notes :

M : the average score of the students' reading comprehension achievement.

$\sum X$: the total score of the students' reading comprehension achievement.

N : the total number of the students who took the test

(Adopted from Ali, 1993:186)

To find the number of students who achieve the target score, the data was analyzed quantitatively by using the formula:

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

Notes:

E : the percentage of the students who achieved the standard score

n : the total number of the students who achieved the standard score

N : the total number of the students who took the test.

(Adopted from Ali, 1993:186)

The last thing analyzed was the percentage of the students' active participation.

The formula was stated as follows:

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

Notes:

E : the percentage of the students who belonged to active students

n : the total number of the students who fulfilled at least three indicators

N : the total number of the students who attend the class.

(Adapted from Ali, 1993:186)

IV. RESEARCH RESULTS AND DISCUSSION

This chapter contains the result and the discussion of the research of using a marking (labelling) technique in improving the tenth grade students' reading comprehension achievement.

4.1. The Result of The Action in Cycle One

This research was done in cycles in which each cycle covered four steps, that is: 1) planning the action, 2) implementation of the action, 3) observation of the action, 5) reflection of the action. Based on the research steps done, the result of each cycle was as follows.

4.1.1. The Implementation of the Action in Cycle 1

The action given to the research subjects was labelling technique in comprehending a reading text. In each cycle, the action was conducted in two meetings. The schedule of the research was as follows.

Table 4.1 The Schedule of the Research

No.	Dates	Activities	Activities were done by	
1.	3 rd Sep '17	Preliminary study	Eng. Teacher (Teacher)	Researcher (Observer)
2.	10 th Feb '17	Meeting 1 (cycle 1)	Researcher (Teacher)	Eng. Teacher (Observer)
3.	17 th Feb '17	Meeting 2 (cycle 1)	Researcher (Teacher)	Eng. Teacher (Observer)
3.	10 th March '17	Reading test (cycle 1)	Researcher (Teacher)	
4.	17 th Mar '17	Meeting 1 (cycle 2)	Researcher	Eng. Teacher

			(Teacher)	(Observer)
5.	24 th Mar '17	Meeting 2 (cycle 2)	Researcher (Teacher)	Eng. Teacher (Observer)
6.	31 st Mar '16	Reading test (cycle 2)	Researcher (Teacher)	

In the first meeting of the first cycle, the researcher taught a narrative text entitled *Sungai Landak* by using a marking (labelling) technique. Firstly, the researcher asked some leading questions to activate the students' background knowledge related to the topic discussed. The researcher asked the students to read the text silently and individually. Then, the students asked some difficult words in the text. After that, the researcher discussed the content of the text with the students by using the marking (labelling) technique. While the researcher was discussing the text in the class, he helped the students to label them based on the categories. In this case, the researcher asked some leading questions to lead the students in determining the categories. The categories were the main idea of the text (MI), the supporting details of the text (SD), the generic structures of the text such as; orientation (OR), complication (COM), and resolution (RE), and also the language features of the text such as; simple past tense (PT), adverb of time (AOT), time conjunction (TC). Next, the researcher distributed a students' worksheet to measure the students' understanding about what the text was about. The first thing that the students did was labelling the text individually, then the students discussed their marked text with their desk mate. Next, the researcher asked the students to do the exercises and after that, the teacher and the students discussed the students' work together. The researcher invited the students to answer the questions of the reading exercises. During the teaching and learning process, the observer (English teacher) observed the students' participation by giving a tick on the observation checklist based on the students' activities to know whether the students were active or not.

In the second meeting of the first cycle, the researcher taught a reading text entitled “*Tengger*” by using a marking (labelling). Firstly, the researcher asked the students some leading questions to activate their background knowledge relating to the topic discussed. Then, the researcher distributed the pieces of paper containing the text. The researcher asked the students to read the text silently, then they asked some difficult words in the text. Next, the researcher discussed the content of the text with the students by using a marking (labelling) technique. While the researcher was discussing the text in the class, the researcher asked the students to share some ideas/opinion related to the text and helped the students to label them based on the categories. In this case, the researcher asked some questions to lead the students in determining the categories. The categories were the main idea of the text (MI), the supporting details of the text (SD), the generic structures of the text such as; orientation (OR), complication (COM), and resolution (RE), and also the language features of the text such as; simple past tense (PT), adverb of time (AOT), time conjunction (TC). Next, the researcher distributed a students’ worksheet to measure the students’ understanding about the text was about. The first thing that the students did was labelling the text individually. Then, the students discussed their marked-text with their desk-mate. Next, the researcher asked the students to do the exercises and after that, the teacher and the students discussed the students’ work together. The researcher invited the students to answer the questions of the reading exercises. During the teaching and learning process, the observer (English teacher) observed the students’ participation by giving a tick on the observation checklist based on the students’ activities to know whether the students were active or not.

The researcher conducted a reading comprehension achievement test to the research subjects after doing the action in meeting one and meeting two in the first cycle. The reading test contained 25 questions in the form of multiple choices and open questions. The questions covered word comprehension, sentence comprehension, paragraph comprehension, and text comprehension.

4.1.2. The Result of the Observation in Cycle 1

The observation in the first cycle was done in two meetings. It was done by the English Teacher of X IS 1 class (the observer). It was intended to know the students' participation during the process of teaching reading comprehension by using the labelling technique. The observer gave a tick on the name of the students who performed the indicators. The students who fulfilled at least three indicators were categorized as active students and less than that were categorized as passive students. The indicators of the students' participation were; 1) asking questions to the teacher about the material, 2) answering the teacher's questions in the teaching and learning process, 3) marking the text by labelling the information in the text 4) doing the reading exercises.

The data of the students' participation was calculated by using this following formula (the table of the students' participation can be seen on appendix):

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

Notes:

E : the percentage of the students who belonged to active students

n : the total number of the students who fulfilled at least three indicators

N : the total number of the students who took the test.

(Adapted from Ali, 1993:186)

√ Meeting 1

$$E = \frac{23}{30} \times 100 = 76,6\%$$

√ Meeting 2

$$E = \frac{25}{30} \times 100\% = 83,3\%$$

From the result of the calculation above, it was found out that the percentage of the students' active participation reached the successful criteria of this action research, that was, at least 75%.

In the first meeting, the percentage of the students who were active in the teaching and learning process of reading comprehension by using a labelling was 76%, and the percentage of the students who were active in the second meeting was 83,3%. On the average, the percentage of the students' active participation was 79,65%. This percentage achieved the criteria of the evaluation of the results of observation that was, at least 75% of students belonged to active students.

In this stage, it was not only analyzing the students' participation, but also the situation of the class during the teaching reading comprehension by using the labelling. This was done by the researcher, during implementing the action of the research, it was found that the students got an easier way than the situation in the preliminary data.

4.1.3. the Result of the Reading Test in Cycle 1

The reading test was used to measure how well the students understood the material having been taught. In order to know the students' reading comprehension achievement after they were taught by using the labelling technique, reading test was given to the research subjects after conducting the first and second meetings in the first cycle. The form of the reading test was objective test, in the form of multiple choice format. There were 25 questions in the test. The questions covered word comprehension (8 items), sentence comprehension (8 items), paragraph comprehension (4 items) and text comprehension (6 items). The time allocation for the students to do the test was 60 minutes. The results of the students' reading test scores in the first cycle was enclosed in Appendix 3.

The mean scores of the students' reading test were calculated by using the following formula.

$$M = \frac{\sum X}{N}$$

Notes :

M : the average score of the students' reading comprehension achievement.

$\sum X$: the total score of the students' reading comprehension achievement.

N : the total number of the students

(adopted from Ali, 1993:186)

$$M = \frac{2490}{30} = 83$$

The score of the students' English test above can be seen on page 123. Then, the percentage of the students who got score >75 in reading test was calculated by using the following formula.

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

Notes:

PE : the percentage of the students who achieved the standard score

n : the total number of the students who achieved the standard score

N : the total number of the students who took the test.

(Adopted from Ali, 1993:186)

$$E = \frac{25}{30} \times 100\% = 83,3$$

The success criteria of this classroom action research was the average score of the reading class was at least 75 and at least 75% of the students got score 75 in reading test. Related to the result of reading test, the average score of the students' reading test was 83 and the percentage of the students who got score at least 75 in the reading test was 83,3%. The evaluation achieved the criteria of successful research.

4.1.4. The Result of the Reflection in Cycle One

Based the data above, the result showed that the students' participation and reading comprehension achievement reached the goal or the target that was at least 75 % of the students belonged to active students and the average score of the students' reading score was at least 75. Based on the calculation, the first cycle was successful

because the average score of the class was 83 which was higher than 75. Based on the reflection from the observer (English Teacher) the result of the action in the first cycle successfully reached the research objectives. The researcher conducted the second cycle to know the students' consistency results of teaching reading by using this technique. In the first cycle, most of the students still faced some difficulties in word comprehension and paragraph comprehension especially in the question asking about what certain word refers to and determining the main idea of the paragraph. Therefore, the researcher gave the different theme from the previous one.

4.2. The Result of the Action in Cycle 2

The result of cycle 1 had reached the objectives. However, the researcher intended to conduct the action in the second cycle in order to know the students' consistency. The detail information of the activity in the second cycle was as follows.

4.2.1 The Implementation of the Action in Cycle 2

The activities in the second cycle were not different from those in the first cycle. The researcher used the same technique that was labelling technique in teaching reading comprehension. The different was on the theme of the text. In the first cycle, it was about legend. In the second cycle, the text was about fable.

In this meeting, the researcher taught the narrative text entitled "Mouse Deer and Tiger" by using labelling technique. Firstly, the researcher asked some leading questions to activate their background knowledge related to the topic discussed. Then, the researcher distributed a piece of paper containing the text. The researcher asked the students to read the text silently and individually. Then, the students asked some difficult words in the text. After that, the researcher discussed the content of the text with the students by using marking (labelling) technique. While the researcher was discussing the text in the class, he helped the students to label them based on the categories. In this case, the researcher asked some questions to lead the students in determining the categories. The categories were the main idea of the text (MI), the

supporting details of the text (SD), the generic structures of the text such as; orientation (OR), complication (COM), and resolution (RE), and also the language features of the text such as; simple past tense (PT), adverb of time (AOT), time conjunction (TC). Next, the researcher distributed a students' worksheet to measure the students' understanding about the text. The first thing that the students did was labeling the text individually. Then, the students discussed their marked-text with their desk-mate. Next, the researcher asked the students to do the exercises and after that, the teacher and the students discussed the students' work together. The researcher invited the students to answer the questions of the reading exercises. During the teaching and learning process, the observer (English teacher) observed the students' participation by giving a tick on the observation checklist based on the students' activities to know whether the students were active or not.

On the second meeting of the second cycle, the researcher taught a reading text entitled *Lutung Kasarung* by using a labelling technique. Firstly, the researcher gave the students some leading questions in the set induction dealing with the theme of the text. After that, the researcher distributed a piece of paper containing the text. Next, the researcher explained the way of labelling the text given. The researcher distributed a piece of paper containing the reading comprehension questions. Then, the researcher asked the students to do the exercise. Next, the students and the teacher discussed the answer of the reading comprehension achievement questions. In this step, the observer (English Teacher) observed the students' participation by giving a tick on the observation checklist form to those (the students) who performed the indicators of active students.

After conducting the action in two meetings in the second cycle, the researcher conducted a reading comprehension achievement test consisted of 25 questions in the form of multiple choices (20 questions) and open question (5 questions). The questions covered the word comprehension, sentence comprehension, paragraph comprehension, and text comprehension of the text.

4.2.2 The Result of the Observation in Cycle Two

In this stage, the researcher wanted to know the consistency results of the students' participants in the teaching and learning process. To know whether or not the students considered as active or not, they had to fulfill three indicators at least. The observation in the second cycle was done in two meetings. It was done by the observer (the English Teacher) to know the students' participation during the teaching and learning process of teaching reading comprehension by using labelling technique. The observer gave a tick in the name of the students who performed/did the indicators of active students. The students who fulfilled at least three indicators were categorized as active students, and less than that were categorized as passive students. The indicators of the students' participation were; 1) asking questions to the teacher about the material, 2) answering the teacher's questions in the teaching and learning process, 3) marking the text by labelling and underlining the information in the text 4) doing the reading exercises.

The data of the students' participation was calculated by using the following formula (the table of the students' participation can be seen on appendix:

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

Notes:

E : the percentage of the students who belonged to active students

n : the total number of the students who fulfilled at least three indicators

N : the total number of the students in the class during TLP.

(Adapted from Ali, 1993:186)

✓ Meeting 1

$$E = \frac{26}{30} \times 100 = 86,7\%$$

✓ Meeting 2

$$E = \frac{26}{30} \times 100 = 86,7\%$$

From the result of the calculation above, it was found that the percentage of the students' active participation reached the successful criteria of this action research, that was, at least 75%.

In the first meeting, the percentage of the students who were active in the teaching and learning process of teaching reading comprehension achievement by using labelling was 86,7%, and the percentage of the students who were active in the second meeting was 86,7%. On the average, the percentage of the students' active participation was 86,7%. The number of the active students was the same but the students who belonged to passive students were different. This percentage achieved the criteria of the evaluation of the results of observation, that was, at least 75% of students belong to active students.

In this stage, it was not only analyzing the students' participation, but also the situation of the class during the teaching reading comprehension by using labelling. This was done by the researcher during implementing the action of the research. It was found that the students could comprehend the text better since they got the labelling technique. They were busy in comprehending the text and also actively engaged in teaching and learning process better than the situation in the preliminary data. In addition, most of the students understand what the text was about and it was different from the previous cycle, the number of the students who asked the difficult word is lesser than that.

4.2.3 The Result of the Reading Test in Cycle Two

The reading test was held after completing the action in cycle two. The material was still the same, it was about narrative text. There were 25 items and all of them were in the form of multiple choices. The time allocation was 60 minutes. The data was calculated by using the following formula.

$$M = \frac{\sum X}{N}$$

Notes :

M : the average score of the students' reading comprehension achievement.

$\sum X$: the total score of the students' reading comprehension achievement.

N : the total number of the students

(adopted from Ali, 1993:186)

$$M = \frac{2524}{30} = 85,7$$

The score of the students' English test can be seen on page 123. Then, the percentage of the students who got score >75 in reading test was calculated by using the following formula.

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

Notes:

E : the percentage of the students who achieved the standard score

n : the total number of the students who achieved the standard score

N : the total number of the students who took the test.

(Adopted from Ali, 1993:186)

$$E = \frac{28}{30} \times 100\% = 93,3\%$$

The successful criteria of the research was that the average score of the reading class was at least 75 and at least 75% of the students got score 75 in reading test. Related to reading test, the average score of the students' reading test was 85,7 and the percentage of the students who got at least 75 was 93,3%. Therefore, it can be concluded that the evaluation achieved the criteria of successful research.

4.2.4 The Result of the Reflection in Cycle Two

The second cycle was conducted to know the students' consistency in comprehending the text by using the labelling technique. Based on the result of the evaluation of the students' reading comprehension test and active participation, it was found that the students' performance was consistence because the percentage of the students' who got score at least 75 was 93,3%. While in the first meeting, it was

86,7%. And the students' active participation in the second cycle was 90%, while in the first cycle was 79,65%. Since this technique helped the students to comprehend the text better and engaged the students in teaching and learning process, the different theme provided was to give them a variation text in avoiding the students to be bored. While in the first cycle, it was about legend, in the second cycle it was about fable.

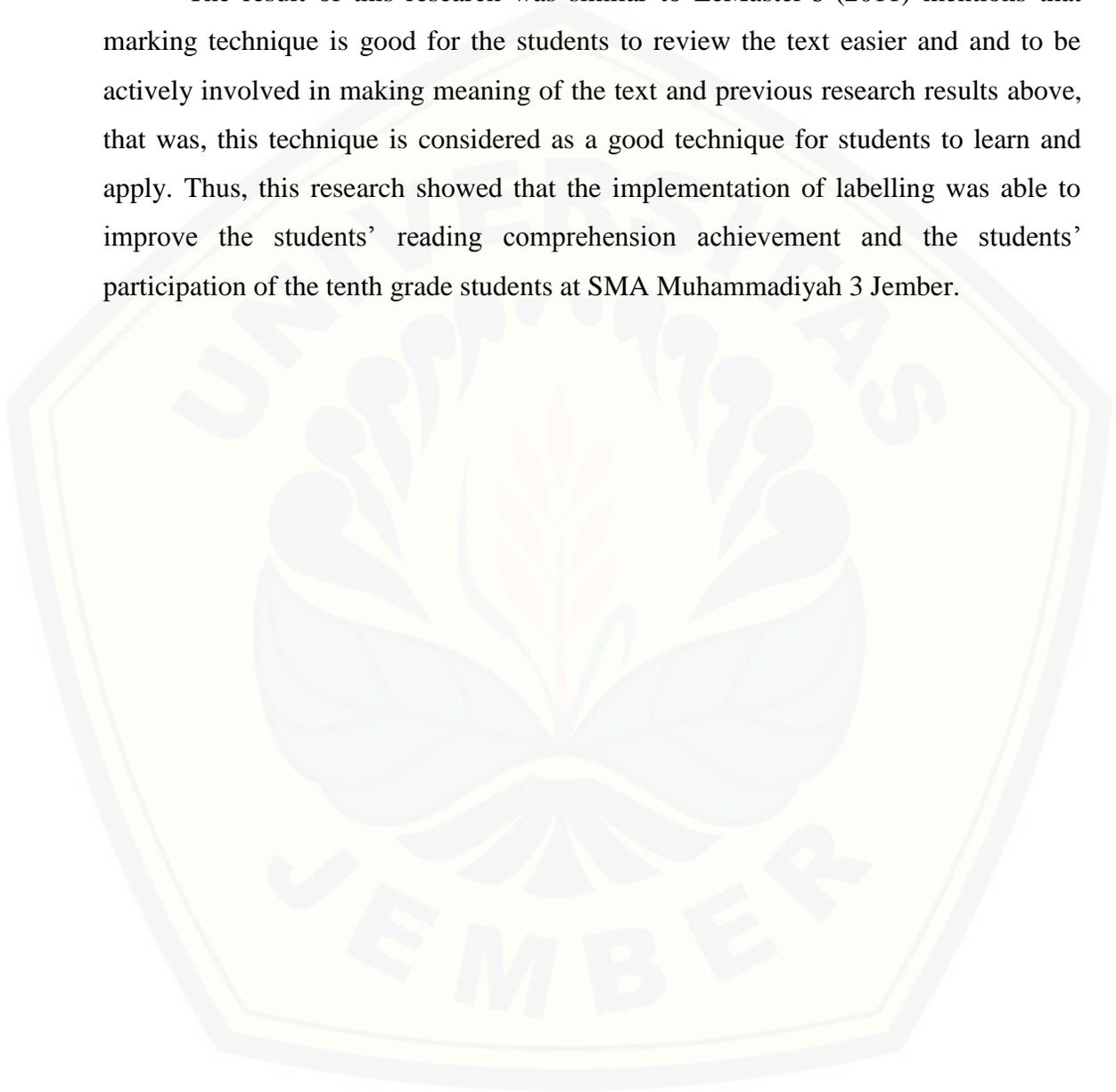
4.3. Discussion

The result of data analysis in this research proved that using marking technique improved the tenth grade students' reading comprehension achievement at SMA Muhammadiyah 3 Jember in the 2016/2017 Academic Year. It could be seen from the percentage of the students' active participation and reading comprehension achievement of the students in both the first and second cycle, that was, more than 75% students belonged to active students and got score at least 75 in reading test. In the first cycle, the percentage of students' active participation was above the target of this research and the average of the students' reading comprehension test was also above the target. The result of the first cycle was successful, but the researcher intended to conduct the second cycle to know the students' consistency result after getting the marking technique. There was different theme of the text in the first cycle and second cycle, while the theme of the first cycle was legend, in the second cycle, the theme was about fable. The number of the questions was similar, that was 25 questions in the form of multiple choices and open ended questions. Moreover, the result of the students' participation and students' reading comprehension test in the second cycle also improved.

Further, the result of teaching reading by using labelling was supported by experts who discussed about marking. The first was Elliot et al. (2016) who stated that using marking could develop the pupil's understanding. In labelling, the students knew which one was the main idea, supporting details etc. based on the discussion

with the researcher and their deskmate, the students got an easier way in reviewing the text to know the meaning of the text better.

The result of this research was similar to LeMaster's (2011) mentions that marking technique is good for the students to review the text easier and and to be actively involved in making meaning of the text and previous research results above, that was, this technique is considered as a good technique for students to learn and apply. Thus, this research showed that the implementation of labelling was able to improve the students' reading comprehension achievement and the students' participation of the tenth grade students at SMA Muhammadiyah 3 Jember.



V. CONCLUSION AND SUGGESTION

This chapter presented the conclusion and suggestion of the research dealing with the result of improving the tenth grade students' reading comprehension achievement by using labelling technique at SMA MUHAMMADIYAH 3 Jember. The suggestion of this research is intended for the English teacher, the students and the future researchers.

5.1 Conclusion

Based on the result of data analysis of implementing labelling technique for the tenth grade students' reading comprehension achievement, it can be concluded that:

1. The use of marking technique (labelling) improved the students' participation in the teaching and learning process because based on the result of the observation of the students' participation in preliminary study to cycle 1 improved about 39,65% (from 40 % to 79,65%). Meanwhile, the students' participation in cycle one to cycle two also improved about 7,05% (from 79,65% to 86,7%). It was considered as a successful result because it fulfilled the indicators of the successful research that was at least 75%.
2. The use of labelling improved the students' reading comprehension achievement. According to the result of the data analysis, the percentage of the students who got at least 75 improved about 33% (from 50% to 83%). Then, the result from the first cycle to the second cycle improved about 7% (from 83% to 90%). It was also categorized as successful because it fulfilled the criteria that was at least 75% of the students got >75 score.

5. 2 Suggestion

Due to the result of using a labelling in teaching reading which could help the students to improve their participation and students' reading comprehension achievement this technique could be used as an alternative in teaching reading. Therefore, some suggestions were proposed to the following people.

5.2.1 The English Teacher

Dealing with the role of marking technique in improving the students' participation and reading comprehension achievement, it was suggested for the English teacher to use this technique in teaching reading and also with the English teacher's creativity, it could also be used for the other language skill.

5.2.2 The Students

The students were expected to be accustomed to using this technique in reading a text since this technique helped them to comprehend the text better. And helped them to re-read the text easier.

5.2.3 The Future Researcher

Hopefully, the result of this research could be used as an enlightmen for the future researchers who wants to conduct the research by using this technique but for the other language skills. Moreover, the future researcher could also conduct other type of research design by using the marking technique for example by using experimental research to know whether or not a there is a significant effect of teaching reading by using marking technique (labelling) on the students' reading comprehension achievement.

REFERENCES

- Ali, H. M. (1993). *Strategi Penelitian Pendidikan*. Bandung: PT. Angkasa.
- Ary, D., Jacobs, L. C., Sorensen, C., Razavieh, A. (2010). *Introduction to Research in Education (8th edition)*. Canada: Wadsworth, Cengage Learning.
- Burns, A. (2010). *Doing Action Research in English Language Teaching (A guide for Practitioners)*. New York : Routledge.
- BSNP. (2006). *Standar Kompetensi Dasar Sekolah Menengah Pertama atas Mata Pelajaran Bahasa Inggris*. Surabaya : Badan Standard Nasional Pendidikan.
- Connelly, M. (2013). *Get Writing: Paragraph and Essay*. Canada: Wadsworth, Cengage Learning.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th edition)*. London: Pearson Education.
- Devasundaran, S.S. 2006. *Performance of a TTL –Based Dynamic Marking Scheme in IP Traceback*. Ohio: University of Akron Press.
- Djiwandono, M. S. (1996). *Tes Bahasa dalam Pengajaran*. Bandung : ITB Bandung.
- Elder, J. (2008). *Entry Way into College Reading and Learning*. New York: McGraw –Hill Companies.
- Elliot, J. (1991). *Action Research for Educational Change*. Buckingham: Open University Press.
- Elliott, V., Baird, J-A., Hopfenbeck, T., Ingram, J., Thompson, I., Usher, N., Zantout, M., Richardson, J. & Coleman, R. (2016). *A Marked Improvement? A review of the evidence on written marking*. Oxford: Education Endowment Foundation.
- Fraenkel, J. K., Wallen, N.E, Hyun, H. H. (2012). *How to Design and Evaluate Research in Education (8th edition)*. New York : McGraw Hill Companies.
- Hogue, A. (2008). *First Step in Academic Writing (2nd Edition)*. New York: Pearson Education inc.

- Hughes, A. S. (2004). *Testing for Language Teachers*. Cambridge: Cambridge University Press.
- LeMaster, J. (2011). *Critical Reading : Deep Reading Strategies for Expository Texts Teacher Guide 7-12*. San Diego: Avid .
- Lodico, M. G., Spaulding, D.T, Voegtle, K. H. (2010). *Methods in Educational Research: From Theory to Practice*. San Fransisco: Jossey Bass a Wiley Imprint.
- McWorther, K. T. (1989). *College Reading and Study Skill*. Boston: Little Brown and company
-(2010). *Guide to College Reading*. New York : Harper Collins Publisher
- Nunan, D. (2004). *Task-Based Language Teaching*, Cambridge:Cambridge University Press.
- Patel, F & Jain, M. (2008). *English Language Teaching*. Jaipur: Sunrise Publisher and Ditrubutors.
- Prihastiwi, L. (2015) . *Improving Students' Skill in Reading Report Text by Using Text-Marking (An Action Research Conducted at the Eleventh Grade of SMAN 5 Surakarta in the Academic Year of 2014-2015)*. Suarakarta: Universitas Surakarta Press
- Richard, J. K., & Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Cambridge University Press.
- Spears, D. M. (2000). *Improving Reading Skills*. Boston: McGraw Hill.
- Sumadoyo, S. (2013). *Penelitian Tindakan Kelas*. Yogyakarta: Graha Ilmu.
- Wood, N.V. (1996). *College Reading and Study Skills: Reading and Thinking , Making Connection (5th edition)*. Orlando: Harcourt Brace College Publishers.

RESEARCH MATRIX

Title	Problem	Variables	Indicators	Data Resources	Research Method
<p>Improving the Tenth Grade Students' Reading Comprehension Achievement by Using a Marking Technique at SMA Muhammadiyah 3 Jember in the 2016/2017 Academic Year</p>	<p>- Can the use of Marking Technique improve the tenth grade students' participation at SMA Muhammadiyah 3 Jember in the 2016/2017 Academic Year?</p> <p>- Can the use of Marking Technique improve the tenth grade students' reading comprehension achievement at SMA Muhammadiyah 3 Jember in the 2016/2017 Academic Year?</p>	<p><u>Dependent variable:</u> The Use of marking Technique</p> <p><u>Independent variable:</u> the tenth grade students' reading comprehension achievement</p>	<p>Marking Technique :</p> <ul style="list-style-type: none"> -Read the text -Mark the important point by underlining the important information in the text -Label the important point of the text <p><i>Adapted from Wood (1996:226))</i></p> <p>The scores of the tenth grade students' reading comprehension achievement covering:</p> <ol style="list-style-type: none"> 1) Word comprehension achievement 2) Sentence comprehension achievement 3) Paragraph 	<p>Respondent: The tenth grade students (X IS 1) of SMA Muhammadiyah 3 Jember</p> <p>Informant: The tenth grade (X IS 1)English teacher of SMA Muhammadiyah 3 Jember</p> <p>The school document:</p> <ul style="list-style-type: none"> • The names of the respondent • The respondents' reading comprehension score • The students' reading score 	<p>Research design Classroom Action Research with the cycle model:</p> <ol style="list-style-type: none"> 1. planning of the action 2. implementation of the action 3. class observation 4. evaluation and reflection of the action. <p style="text-align: right;">(Elliot,1991:70)</p> <p>Area determination method ➤ Purposive method</p> <p>Research Subject determination method ➤ Purposive sampling</p> <p>Data collection method</p> <ul style="list-style-type: none"> • Reading comprehension achievement test • Observation • Documentation • Interview <p>Data analysis method The primary data of the test was analyzed quantitatively by the following formula:</p>

			<p>comprehension achievement</p> <p>4) Text comprehension achievement</p>		$M = \frac{\sum X}{N}$ <p>Notes :</p> <p>M : the average score of the students' reading comprehension achievement.</p> <p>$\sum X$: the total score of the students' reading comprehension achievement.</p> <p>N : the total number of the students</p> <p>(adapted from Ali, 1989:37)</p> <p>After that the result of the data was analyzed again. The quantitative formulation for analyzing the students' reading comprehension achievement in the form of scores was as follows:</p> $E = n/N \times 100\%$ <p>Notes:</p> <p>E : the percentage of the students who achieve the standard score</p> <p>n : the total number of the students who achieve the standard score</p> <p>N : the total number of the students.</p>
--	--	--	---	--	---

					<p>(adapted from Ali, 1993: 186)</p> <p>To know the result of the students' participation the data was analyzed by using the following formula.</p> $E = n/N \times 100\%$ <p>Notes:</p> <p>E : the percentage of the students active participation</p> <p>n : the total number of the students who fulfill at least 3 indicators</p> <p>N : the total number of the students.</p> <p>(adapted from Ali, 1993: 186)</p>
--	--	--	--	--	---

LESSON PLAN**Meeting 1****Cycle 1**

School	: SMA MUHAMMADIYAH 3 JEMBER
Subject	: English
Class/semester	: X IS 1 / odd
Language skill	: Reading
Genre	: narrative text
Time allocation	: 2 x 45"

A. Core competence

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Basic Competence

- 1.1. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi Internasional.
Indicator: showing curiosity and seriousness in teaching learning process

- 2.1 Menghargai perilaku sopan santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.

Indicator: the students were able to communicate and behave with the teacher and the other students well and full of respect.

- 3.6 Memahami tujuan, struktur teks, dan unsur kebahasaan dari jenis teks naratif lisan dan tulis berbentuk cerita pendek sederhana.

Indicator(s):

1. The students are able to identify the generic structure of a narrative text.
2. The students are able to identify the language feature of the narrative text.
3. The students are able to do the reading exercise.

C. Learning Objective

1. The students are able to identify the generic structure of a narrative text.
2. The students are able to identify the language feature of the narrative text.
3. The students are able to do the reading exercise.

D. Learning Material

Narrative text : is a type of spoken or written text that tells a fiction story of one character or more who face certain problematic situation.

Purpose : to entertain or to amuse the readers or listeners about the story

- Generic Structure

1. **Orientation** : The introduction of the characters who involve in the story, time and the place where the story takes place.
2. **Complication** : Tells the problems of the story and how the main characters solve them.
3. **Resolution** : The complication may be resolved by happy/sad ending

- Language Features

- Time conjunction (when, then, and suddenly).
- Adver of time (a long time ago, once upon a time, one day)
- Mostly past tense.

E. Learning Method

Scientific approach: observing, questioning, experimenting, associating.
Communicating

F. Learning media:

- 1) Media and instrument:
 - a. pictures
 - b. White board.
 - c. Marker
- 2) Learning source:
 - a. Internet.

G. Steps of learning activity

1. Set induction
 - The teacher greeted the students and asks about their condition.
 - The teacher asked the students to pray to the God.
 - The teacher asked some leading questions dealing with the narrative text of *sungai landak*.

2. Main activity

Observing:

- The teacher showed a narrative text of *sungai landak*.
- The teacher explained the definition of narrative text.
- The students identified the generic structure and the language feature of the narrative text of *sungai landak*.
- The teacher explained the way of comprehending the narrative text by using marking technique (labelling).

Questioning:

- the teacher led the students to ask about the narrative text of *Sungai landak*
- The students asked questions to the teacher.

Experimenting:

- The teacher asked the students to mark the text by using marking technique (labelling) in comprehending the text.
- The students marked the text given by the teacher based on the explanation.

Associating:

- The teacher asked the students to share their work (their marked text) with their desk mate
- The students shared their work to their desk mate.
- The teacher asked the students to do the reading exercises.
- The students did the reading exercises.

Communicating:

- The teacher and the students discussed the students' work.

3. Closing:

- The teacher led the students to conclude the material that they have learned.
- The students drew a conclusion of the material today.
- The teacher parted the students.
- The teacher ended the class.

H. The assessment/evaluation

- The process assessment was done during the teaching and learning process.
- The product assessment was conducted after the treatment given, the questions were in the form of multiple choices and open questions and each of the correct answer was scored 2 for multiple choices and 5 for the open ended question.



APPENDICES

Material

1. Activities

- The leading questions of set induction
 - What picture is it?
 - What kind of animal is it?
 - Where does this animal live?
 - What about this picture? What is it?
 - Is it the place of hedgehog?
 - Have you ever heard about *Sungai Landak*?
 - Did you know what we are going to learn today?

The pictures for leading questions



- The example of marking techniques (labelling) in comprehending the text can be seen on page 64
- The closure of the main activity
 - a) Well students what have we learned just now?
 - b) What does the text tell us about?
 - c) What are the generic structures of narrative text?
 - d) What are the language features of the narrative text?

2. The generic structures and language features of narrative text.

Narrative text : is a type of spoken or written text that tells a fiction story of one character or more who face certain problematic situation.

Purpose : to entertain or to amuse the readers or listeners about the story

- **Generic Structure**

1. **Orientation** : The introduction of the characters who involve in the story, time and the place where the story takes place.
2. **Complication** : Tells the problems of the story and how the main characters solve them.
3. **Resolution** : The complication may be resolved by happy/sad ending

- **Language Features**

1. Time conjunction (when, then, and suddenly).
2. Adver of time (a long time ago, once upon a time, one day)
3. Mostly past tense.
4. Mainly use action, verbal or mental processes (verbs of perception: think, realize, feel, etc.)

3. The material

Sungai Landak

Long time ago, there lived a farmer and his wife in a village by the side of a forest. They lived simply and they liked to help other people, especially the ones who were in afflictions. One night, the farmer and his wife were resting in their house.

The farmer was sitting beside his sleeping wife. Suddenly, a white centipede came out from the wife's head. The farmer was amazed. He then followed the centipede until they reached a small pond not far from their house. Then the centipede suddenly disappeared. The farmer went home and found his wife still soundly asleep. In the morning, the wife told his husband about the dream she had last night. She saw a giant hedgehog in the lake. The hedgehog glared at her, so that she ran away. The farmer suddenly went to the pond and he found something shiny. It was a golden hedgehog's statue. He brought it to his house. In the night, the farmer dreamt about the statue and the statue told him to let it stay in his house and it would give him everything that he wanted. However the statue wanted him to take care the statue's head and said the prayer. "There were two kinds of prayers, one is to start your wish and the second is to stop your wish". The statue told him the wish. Soon after that he told his wife and together they wanted to prove it. The statue was right. The farmer asked everything, even they helped other people that needed something. The farmer became rich but they were still kind hearted.

Until one day, there was a thief who pretended as a poor person and he took the statue. The thief blurred to the district area of *Ngabang*. There was a drought in the area. The thief wanted sympathy from the people, so he said to them that he would provide them with water. The thief then caressed the hedgehog statue and said the prayer. Water came out of the statue's mouth, but the water kept on coming out. The thief didn't know the prayer to stop the wish. They ran away to avoid the water as it was started to flood the area. The thief also wanted to run away, but he could not move his legs. In his vision, there was a giant hedgehog holding both his legs. Water kept coming from the statue and slowly it became a river. The thief was drowned in the river. People then named the river as Hedgehog River or *Sungai Landak*.

Adapted from:

http://ceritarakyat.50webs.com/Cerita%20rakyat_Indonesian%20folklore_We%20Kalimantan_The%20Origin%20of%20Landak%20River.htm

4. The exercise

I. Read the text below carefully, then answer the questions by crossing a, b, c, d or e on the answer sheet given.

The Boy Who Never Listened

There lived a beautiful woman near a river. She had a son who liked reading very much. The mother was a single parent, her husband died three years ago.

One day, the mother had to go to market for shopping. She said to her son to look after the house carefully. The son was busy reading so that he didn't pay attention to his mother.

"Three people will come to our son, honey. First is the butcher. Second is my friend, and the last is a beggar." Explained mother. "Were you listening to me?" asked the mother.

"Yes mom." The boy replied but his eyes did not leave the book.

The mother told him to say to Mr. Allan that his meat was too fat and he might not come to our house again. Again, the boy only replied without looking at his mother. Then, she asked her son to give Mrs. Smith a cup of tea and asked her to wait his mother. For the beggar, she ordered her son to give her a pile of old clothes by the door to the beggar. The boy was still busy reading his book.

His mother went out and soon there was a knock at the door. The boy put his book down and went to open it. He saw a pile of clothes by the door and gave them to the butcher. Then, he went back to his book.

A few minutes later, there was a knock at the door. The boy went to open it. He said to his mother's friend that she was too fat and told her not to come back again. Next, he closed the door and went back to his book.

A little later, there was a third knock at the door. The boy went to open it just like what he did before. He asked the beggar to come in, gave her a cup of tea, and asked her to wait for his mother.

Finally, his mother came and she was shocked and surprised to find the beggar was sitting in her living room and had a cup of tea. The mother was so angry to her son and threw away his book. The boy was sorry and promised no to do it again.

Adapted from the book of Reading with Understanding 2 by Heaton et al (1973:9-10)

1. Why did the boy's mother go out?
 - a. She had to go to work
 - b. She wanted to meet her friend
 - c. She did not like the butcher's meat
 - d. She wanted to buy something
 - e. She wanted the boy to buy something
2. What did the boy give to the butcher?
 - a. Some meat
 - b. A cup of tea
 - c. A pile of old clothes
 - d. His book
 - e. Her book
3. What is the main idea of the last paragraph?
 - a. The mother came home and she was happy seeing the beggar in her house
 - b. The mother was not surprised to find the beggar sitting in her living room
 - c. The mother was not angry with his son
 - d. The boy promised to her mother always listen to her mother
 - e. The mother promised to listen her son
4. "..... told her not to come back again." (line 16)
What does The underlined word refer to?
 - a. The beggar
 - b. Mr. Allan
 - c. Mrs. Smith
 - d. The boy's friend
 - e. The mother

5. What can we learn from the text above?
 - a. people don't have to give the beggar a cup of tea
 - b. looking after a house is important
 - c. reading a book is better than helping the mother
 - d. people should listen to other people
 - e. reading needs a high concentration

II. Read the text above carefully, then answer the following question on the blank spaces

6. How many people came to the boy's house?

7. What does the text tell you about?

8. "He said to his mother's friend that..."(paragraph 5)

What is the closest meaning of the underlined word?

9. "The mother was so angry to her son and threw away his book." (last paragraph)

What does the underlined word refer to?

10. What information do you get on the first paragraph?

ANSWER KEY

I. Multiple Choice

1. d
2. b
3. a
4. c
5. d

KEY ANSWER

II. Open questions

6. Three
7. The boy who didn't listen to her mother
8. Talked, spoke, told
9. The boy
10. The introduction of the character and the background of the text

DISTRIBUTION OF TEST ITEM

No.	Types of Comprehension	Number
1.	Word Comprehension	4,8,9
2.	Sentence Comprehension	1,2,6
3.	Paragraph Comprehension	3, 10
4.	Text Comprehension	5
	Total	10 numbers

LESSON PLAN**Meeting 2****Cycle 1**

School	: SMA MUHAMMADIYAH 3 JEMBER
Subject	: English
Class/semester	: X IS 1 / odd
Language skill	: Reading
Genre	: Narrative text
Time allocation	: 2 x 45"

A. Core competence

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Basic Competence

- 1.1. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi Internasional.
Indicator: showing curiosity and seriousness in teaching and learning process

- 2.1 Menghargai perilaku sopan santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.

Indicator: the students are able to communicate and behave with the teacher and the other students well and full of respect.

- 3.6 Memahami tujuan, struktur teks, dan unsur kebahasaan dari jenis teks naratif lisan dan tulis berbentuk cerita pendek sederhana.

Indicator(s):

1. The students are able to identify the generic structure of a narrative text.
2. The students are able to identify the language feature of the narrative text.
3. The students are able to do the reading exercise.

C. Learning Objective

1. The students are able to identify the generic structure of a narrative text.
2. The students are able to identify the language feature of the narrative text.
3. The students are able to do the reading exercise.

D. Learning Material

Narrative text : is a type of spoken or written text that tells a fiction story of one character or more who face certain problematic situation.

Purpose : to entertain or to amuse the readers or listeners about the story

- **Generic Structure**

1. **Orientation** : The introduction of the characters who involve in the story, time and the place where the story takes place.
2. **Complication** : Tells the problems of the story and how the main characters solve them.
3. **Resolution** : The complication may be resolved by happy/sad ending

- **Language Features**

- Time conjunction (when, then, and suddenly).
- Adver of time (a long time ago, once upon a time, one day)
- Mostly past tense.

E. Learning Method

Scientific approach: observing, questioning, experimenting, associating.
Communicating

F. Learning media:

- 1) Media and instrument:
 - a. pictures
 - b. White board.
 - c. Marker,
 - d. Laptop and LCD
- 2) Learning source:
 - a. Internet.

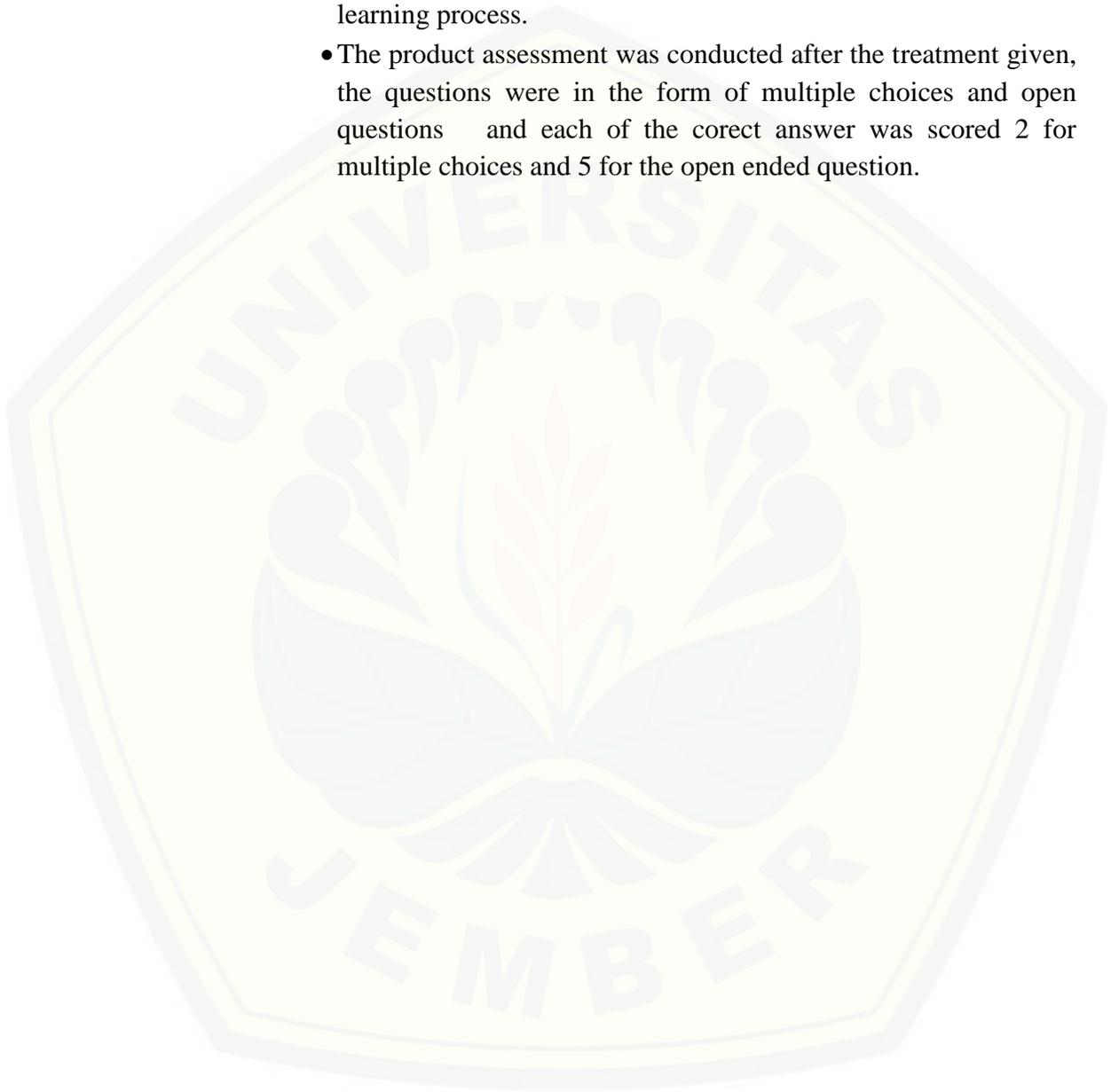
G. Steps of learning activity

- Set induction
 - The teacher greeted the students and asked about their condition.

- The teacher asked the students to pray to the God.
- The teacher asked some leading questions dealing with the narrative text of *tengger*.
- Main activity
 - Observing:
 - The teacher showed a narrative text of *tengger*.
 - The teacher discussed the narrative text.
 - The students identified the generic structure and the language feature of the narrative text of *tengger*.
 - The teacher explained the way of comprehending the narrative text by using marking technique
 - Questioning:
 - The teacher led the students to ask about the narrative text of *tengger*
 - The students asked questions to the teacher.
 - Experimenting:
 - The teacher asked the students to mark the text by using marking technique (labelling) in comprehending the text.
 - The students marked the text given by the teacher based on the explanation.
 - Associating:
 - The teacher asked the students to share their work (their marked text) with their desk mate
 - The students shared their work to their desk mate.
 - The teacher asked the students to do the reading exercises.
 - The students did the reading exercises.
 - Communicating:
 - The teacher and the students discussed the students' work.
- Closing:
 - The teacher led the students to conclude the material that they have learned.
 - The students drew a conclusion of the material today.
 - The teacher parted the students.
 - The teacher ended the class.

H. The assessment/evaluation

- The process assessment was done during the teaching and learning process.
- The product assessment was conducted after the treatment given, the questions were in the form of multiple choices and open questions and each of the correct answer was scored 2 for multiple choices and 5 for the open ended question.



APPENDICES

Material

1. Activities

- Leading questions for set induction.
 - ✓ What picture is it?
 - ✓ Have you ever heard about *kesodo ceremony*?
 - ✓ Where does it take place?
 - ✓ What tribe live in there?
 - ✓ Do you know the story about it?
 - ✓ What did you call the story that discussed about folklore?

- The pictures for leading questions



- The closure of the main activity
 - a) Well students what have we learned just now?
 - b) What does the text tell us about?
 - c) What are the generic structures of narrative text?

- d) What are the language features of the narrative text?
- e) What can you learn from the story above?

2. The generic structures and language features of narrative text.

Narrative text : is a type of spoken or written text that tells a fiction story of one character or more who face certain problematic situation.

Purpose : to entertain or to amuse the readers or listeners about the story

- **Generic Structure**

1. **Orientation** : The introduction of the characters who involve in the story, time and the place where the story takes place.
2. **Complication** : Tells the problems of the story and how the main characters solve them.
3. **Resolution** : The complication may be resolved by happy/sad ending

- **Language Features**

1. Time conjunction (when, then, and suddenly).
2. Adver of time (a long time ago, once upon a time, one day)
3. Mostly past tense.

3. The material

Tengger

Long time ago there lived a couple in the village near the top of mount Bromo. Joko Seger is his name. He lived peacefully with his wife Roro Anteng. But they were not happy because after some time they did not have any children. Then Joko Seger meditated in mount Bromo asking for God to give them children.

Sometimes later Joko Seger had a dream. In his dream he was told that he would have descendants but on one condition. The God asked him to sacrifice his children to the crater of mount Bromo. If he refused to sacrifice, then the God will be angry. Without thinking twice Joko Seger agreed to the condition.

After that every year Roro Anteng gave birth to twenty five children. They were very happy and they loved their children so much that they were reluctant to sacrifice them to the crater. They did not give anything to the crater. Then something happened.

One day there was a big eruption of mount Bromo. Smoke, fire, hot cloud of ash came out of its crater. The earth was trembling. The sky was dark. Animals ran away from the mountain. People were very scared since some of them became victims of the hot cloud.

Joko Seger and Roro Anteng remembered their promise to god. He realized that God was very angry. So he decided to sacrifice one of his sons. Then he went to the crater with his youngest son Kusuma. Because Joko Seger did not really want to sacrifice his son to the crater, he tried to hide him. But suddenly an eruption began and made Kusuma fell. Afterwards, Kusuma, who had fell to the crater, gave a voice, "I have to be sacrificed by my parents so that you will all stay alive. From now on, you should arrange an annual offering ceremony on the 14th of **Kesodo** (the twelfth month of Tenggerese calender.)"

Since then on Joko Seger and Roro Anteng gave offerings to the crater. Every year on the 14th day of the month of Kesada the people of Tengger held a ceremony to give offerings.

Adapted from: <https://www.scribd.com/document/98476044/Long-Long-Time-Ago-There-Lived-a-Couple-in-the-Village-Near-the-Top-of-Mount-Bromo>

4. The exercise

- I. Read the text below carefully, then answer the questions by crossing a, b, c, d or e on the answer sheet given.

Banyuwangi

Long time ago, in the beach of the east of Java there was a kingdom led by Prabu Merak. He had a handsome son, named Raden Baterang. Raden Baterang was a blue-eyed boy that will be the next king in the future. His people admired him. But he was a bad tempered person. One day, Raden Baterang was hunting animals with his bodyguards. At that time, he lost his bodyguards. He walked until the river. He looked a beautiful girl taking some flower. He was interested in her beauty.

He asked his heart, "Is it a dream? Why there was a girl in the jungle?" Then he asked the girl, "Hi, miss. Who are you? Why are you here?" The girl was shocked. "I just a person. I'm here because I was frightened about an enemy. Last night my kingdom was attacked by the other kingdom. My father died and I go away from there". Then Baterang said, "Are you the king of Klungkung's daughter?" "Yes, I am. I am Surati" Listening to that, Banterang was silent a moment. He knew that the attacker of her kingdom was his father.

Then Surati was taken by Banterang and asked her to live in his kingdom. Not a long time, they married. Someday when Surati walked outside the castle, she sees a man. The man said, "Surati, Surati!" So shocked Surati with that man. She knew if that is her brother. "Hei, Surati! Aren't you shy that you have been married by person that kill our father? to give an attack back for them?" The man said. "I'm sorry. I think, I've a debt from him. I can't" The man was very disappointed. When Banterang was hunting, a beggar said, "I'm going to find you keris since some hours ago. I thought you will have a big problem. This because of your wife and your brother in law.

They wanted to give attack to your kingdom. If you don't believe, look under your wife royal bed. There was a *keris*" After listening to that, he went home so fast. He entered her wife royal bed. And all was true, under the Surati's royal bed is a keris there. Banterang was very angry and disappointed to his wife. He pulled his wife's hand, and go to the river. "Is that your reply for me?" "I swear, I don't do like what you think!" "Quiet, fibber!" snarl Banterang while showing the *keris*. "Hey, Raden Banterang! It's my father's *keris*. But I swear, that keris was brought by my brother. I don't know why the *keris* was on your hand. I swear, I'm a loyal wife. Yes, my brother met

me, but it just in front of the castle. He asked me to help him to do his plan. But I push it.” But, he still thinks if his wife was wrong. “Okey, Kakanda! If you don’t believe me, I shall meet my die time in this river. But, please think of this. If the smell of the river was so aromatic,

I don’t have a fault. But if the smell was not good, I think if I have a fault” Surati jumped into the river and be lost. “Banyuwangi!” Banterang said. “Banyuwangi!!” The brother of Surati said, too.” Hei, Banterang! Actually, I’m her brother. Your wife hasn’t a fault. Banyuwangi, that is her true love” Banterang was very disappointed. Until now, his wife sank under the river bottom called Banyuwangi. Banyu means water and Wangi means aromatic.

Adapted from: <http://competition-storytelling.blogspot.co.id/2013/03/banyuwangi-legend.html>

1. “He had a handsome son....” (line 2 paragraph 1)
What does the underline refer to?
 - a. Raden Bumerang
 - b. Prabu MERak
 - c. Klungkung’s daughter
 - d. Klungkungs’ son
 - e. Raden Banterang’s wife
2. What is the main idea of paragraph 2?
 - a. Raden Banterang found a girl in the river
 - b. The king was a bad tempered person
 - c. Raden Banterang met a beautiful girl in the jungle
 - d. A beautiful girl hunted in the jungle
 - e. Klungkung’s king was a lonely person
3. “He asked me to help him.....”(paragraph 3)
The underlined word has the same meaning with...
 - a. gave
 - b. offered
 - c. requested
 - d. thought
 - e. questioned

4. What is the text mainly about?
 - a. The unfaithful wife
 - b. The legend of Raden Banterang.
 - c. The lonely husband
 - d. The regret of Raden Banterang
 - e. The smelly river
5. What is the moral value from the story above?
 - a. Don't believe with the anyone else
 - b. Be yourself
 - c. Think before act
 - d. Don't trust your partner
 - e. Stop questioning

II. Read the text above carefully, then answer the following question on the blank spaces

6. Who was Surati?

7. What information do you get in the last paragraph?

8. Why did Surati asked her husband to meet in the river?

9. Who tell Raden Banterang about a certain problem in his marriage

10. What is the conclusion of the story?

ANSWER KEY

I. Multiple Choice

1. b
2. c
3. c
4. d
5. c

KEY ANSWER

II. Open questions

6. king klungking's daughter / Raden Banterang's wife
7. Surati jumped to the river and suddenly the river gave a good smell
8. to prove that she ws not try to kill him//Raden Banterang
9. beggar
10. Surati was not try to kill her husband

DISTRIBUTION OF TEST ITEM

No.	Types of Comprehension	Number
1.	Word Comprehension	1,3
2.	Sentence Comprehension	2,7,6
3.	Paragraph Comprehension	9,8
4.	Text Comprehension	4,10
	Total	10 numbers

READING TEST

CLASS : X

TIME ALLOCATION: 60 minutes

Read the text below the answer the questions by crossing the A, B, C, D, or E on the answer sheet given

The passage is for questions number 1-5

Once upon a time, there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were crushed to death.

Then the king of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives the rats were saved.

One day elephant hunters came to the jungle and tripped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of rats. He summoned one of the elephant of his herd which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut the nets which had trapped the elephant's herd. The elephant's herd was totally set free. They danced with joy and thanked the rats.

Adapted from : <https://englishahkam.blogspot.co.id/2013/05/contoh-soal-narrative-text-dan-jawaban.html>

1. What destroyed the homes of all rats?
 - A. Group of mice did.
 - B. The hunters did.
 - C. Elephant hunters did.
 - D. Elephant's herd did.
 - E. Elephants friends

2. What helped the elephant's herd free?
 - A. The elephant's herd did.

- B. The hunter did.
 - C. A group of kings did.
 - D. Entire group of rats did.
 - E. The chief of the elephants
3. Where did the story occur?
- A. In the jungle
 - B. In the black forest
 - C. In the home of mice group
 - D. In the nests which had trapped the elephant's herd
 - E. In the river
4. At the end of the story, how was the elephants' herd?
- A. angry
 - B. sad
 - C. happy
 - D. dead
 - E. funny
5. The word "herd" means
- A. people
 - B. group
 - C. listen
 - D. made
 - E. gather

The passage is for questions number 6-8

The Lamb and the Wolf

One day, a wolf was slaking his thirst at a stream when he chanced to see a lamb, also drinking at some distance down the stream.

Outraged, he growled, "you are muddying my drinking water, now I shall eat you." The lamb protested, "but sir, how can I be muddying your drinking water? I am farther downstream than you are. The water is flowing from your part of the stream to where I am.

"upstream or downstream, your drinking is muddying my water and shall eat you." So saying, the wolf leaped upon the lamb and devoured him.

Adapted from: <http://tresnoenglish.blogspot.co.id/2016/09/orientation-complication-dan-resolution.html>

6. Where did the story happen?
 - A. At the zoo
 - B. In the forest
 - C. In the jungle
 - D. In the river.
 - E. In the wood
7. The following facts made the wolf get angry with the lamb, **EXCEPT...**
 - A. The lamb protested him
 - B. The lamb drank at the same stream
 - C. The wolf wanted to eat the lamb
 - D. The lamb muddied the water
 - E. The wolf wanted to be a friend with the lamb
8. What can we learn from the story above?
 - A. The bad will always bit the good
 - B. Never clean our body on the river
 - C. The strong one will always win
 - D. Never drink the river water.
 - E. Be good with your friend

The passage is for questions number 9-13

The Good Stepmother

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

‘Children, I have come to save you,’ she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after.

Adapted from: <http://kebunenglish.blogspot.co.id/2015/02/contoh-soal-narrative-text-10-soal-dan.html>

9. What was the Stepmother’s personality based on the story above?
 - A. She cried every night
 - B. She planned to eat her children
 - C. She tried to run away from a witch
 - D. She saved her children from a witch
 - E. She helped the witch to kill the children

10. Which statement is TRUE about the step mother?
 - A. She was the witch’s friend.
 - B. She hit the witch with a broom.
 - C. She locked her children in a cage.
 - D. She visited the witch to see her children.
 - E. She pretended to be the witch

11. “The witch fell into the oven and the stepmother shut the door.” (Paragraph 4)
The underlined word can be replaced by the word

 - A. Closed
 - B. Opened
 - C. Painted
 - D. Marked
 - E. cover

12. How did the witch die?
 - A. She was burnt in the oven.
 - B. She was trapped in a cage.
 - C. She was hit with a broom.

- D. She was locked in her house.
- E. She was killed by the children

13. What is the type of text above?

- A. descriptive text
- B. narrative text
- C. recount text
- D. procedure text
- E. report text

The passage is for questions number 14-16

Once upon a time, there was a flock of doves that flew in search of food led by their king. One day, they had flown a long distance and were very tired. The smallest dove picked up speed and found some rice scattered beneath a banyan tree. So all doves landed and began to eat.

Suddenly, a net fell over them and they were trapped. They saw a hunter approaching carrying a huge club. The dove desperately fluttered their wings trying to get out but failed. The king had an idea. He advise all the doves to fly up together carrying the net with them. Each dove picked up a portion of the net and together they flew off carrying the net with them. They flew to a hill near a city of temples where there lived a mouse who could help them. He was faithful friend of the dove king.

When the mouse heard the loud noise, he went into hiding. The dove king gently called out to him and then the mouse was happy to see him. The dove king said that they needed his help to set them free. The mouse began to cut the net and one by one all the doves were freed. They all thanked the mouse and flew away together.

Adapted from: <http://www.culturalindia.net/indian-folktales/panchatantra-tales/unity-is-strength.html>

14. How did the flock escape from the hunter?

- A. By flying together carrying the net
- B. By trying to flutter their wings
- C. By flying over the hill near a city
- D. By asking the mouse's help
- E. By calling it's team

15. What did the mouse do to help the doves?

- A. It bit the hunter's hand
- B. It advised the doves to fly
- C. It cut the net with his teeth
- D. It came to the dove's king
- E. It asked some help

16. What is the moral lesson of the story

- A. Flying together makes the doves strong
- B. If we are united, we can get strength
- C. Animal can help one another
- D. The weak ones can help the strong ones
- E. Don't believe in someone else

The passage is for questions number 17-25

Many years ago there was a king who was very bad tempered. Everyone was afraid of him. The king was bad tempered because he was often ill. He was often ill because he ate and drank too much. He liked to eat because the chef in his kingdom was the best chef in the world.

The king always asked his doctor why did he often got ill. But the doctor did not want to tell the king the reason. He knew this would make the king very angry. The king complained to his doctor every day. The king threatened him that he would sent him to the prison if he could not cure until the end of the month. The doctor was confused, he directly went to the forest and asked the old monk advised.

Adapted from: <http://blogofdoll.blogspot.co.id/2016/06/a-bad-tempered-king.html>

17. What is the best title of the passage above?

- A. The old monk
- B. The good doctor
- C. The king's disease
- D. The poison
- E. The good friend

18. "The king was bad tempered"

The synonym of the underlined word is...

- A. Exhausted

- B. Weary and ill
- C. Afraid
- D. Angry and impatient
- E. kind

19. Why were people afraid of the king?
- A. Because he was bad tempered
 - B. Because he ate and drank too much
 - C. Because he didn't like doctors
 - D. Because no one could cure him
 - E. Because he liked to drink

20. What made the king ill?
- A. He ate and sleep too much
 - B. He hated his doctors
 - C. The doctor lied to the king
 - D. The king was a bad tempered
 - E. The king ate and drank too much

For number 21-25 answer it on the blank spaces

21. What was the doctor's problem?
.....
22. Why did the doctor not want to tell the king the truth of his illness?
.....
23. How much food did the doctor think the king ate?
.....
24. Whose cook was the best in the world?
.....
25. Why did the doctor go to see the old monk?
.....

THE ANSWER KEY

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

KEY ANSWER

21. The doctor was afraid to tell the reason of the king's illness
22. Because the king would be angry
23. Too much

24. The kingdom's chef

25. To ask some advice



LESSON PLAN**Meeting 1****Cycle 2**

School	: SMA MUHAMMADIYAH 3 JEMBER
Subject	: English
Class/semester	: X IS 1 / odd
Language skill	: Reading
Genre	: Narrative text
Time allocation	: 2 x 45"

A. Core competence

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Basic Competence

- 1.1. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi Internasional.
Indicator: showing curiosity and seriousness in teaching and learning process

- 2.1 Menghargai perilaku sopan santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.

Indicator: the students are able to communicate and behave with the teacher and the other students well and full of respect.

- 3.6 Memahami tujuan, struktur teks, dan unsur kebahasaan dari jenis teks naratif lisan dan tulis berbentuk cerita pendek sederhana.

Indicator(s):

1. The students were able to identify the generic structure of a narrative text.
2. The students were able to identify the language feature of the narrative text.
3. The students were able to do the reading exercise.

C. Learning Objective

1. The students were able to identify the generic structure of a narrative text.
2. The students were able to identify the language feature of the narrative text.
3. The students were able to do the reading exercise.

D. Learning Material

Narrative text : is a type of spoken or written text that tells a fiction story of one character or more who face certain problematic situation.

Purpose : to entertain or to amuse the readers or listeners about the story

- Generic Structure

1. **Orientation** : The introduction of the characters who involve in the story, time and the place where the story takes place.
2. **Complication** : Tells the problems of the story and how the main characters solve them.
3. **Resolution** : The complication may be resolved by happy/sad ending

- Language Features

- Time conjunction (when, then, and suddenly).
- Adver of time (a long time ago, once upon a time, one day)
- Mostly past tense.

E. Learning Method

Scientific approach: observing, questioning, experimenting, associating.
Communicating

F. Learning media:

- 1) Media and instrument:
 - a. pictures
 - b. White board.
 - c. Marker,
 - d. Laptop and LCD
- 2) Learning source:
 - a. Internet.

G. Steps of learning activity

- Set induction
 - The teacher greeted the students and asked about their condition.
 - The teacher asked the students to pray to the God.

- The teacher asked some leading questions dealing with the narrative text of *lutung kasarung*.
- Main activity
 - Observing:
 - The teacher showed a narrative text of *lutung kasarung*.
 - The teacher discussed the narrative text.
 - The students identified the generic structure and the language feature of the narrative text of *lutung kasarung*.
 - The teacher explained the way of comprehending the narrative text by using marking technique (labelling)
 - Questioning:
 - The teacher led the students to ask about the narrative text of *lutung kasarung*
 - The students asked questions to the teacher.
 - Experimenting:
 - The teacher asked the students to mark the text by using marking technique (labelling) in comprehending the text.
 - The students marked the text given by the teacher based on the explanation.
 - Associating:
 - The teacher asked the students to share their work (their marked text) with their desk mate
 - The students shared their work to their desk mate.
 - The teacher asked the students to do the reading exercises.
 - The students did the reading exercises.
 - Communicating:
 - The teacher and the students discussed the students' work.
- Closing:
 - The teacher led the students to conclude the material that they have learned.
 - The students drew a conclusion of the material today.
 - The teacher parted the students.
 - The teacher ended the class.

H. The assessment/evaluation

- The process assessment was done during the teaching and learning process.
- The product assessment was conducted after the treatment given, the questions were in the form of multiple choices and open questions and each of the correct answer was scored 2 for multiple choices and 5 for the open ended question.



APPENDICES

Material

1. Activities

- Leading questions for set induction.
 - ✓ What picture is it?
 - ✓ Where does it take place?
 - ✓ What kind of story is it?
 - ✓ Do you know the story about it?
 - ✓ What did you call the story that discussed about fable?
- The closure of the main activity
 - a) Well students what have we learned just now?
 - b) What does the text tell us about?
 - c) What are the generic structures of narrative text?
 - d) What are the language features of the narrative text?
 - e) What can you learn from the story above?

2. The generic structures and language features of narrative text.

Narrative text : is a type of spoken or written text that tells a fiction story of one character or more who face certain problematic situation.

Purpose : to entertain or to amuse the readers or listeners about the story

- Generic Structure

1. **Orientation** : The introduction of the characters who involve in the story, time and the place where the story takes place.
2. **Complication** : Tells the problems of the story and how the main characters solve them.
3. **Resolution** : The complication may be resolved by happy/sad ending

- Language Features

1. Time conjunction (when, then, and suddenly).
2. Adver of time (a long time ago, once upon a time, one day)
3. Mostly past tense.

3. The material

Lutung Kasarung

Prabu Tapa Agung was an old king. He had two daughters, Purbararang and Purbasari. Prabu Tapa Agung planned to retire as a king. He wanted Purbasari to replace him as the leader of the kingdom. Hearing this, Purbararang was angry.

"You cannot ask her to be the queen, Father. I'm older than she is. It's supposed to be me, not her!" said Purbararang. But the king still chose Purbasari to be the next queen.

Purbararang then set a bad plan with her fiancé, Indrajaya. Together they went to a witch and asked her to put a spell on Purbasari. Later, Purbasari had bad skin. There were black dots all over her body.

"You are not as beautiful as I am. You cannot be the queen. Instead, you have to leave this palace and stay in a jungle," said Purbararang.

Purbasari was very sad. Now she had to stay in the jungle. Every day she spent her time playing with some animals there. There was one monkey that always tried to cheer her up. It was not just an ordinary monkey, he had magical power. And he also could talk with humans. The monkey's name was Lutung Kasarung. He was actually a god. His name was Sanghyang Gurumina. Lutung Kasarung planned to help Purbasari. He made a small lake and asked her to take a bath there. Amazingly, her bad skin was cured. Now she got her beautiful skin back.

After that, she asked Lutung Kasarung to accompany her to go back to the palace. Purbararang was very shocked. She knew she had to come up with another bad idea. She then said, "Those who have longer hair will be the queen."

The king then measured his daughters' hair. Purbasari had longer hair. But Purbararang did not give up. "A queen must have a handsome husband. If my fiancé is more handsome than yours, then I will be the queen," said Purbararang.

Changed into a man, Purbasari was sad. She knew Purbararang's fiancé, Indrajaya, was handsome. And she did not have a fiancé yet. "Here is my fiancé, Indrajaya. Where is yours?" asked Purbararang. Lutung Kasarung came forward. Purbararang was laughing very hard. "Your fiancé is a monkey, ha ha ha."

Suddenly, Lutung Kasarung changed into a very handsome man. He was even more handsome than Indrajaya. Purbasari then became the queen. She forgave Purbararang and her fiancé and let them stay in the palace.

<http://indonesianfolklore.blogspot.co.id/2007/10/lutung-kasarung-folklore-from-west-java.html>

4. The exercise

- I. Read the text below carefully, then answer the questions by crossing a, b, c, d or e on the answer sheet given.

The Ant and the Grasshopper

Once upon a time there lived a group of ant and the grasshopper. They lived together in the jungle. The ants liked to look for some foods together, they decided to walk around the river. In the middle of the way, they met the grasshopper. The grasshopper was sitting around and singing. But then, he asked the ants "where do you want to go? "We are going to put our food in our food storage." The ants replied.

The next day, when the ant in the middle way of going home, they met the grasshopper again.

"Hey ants, where do you go?"

“We are going to put our food in our storage.”

“Why did you do that? Now is spring, it’s a good weather to relax and enjoy the fruit.”

“Yeah, we know it, but we afraid the next season we can’t get some foods.”

“Why you keep working hard? Come on with me and have fun together.”

“Thank you grasshopper, see you.”

In the following day, the grasshopper flew over, he saw the ant walked, but he didn’t care to them, he just lied down in the tree and ate the leaves. The ant kept looking for some food but, he sang along the spring.

The next season was begin. It’s summer time. No body went out from their cave. The grasshopper started to look for some food, but every time he found the leaves, all of the leaves wasn’t good again. He went to everywhere but he found nothing there. It happened along the season. Suddenly, the winter came, he can’t find any foods, and he felt desperate and hopeless. It was different with the ants. They enjoyed their time and just stayed as well as had some party at house eating so many foods that they have gathered before.

Fortunately, he found the ant’s camp. Actually, he felt shy because of his laziness he can’t find any foods. However, the kind ant asked him to come into their house and had some foods there. The grasshopper promised to himself not to be lazy again.

Adapted from : <http://www.longlongtimeago.com/once-upon-a-time/fables/from-aesop/the-ant-and-the-grasshopper/>

1. What is the main idea of paragraph 1?
 - a. The introduction of the story
 - b. The ant introduced themselves
 - c. The ant starting to look for a food
 - d. The problem of the grasshopper
 - e. The conclusion of the story
2. “....The ants liked to look for some foods together, (paragraph 1)

The underlined word has the same meaning with...

- a. hated
- b. loved

- c. worked
- d. took
- e. put

3. "its a good weather to relax and enjoy the fruit"

The underlined word has the closest meaning with.....

- a. bad
- b. nice
- c. horrible
- d. awful
- e. awkward

4. What is the text mainly about?

- a. The camp of the ant's herd
- b. The diligent ant and the lazy grasshopper
- c. The ant's track
- d. The ant and the grasshopper had a beautiful moment
- e. The hardworker of the grasshopper

5. What information did you find in the third paragraph?

- a. The ant was enjoying his time after hunting
- b. The ant and the rasshopher were singing together
- c. The grasshopper was looking for food
- d. The ant took a rest for a while
- e. The grasshopper was relax while the ant keep looking for the food

II. Read the text above carefully, then answer the following question on the blank spaces

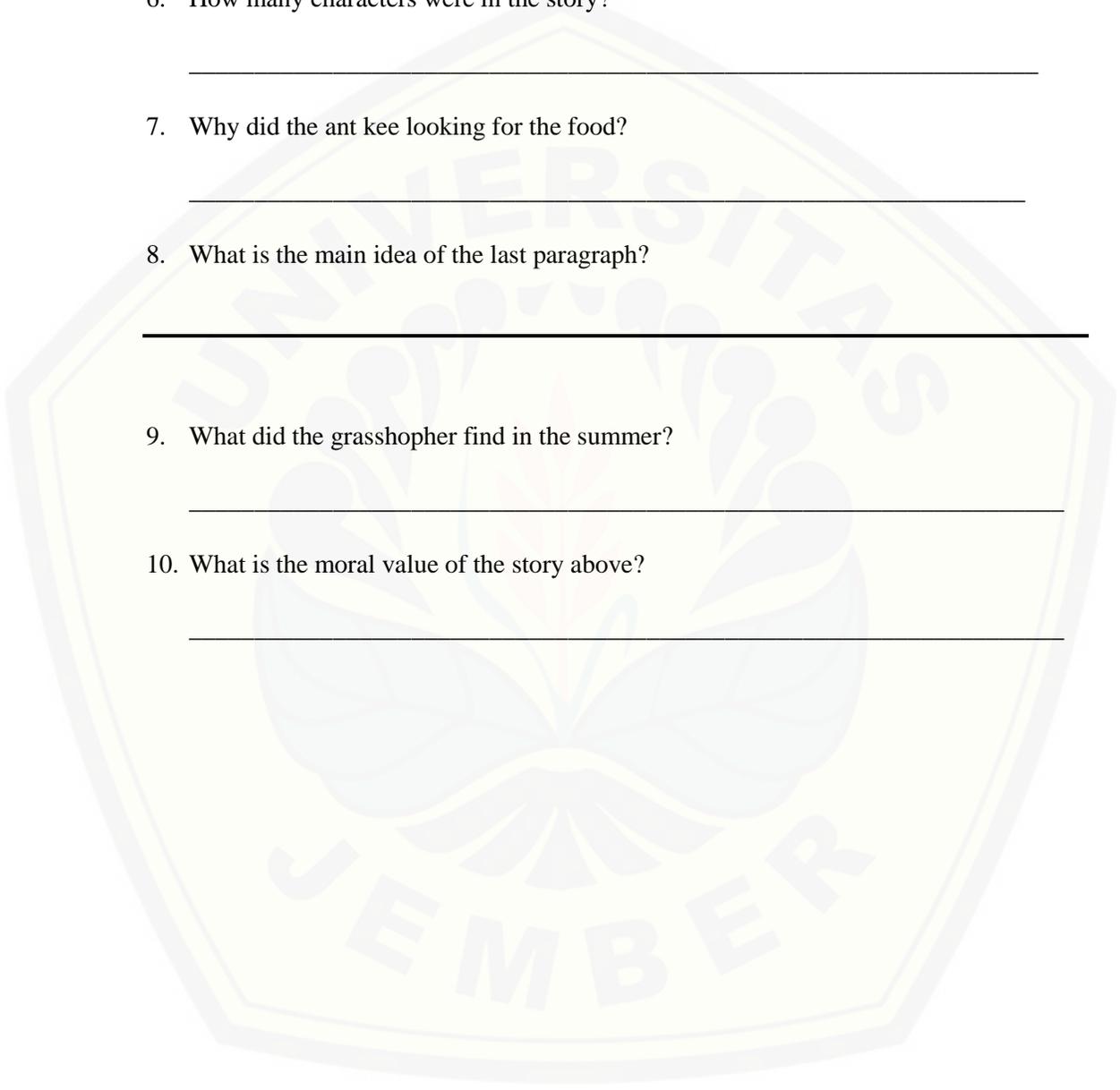
6. How many characters were in the story?

7. Why did the ant kee looking for the food?

8. What is the main idea of the last paragraph?

9. What did the grasshopper find in the summer?

10. What is the moral value of the story above?



ANSWER KEY

I. Multiple Choice

1. a
2. b
3. b
4. b
5. e

KEY ANSWER

II. Open questions

6. 2 characters
7. Prepare for the summer
8. the grasshopper realized that he had to be diligent
9. he found nothing but the dried leaves
10. we have to prepare for the future condition

DISTRIBUTION OF TEST ITEM

No.	Types of Comprehension	Number
1.	Word Comprehension	3, 8, 10
2.	Sentence Comprehension	9,6,1
3.	Paragraph Comprehension	7,2
4.	Text Comprehension	4,5
	Total	10 numbers

LESSON PLAN**Meeting 2****Cycle 2**

School	: SMA MUHAMMADIYAH 3 JEMBER
Subject	: English
Class/semester	: X IS 1 / odd
Language skill	: Reading
Genre	: Narrative text
Time allocation	: 2 x 45"

A. Core competence

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Basic Competence

- 1.1. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi Internasional.
Indicator: showing curiosity and seriousness in teaching and learning process

- 2.1 Menghargai perilaku sopan santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.

Indicator: the students are able to communicate and behave with the teacher and the other students well and full of respect.

- 3.6 Memahami tujuan, struktur teks, dan unsur kebahasaan dari jenis teks naratif lisan dan tulis berbentuk cerita pendek sederhana.

Indicator(s):

1. The students were able to identify the generic structure of a narrative text.
2. The students were able to identify the language feature of the narrative text.
3. The students were able to do the reading exercise.

C. Learning Objective

1. The students were able to identify the generic structure of a narrative text.
2. The students were able to identify the language feature of the narrative text.
3. The students were able to do the reading exercise.

D. Learning Material

Narrative text : is a type of spoken or written text that tells a fiction story of one character or more who face certain problematic situation.

Purpose : to entertain or to amuse the readers or listeners about the story

- Generic Structure

1. **Orientation** : The introduction of the characters who involve in the story, time and the place where the story takes place.
2. **Complication** : Tells the problems of the story and how the main characters solve them.
3. **Resolution** : The complication may be resolved by happy/sad ending

- Language Features

- Time conjunction (when, then, and suddenly).
- Adver of time (a long time ago, once upon a time, one day)
- Mostly past tense.

E. Learning Method

Scientific approach: observing, questioning, experimenting, associating.
Communicating

F. Learning media:

- 1) Media and instrument:
 - a. pictures
 - b. White board.
 - c. Marker,
 - d. Laptop and LCD
- 2) Learning source:
 - a. Internet.

G. Steps of learning activity

- Set induction
 - The teacher greeted the students and asked about their condition.
 - The teacher asked the students to pray to the God.

- The teacher asked some leading questions dealing with the narrative text of *mouse deer and tiger*.
- Main activity
 - Observing:
 - The teacher showed a narrative text of *mousedeer and tiger*.
 - The teacher discussed the narrative text.
 - The students identified the generic structure and the language feature of the narrative text of *mouse deer and tiger*.
 - The teacher explained the way of comprehending the narrative text by using marking technique (labelling)
 - Questioning:
 - The teacher led the students to ask about the narrative text of *mouse deer and tiger*
 - The students asked questions to the teacher.
 - Experimenting:
 - The teacher asked the students to mark the text by using marking technique (labelling) in comprehending the text.
 - The students marked the text given by the teacher based on the explanation.
 - Associating:
 - The teacher asked the students to share their work (their marked text) with their desk mate
 - The students shared their work to their desk mate.
 - The teacher asked the students to do the reading exercises.
 - The students did the reading exercises.
 - Communicating:
 - The teacher and the students discussed the students' work.
- Closing:
 - The teacher led the students to conclude the material that they have learned.
 - The students drew a conclusion of the material today.
 - The teacher parted the students.
 - The teacher ended the class.

H. The assessment/evaluation

- The process assessment was done during the teaching and learning process.
- The product assessment was conducted after the treatment given, the questions were in the form of multiple choices and open questions and each of the correct answer was scored 2 for multiple choices and 5 for the open ended question.



APPENDICES

Material

1. Activities

- Leading questions for set induction.
 - ✓ What picture is it?
 - ✓ Where does it take place?
 - ✓ What kind of story is it?
 - ✓ Do you know the story about it?
 - ✓ What did you call the story that discussed about fable?
- The closure of the main activity
 - a) Well students what have we learned just now?
 - b) What does the text tell us about?
 - c) What are the generic structures of narrative text?
 - d) What are the language features of the narrative text?
 - e) What can you learn from the story above?

2. The generic structures and language features of narrative text.

Narrative text : is a type of spoken or written text that tells a fiction story of one character or more who face certain problematic situation.

Purpose : to entertain or to amuse the readers or listeners about the story

- Generic Structure

1. **Orientation** : The introduction of the characters who involve in the story, time and the place where the story takes place.
2. **Complication** : Tells the problems of the story and how the main characters solve them.
3. **Resolution** : The complication may be resolved by happy/sad ending

- Language Features

1. Time conjunction (when, then, and suddenly).
2. Adver of time (a long time ago, once upon a time, one day)
3. Mostly past tense.

3. The material

Mouse Deer and Tiger

Long Time ago in a jungle of Java, a tiger was wandering around for food. He hadn't been eating for days. He was really hungry! While he was approaching a small lake, he saw Mouse Deer drinking. The tiger wanted to eat him.

Tiger slowly ducked, crawled, and held his breath. And then..."Gotcha!" said Tiger. He caught Mouse Deer and bit his leg. Mouse Deer was trembling. He was really shocked. But he tried to be calm. He was thinking of a plan to escape from Tiger. He looked around and suddenly he had an idea!

He said, "Hey Tiger, I know you are hungry and want to eat me. But the king will angry if he knows you eat me now."

"Why? The king knows that I eat meat. I eat animals like you! Said Tiger.

Mouse Deer explained, "I guard king's cake. It's very delicious. Only the king and his family eat it. "Mouse Deer pointed at one big, black lump near the lake. It did not look delicious at all. But Tiger was curious.

"Don't be fooled by its appearance. Its taste is very delicious. That's why it meant for kings. And you won't get hungry for a month after you eat it. I tasted it once," said Mouse Deer.

Tiger's mouth watered. "Can I taste it?"

"Of course you can not The king will punish me like he did when I tasted it last time. He would kill me if something happened to the cake again!"

Well...it's all up to you. I eat you or I eat the cake. The choice is yours."

"Well, then. You don't give me much choice, Tiger. You can have the cake. But first, let me run away as far as I can. By the way, the king won't be able to get me."

"All right...Now, go!" He was really hungry. He could not wait any longer to eat king's cake.

Mouse Deer took a safe distance away from Tiger. But he still could watch him, as Tiger eagerly took the peace of the 'cake'.

Phooey, it's no cake! It's...it's buffalo's dung! I'll get you, Mouse Deer! You! Watch it!"

But Mouse Deer was already far away. He laughed aloud. Mouse Deer was safe for now. But Next Time, he might meet face to face with Tiger again. ***
<http://indonesianfolklore.blogspot.co.id/2008/01/mouse-deer-and-tiger.html>

4. The exercise

- I. Read the text below carefully, then answer the questions by crossing a, b, c, d or e on the answer sheet given.

Cendrawasih

Once upon a time, there lived a couple of bird named Mr. and Mrs. Brown Bird. They lived in a jungle in Papua. Mr. Brown always complained about his feathers. He thought they were ugly. He was jealous with his friend, Mr. Green Bird.

“I want to have beautiful feathers like him. His feathers are not brownish like what he had. That is very beautiful,” said Mr. Brown Bird to his wife.

“Honey, you have to be grateful with all that you have. Our feathers won’t attract human to hunt us,” said Mrs. Brown Bird. Mr. Brown Bird then went to the God of jungle.

“I want to have beautiful feathers like him,” said Mr. Brown Bird to the God of the Jungle.

The God granted Mr. Brown Bird’s wish but he had to choose one color only. However, he was confused what color it should be. The God was upset because he didn’t decide it soon. He looked up to the sky and then, “aha! I found an idea.” He said.

“I don’t want a color for my feathers but many colors. I want it to have colorful feathers like a rainbow in the sky.” He said cheerfully.

Suddenly, Mr. Brown Bird’s feathers was colorful. Then he went home directly. When he got home, his wife couldn’t recognize him. His wife didn’t believe with a man in front of him. She knew that his husband’s feathers was brown. He tried hard to explain to his wife that he was his husband. Fortunately, his wife realized that he was his husband, but she didn’t like his husband’s new feathers.

“You are stupid my husband, human will hunt you and our children because that beautiful feather” said his wife angrily. Mr. Brown Bird was very sad. He made a big mistake. He then left his house. He went to the jungle. Everybody admired his feather. But because of his attractive and gorgeous feather, the other animals in the jungle called him Cendrawasih, the bird of paradise.

Adapted from:<http://indonesianfolklore.blogspot.co.id/search/label/Papua>

1. Who always complained about the color of the feather?
 - a. Mrs. Brown bird
 - b. Mr. Brown bird
 - c. Mr. Brown bird’s wife
 - d. Mr. Green bird

- e. Mrs Green bird
2. What is the main idea of paragraph 2?
- a. Mr. Brown bird changed his feather into green
 - b. Mr. Green bird was angry to Mr. Brown bird
 - c. The god of the jungle changed Mr. Brown bird feather
 - d. Mrs. Brown bird was angry to his husband
 - e. Mrs Brown did not like the feather
3. “Because of his attractive and gorgeous feather.”
- The underlined word has the same meaning with...
- a. Nice
 - b. Kind
 - c. Good
 - d. Beautiful
 - e. Bad
4. What is the text mainly about?
- a. The god of the jungle’ magical power
 - b. The bird of paradise.
 - c. Mrs. Brown bird’s experience
 - d. The visit of Mr. Green bird
 - e. Mr Green bird feather
5. What can we learn from the story above?
- a. Beautiful is everything

- b. Experience is the best teacher
- c. Follow what your heart says
- d. Do not think about yourself
- e. Reading is the best way to learn

II. Read the text above carefully, then answer the following question on the blank spaces

6. Who was happy with it's feathers?

7. What information do you get in the first paragraph?

8. "Mrs. And Mr. Brown went to the God of the Jungle". What is the synonym of the underlined word?

9. Why was Mrs. Brown angry to her husband?

10. "Fortunately, his wife realized that he was his husband" (paragraph 4)

What is the closest meaning of the underlined word?

ANSWER KEY

I. Multiple Choice

1. b
2. c
3. d
4. b
5. d

KEY ANSWER

II. Open questions

6. Mrs. Brown
7. The introduction of the character in the text
8. Wood, forest
9. Because he changed his feather's color that would make human hunt her children
10. Luckily

DISTRIBUTION OF TEST ITEM

No.	Types of Comprehension	Number
1.	Word Comprehension	3, 8, 10
2.	Sentence Comprehension	9,6,1
3.	Paragraph Comprehension	7,2
4.	Text Comprehension	4,5
	Total	10 numbers

READING COMPREHENSION TEST

CLASS : X IS 1

TIME ALLOCATION: 60 minutes

Read the text below the answer the questions by crossing the A, B, C, D or E on the answer sheet given.

The questions are for number 1-4

Once upon a time, there was a small village in Baghdad. Its population was very small. In this village everybody knew each other and knew every little or big problems that went on in the village. In this small village, there was a bakery that was popular for its delicious bread.

One day, a poor old man was walking in the street passing the bakery and he stopped to smell the scent of the bread which was spreading out of the bakery. Suddenly, the baker caught the old man and shouted at him demanding the price of bread's scent. He almost drag him to the police. A very famous wise man named Junha heard the baker shouting. So he went to him and asked about the problem.

Junha stood calmly listening to the baker and he thought for a solution. After a few minutes, Junha's eyes glistened and an amused smile was on his face. He asked the baker "how much money do you want?" the baker and the poor man were astonished, but the baker answered " 3 dinars". Junha took the money out of his wallet and put it in his pocket and shook the money. " did you hear the sound of the money?" junha asked. " yes, I did." The baker replied, and with a big smile Junha said "well then, this is the price of your bread's scent.

Adapted from: <https://spensaguti.wordpress.com/2013/07/07/soal-ulangan-kenaikan-kelas-b-inggris-kelaas-8/>

1. Who stopped to smell the scent of the bread?
 - A. The baker.
 - B. The police.
 - C. The old poor man.
 - D. Junha, the wise man.
 - E. the wise man

2. What did the baker do to the old man?
 - A. He wanted to hear the sound of the old man's money.
 - B. He demanded the old man to pay for the scent.
 - C. He shouted his problem to the old man.
 - D. He gave him some money
 - E. He gave the old man some solution.

3. "....., which was popular for its delicious bread" (paragraph 1)
What does the word "delicious" mean?
 - A. Sour
 - B. Tasty
 - C. Sweet
 - D. Bitter
 - E. Unpleasant

4. What can we learn from the story above?
 - A. We must help poor people.
 - B. we must learn a thing from the other man
 - C. We must take the benefit of what we offer.
 - D. We should pay nothing for things we use.
 - E. We shouldn't ask others to pay for what they don't get

The questions are for number 5-8

Maltreated by their stepmother, who was a witch, a little brother and sister fled into the woods. After running for a while, the brother said, "I'm sorry, I am thirsty. Let's find a spring and have a drink. However, as the young boy bent down to drink, his sisters heard a voice tried to prevent her brother from drinking. The young boy changed at once into a fawn. In tears, the little girl made a lead and collar out of her belt and led the fawn off into the woods. There they found an abandoned cottage and lived together, far from danger.

One day, however, the king was hunting in the woods, and he spied the fawn, which could not resist the urge to wander away from the cottage. The king and his hunters chased the fawn all the way back home. There, the king followed it into the cottage, where he found a young girl stocking the frightened animal. She was so beautiful and gentle that the king fell in love with her at once. He asked her to be his wife, and his words caused the maiden to cry for joy. When one of her tears fell

down of the fawn, it changed back to her brother once more. Their goodness and love had overcome the witch's evil spell and they lived safely and happily with the king ever after.

Adapted from <https://psikologisufistik.wordpress.com/2013/09/17/strategi-menjawab-soal-narrative-text/>

5. Why did the brother and sister flee into the woods?
 - A. They had been maltreated by their stepmother.
 - B. They had been treated well their stepmother
 - C. They wanted to see her mother
 - D. They wanted to leave home.
 - E. They felt very happy.

6. "There, the king followed it into the cottage.." The word it refers to
 - A. Cottage
 - B. Fawn
 - C. Wood
 - D. Home
 - E. wife

7. What caused the young boy changed into a fawn?
 - A. He left home into the woods
 - B. He found an abandoned cottage
 - C. He wanted to be like that
 - D. He drank something and got curse
 - E. He said something bad to his mother.

8. How did the fawn change back to be a young boy?
 - A. When the King asked for his sister to marry with him.
 - B. When the King made a magic spell
 - C. When one of his sister's tear fell on the fawn.
 - D. When the king chased the fawn back home.
 - E. When his sister cried for joy

The questions are for number 9-12

Long ago on the top of Mount Kinabalu in Borneo, there lived a dragon. He owned a large and beautiful pearl. People believed that he controlled the weather with it. The emperor of china heard that an wanted the pearl. He sent two sons, Wee Ping and Wee san to Borneo to steal it. the princess together witha hundred of soldier, set sail for Borneo in twelve sailing junks.

When they arrived in Borneo, they set out immediately to find the famous mountain. Their jorney up the rugged slopes of mount Kinabalu proved very difficult. The dragon guarded his cave fiercely and killed many of their soldiers. Then, wee San had clever idea. He climbed a tall tree, so he could see the dragon's cave. He noted what time the dragon left his cave to hunt for food and what time he returned to it.

Next, he ordered his men to make a fake pearl and large kite. He waited until the dragon left his cave. Then, he placed the fake pearl in a bag, slung it across his shoulder and flew up to the mountain- top on thhe kite. He exchanged the real pearl for the fake one and then his brother pulled his kite back to the ground. The brothers quickly returned to their ships and set sail to China. They sailed safely home. The emperor was thrilled with the pearl and gave a big party to celebrate his son's return.

Adapted from <https://psikologisufistik.wordpress.com/2013/09/17/strategi-menjawab-soal-narrative-text/>

9. Who was Wee San?

- A. An Emper from China
- B. A dragon of Borneo
- C. A son of Emperor
- D. A Borneo's son
- E. A Slave

10. "... his men to make a fake pearl and large kite"

What does the underlined word mean?

- A. False
- B. Valuable

- C. original
- D. Glittering
- E. Expensive

11. The text above is written to

- A. Describe something important
- B. Criticize certain persons
- C. Inform about a good event
- D. Debate about the weather
- E. Amuse the readers

12. The last paragraph shows of the problem.

- A. The resolution
- B. The description
- C. The beginning
- D. The evaluation
- E. The recommendation

The questions are for number 13-16

Once upon time there was a lion named Ando who was very poor. He lived in a small lion's village outside the big kingdom. All his neighboring lions were very poor. He wished to become rich. So he quit being a lumber worker. He went to the rich lion's kingdom to find a new job. The rich lion liked him and hired him as a jeweler in the kingdom. In a month, he made a million dollar.

Everyone in the village asked the rich people for money. In three months, he was poor because the poor village people asked him for money and gave it to them. Now, he was a poores than before. So Ando quit his job and went back to be a lumber worker. From that day, he never again wish that he was rich.

Adapted from <https://psikologisufistik.wordpress.com/2013/09/17/strategi-menjawab-soal-narrative-text/>

13. What is the purpose of the text?

- A. To entertain the readers
- B. To tell about the continuous event
- C. To describe something particularly

- D. To tell about past event
E. To describe something in general
14. The introduction on narrative text is called
A. The orientation
B. The complication
C. The solution
D. The Event
E. The reorientation
15. We usually find a good advice in ...
A. The orientation
B. The complication
C. Resolution
D. beginning of the story
E. Definition
16. What can we learn from the story above?
A. Be yourself
B. The more you take, the less you have
C. Don't be lazy
D. Together is better
E. Be Patient

The questions are for number 17-21

Two Brothers

Long ago, there were two brothers called Akomi and Ombah. They were ambitious and winning. Akomi, the elder brother said, "if we become the king's employees, we can laws to collect more money from the people. We'll become rich." They went to see King Aruya and asked him to let them become his minister. He promised the king that he would make a good laws.

King Aruya didn't believe him, he said that Akomi is a liar. He asked his men to send him into the crocodile in the river. Ombah's hand trembled then he thought to himself that he would to say to the king that he didn't know anything to make the king believed in him.

But the king still didn't believe what they said. The king said that those brothers were liars. Suddenly, the two brothers came home and what they had wished for was all gone.

Adapted from: <http://englishahkam.blogspot.co.id/2012/10/contoh-teks-narrative-smp-soal-jawaban.html>

17. What was the two brothers' ambition?
 - A. Become rich
 - B. Become ministers
 - C. Help the king make a good law
 - D. Make the King's subject happy
 - E. become a loser
18. Why did King Aruya call Akomi a liar?
 - A. Akomi knew everything
 - B. Akomi made him angry
 - C. Akomi made him win
 - D. Akomi did not tell the truth
 - E. Akomi wanted to collect the money
19. Why did ombah say that he knew nothing?
 - A. He didn't want to lie to King Aruya
 - B. he didn't want to make the king believe him.
 - C. He wanted to see the crocodiles
 - D. He didn't know how many stars there were
 - E. He thought that it was the right answer
20. Why was ombah's hand tremble?
 - A. He was afraid
 - B. He knew nothing
 - C. He was thinking hard
 - D. He was happy
 - E. He had the right answer

The questions are for number 22-25

Once upon a time, there was a king who ruled in Teberu Lombok and had a beautiful daughter called Puteri Mandalika. Because of her beauty, princes and kings from other kingdoms around Teberu wished that she would be their wife. Six of them came to Teberu and asked for her hand in marriage. They were Prince Bumbang, Prince Aryo Johor, Prince Singa Trasakan, Prince

Daria Loka, Prince Gunung Piring and Prince Bungsu. Each prince wanted to win the heart of Puteri Mandalika.

Her father, the king of Teberu, was very confused and did not know what to do. If he chose one prince instead of another then it would create jealousy and there could be war against his kingdom. All the princes were handsome and powerful and so the king allowed his daughter to make her own choice. But Puteri Mandalika was confused too and she also knew the dangerous risk that her kingdom and people would get, if she chose either one of the princes.

After several days of serious thinking, Puteri Mandalika met her parents and asked her permission to announce her decision in front of all the princes and the people of Teberu the next day in the beach. Early next morning, everybody gathered on the beach. There was a gentle breeze with small waves breaking softly across the shore. Everybody was looking at Puteri Mandalika, waiting for her announcement.

Meanwhile, the six princes prayed in their heart that he would be the chosen one. Then in a loud and clear voice, Puteri Mandalika said, "Oh my beloved mother and father, all the princes and especially the people of Teberu Kingdom. Today I would like to announce that I will not give myself to any one of the princes, but rather to all people of Teberu and my own kingdom." Then Puteri Mandalika threw herself into the sea from the top of a hill and disappeared. Everybody desperately search for her but she could not be found and people believed she was transformed into flowing sea worms called "nyale".

Adapted from: <http://abidtinfaiz.blogspot.co.id/2015/01/soal-bahasa-inggris-narrative-text-dan.html>

For number 21-25 answer it on the blank spaces

21. Who was a daughter of Teberu Lombok king?

.....

22. How many princes propose Putri Mandalika?

.....

23. Why was the King confused?

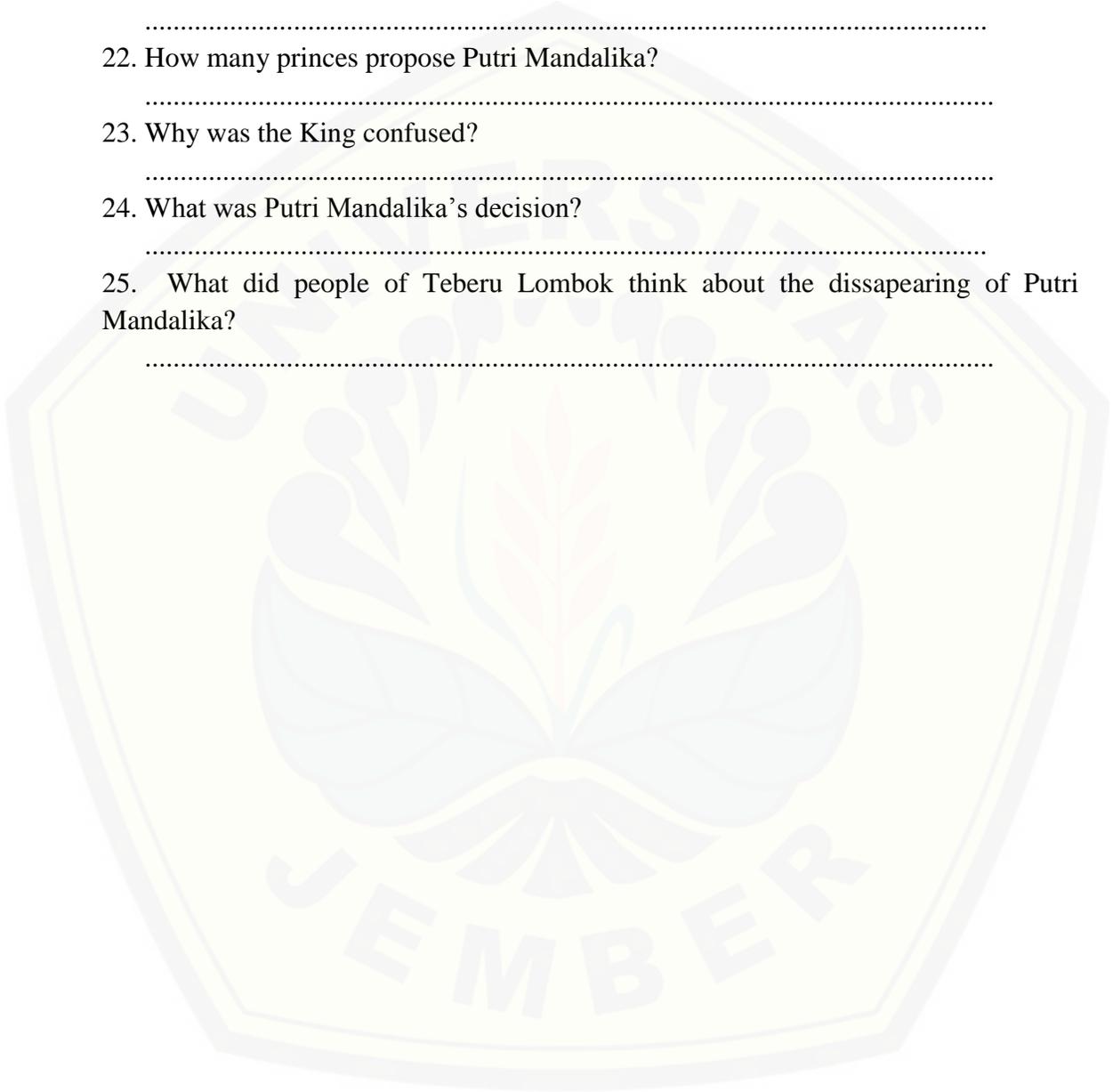
.....

24. What was Putri Mandalika's decision?

.....

25. What did people of Teberu Lombok think about the disappearing of Putri Mandalika?

.....



THE ANSWER KEY

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

KEY ANSWER

21. Putri Mandalika
22. Six
23. He was afraid if his daughter would hurt the princes
24. She decided not to choose any princes
25. she was transformed into flowing sea worms called “nyale”.

Appendices

Interview Guide

No	The List of Questions for Interview	Teacher's Answer
1.	What book do you usually use in teaching English?	I use LKS (Lembar Kerja Siswa)
2.	How do you usually teach reading?	I usually asked the students to read the text then, when they found difficult word they could ask me or find them from the dictionary.
3.	What are the difficulties faced by the students in learning reading?	They have difficulties in understanding and comprehending the meaning of the text and also it is pretty hard for them to take a part in the class.
4.	How do you solve the problems?	I give them more exercises and warn them if they are noisy.
5.	Have you ever taught the students by using a marking technique (labelling)?	No, I have not

a. Documentation Guide

No.	Data	Resources
1.	The names of the research subjects	School document
2.	The students' reading score	School document
3.	The teacher lesson plan	School document

GUIDANCE IN TEACHING READING BY USING A MARKING TECHNIQUE

Guidance helped them to know what is the important idea or part of the text that the students should know. The guidance are as follows.

1. How many paragraphs are there in the text?
2. Which one is the identification paragraph and the description paragraph?
3. What does the first paragraph tell you about?
4. Which one is the main idea of paragraph...?
5. Which one is the supporting details of paragraph ...?
6. What are the language features of the narrative text?
7. Find the simple past tense on the text.
8. Find the adverb of time on the text.
9. Find the time conjunction on the text.

THE STUDENTS' WORKSHEETS

X IPS 1
17

50

5. The exercise

I. Read the text below carefully, then answer the questions by crossing a, b, c, d or e on the answer sheet given.

^{AOT} ^{PT} Cendrawasih
Once upon a time, there lived a couple of bird named Mr. and Mrs. Brown Bird. They lived in a jungle in Papua. Mr. Brown always complained about his feathers. He thought they were ugly. ^M He was jealous with his friend Mr. Green Bird. ^{SD}

^{OR} "I want to have beautiful feathers like him. His feathers are not brownish like what he had. That is very beautiful," said Mr. Brown Bird to his wife.

"Honey, you have to be grateful with all that you have. Our feathers won't attract human to hunt us," said Mrs. Brown Bird. Mr. Brown Bird then went to the God of jungle.

"I want to have beautiful feathers like him," said Mr. Brown Bird to the God of the Jungle.

The God granted Mr. Brown Bird's wish but he had to choose one color only. However, he was confused what color it should be. The God was upset because he didn't decide it soon. He looked up to the sky and then, "aha! I found an idea." He said.

^{COM} "I don't want a color for my feathers but many colors. I want it to have colorful feathers like a rainbow in the sky." He said cheerfully.

^T ^M Suddenly, Mr. Brown Bird's feathers was colorful. Then he went home directly. When he got home, his wife couldn't recognize him. His wife didn't believe with a man in front of him. She knew that his husband's feathers was brown. He tried hard to explain to his wife that he was his husband. Fortunately, his wife realized that he was his husband, but she didn't like his husband's new feathers.

^{RSD} ^M "You are stupid my husband, human will hunt you and our children because that beautiful feather" said his wife angrily. Mr. Brown Bird was very sad. He made a big mistake. He then left his house. He went to the jungle. Everybody admired his feather. ^{SD} But because of his attractive and gorgeous feather, the other animals in the jungle called him Cendrawasih, the bird of paradise.

THE STUDENTS' WORKSHEETS

X IDS 1

50

5. The exercise

1. Read the text below carefully, then answer the questions by crossing a, b, c, d or e on the answer sheet given.

AOT Cendrawasih PT

Once upon a time, there lived a couple of bird named Mr. and Mrs. Brown Bird. They lived in a jungle in Papua. Mr. Brown always complained about his feathers. He thought they were ugly. He was jealous with his friend, Mr. Green Bird. "I want to have beautiful feathers like him. His feathers are not brownish like what he had. That is very beautiful," said Mr. Brown Bird to his wife.

"Honey, you have to be grateful with all that you have. Our feathers won't attract human to hunt us," said Mrs. Brown Bird. Mr. Brown Bird then went to the God of jungle.

"I want to have beautiful feathers like him," said Mr. Brown Bird to the God of the Jungle.

OR



The God granted Mr. Brown Bird's wish but he had to choose one color only. However, he was confused what color it should be. The God was upset because he didn't decide it soon. He looked up to the sky and then, "aha! I found an idea." He said.

COM



"I don't want a color for my feathers but many colors. I want it to have colorful feathers like a rainbow in the sky." He said cheerfully.

Suddenly, Mr. Brown Bird's feathers was colorful. Then he went home directly. When he got home, his wife couldn't recognize him. His wife didn't believe with a man in front of him. She knew that his husband's feathers was brown. He tried hard to explain to his wife that he was his husband. Fortunately, his wife realized that he was his husband, but she didn't like his husband's new feathers.

RES



"You are stupid my husband, human will hunt you and our children because that beautiful feather" said his wife angrily. Mr. Brown Bird was very sad. He made a big mistake. He then left his house. He went to the jungle. Everybody admired his feather. But because of his attractive and gorgeous feather, the other animals in the jungle called him Cendrawasih, the bird of paradise.

THE STUDENTS' WORKSHEETS

x (PS 1

37

4. The exercise

1. Read the text below carefully, then answer the questions by crossing a, b, c, d or e on the answer sheet given.

The Boy Who Never Listened

OR - There lived a beautiful woman near a river. She had a son who liked reading very much. The mother was a single parent, her husband died three years ago.

AOT < - One day, the mother had to go to market for shopping. She said to her son to look after the house carefully. The son was busy reading so that he didn't pay attention to his mother. → #101

"Three people will come to our son, honey. First is the butcher. Second is my friend, and the last is a beggar." Explained mother. "Are you listening to me?" asked the mother.

"Yes mom." The boy replied but his eyes did not leave the book.

The mother told him to say to Mr. Allan that his meat was too fat and he might not come to our house again. Again, the boy only replied without looking at his mother. Then, she asked her son to give Mrs. Smith a cup of tea and asked her to wait his mother. For the beggar, she ordered her son to give her a pile of old clothes by the door to the beggar. The boy was still busy reading his book.

com - His mother went out and soon there was a knock at the door. The boy put his book down and went to open it. He saw a pile of clothes by the door and gave them to the butcher. Then, he went back to his book.

PTA - A few minutes later, there was a knock at the door. The boy went to open it. He said to his mother's friend that she was too fat and told her not to come back again. Next, he closed the door and went back to his book.

TJ - A little later, there was a third knock at the door. The boy went to open it just like what he did before. He asked the beggar to come in, gave her a cup of tea, and asked her to wait for his mother. → #1

res - Finally, his mother came and she was shocked and surprised to find the beggar was sitting in her living room and had a cup of tea. The mother was so angry to her son and threw away his book. The boy was sorry and promised not to do it again.

Adapted from the book of Reading with Understanding 2 by Heaton et al (1973:9-10)

THE RESULT OF THE ENGLISH TEST

Initial Students' name	English Test	
	Cycle 1	cycle 2
A F S	84	80
A I O	72	76
A S B	84	96
A E P Z	72	80
A S P P	84	72
C W A	76	84
C	96	80
D D F	93	80
D Y S	93	84
E M C	80	96
E K N	80	92
F P N	92	96
F I W	84	96
G T P	72	84
H I A I	92	96
H D	76	92
I O M	72	93
I P W	84	89
I N R	93	72
J F	89	84
L H	76	84
L P A	80	76
N	92	89
N A S	84	76
N K	80	93
N O S	72	84
N A	76	72
O O P	84	93
R G T P P	89	92
R D A	89	92
Total	2490	2573

THE TABLE OF THE STUDENTS' PARTICIPATION

The result of observation in the first and the second meetings were presented in the table below.

Table 4.2 the Result of Observation in the First Cycle

No	Names (Initials)	Meeting 1						Meeting 2						
		Indicators				Category		Indicators				Category		
		1	2	3	4	Active	Passive	1	2	3	4	Active	Passive	
1.	A F S	√		√	√	Active			√		√	√	Active	
2.	A I O		√	√	√	Active				√	√	√	Active	
3.	A S B		√	√	√	Active				√	√	√	Active	
4.	A E P Z		√	√	√	Active			√	√	√	√	Active	
5.	A S P P		√	√	√	Active				√	√	√	Active	
6.	C W A			√	√		Passive			√	√	√	Active	
7.	C		√	√	√	Active				√	√	√	Active	
8.	D D F	√	√	√	√	Active			√	√	√	√	Active	
9.	D Y S		√	√	√	Active				√	√	√	Active	
10.	E M C	√	√	√	√	Active			√	√	√	√	Active	
11.	E K N	√		√	√	Active					√	√		Passive
12.	F P N			√	√		Passive		√	√	√	√	Active	
13.	F I W			√	√		Passive			√	√	√	Active	
14.	G T P	√	√		√	Active			√	√		√	Active	
15.	H I A I		√	√	√	Active				√	√	√	Active	
16.	H D		√	√	√	Active				√	√	√	Active	
17.	I O M	√	√	√	√	Active				√	√	√	Active	

18.	IPW	√		√	√	Active					√	√		Passive
19.	INR	√		√	√	Active			√		√	√	Active	
20.	JF	√	√	√	√	Active					√	√	Active	
21.	LH	√	√	√	√	Active			√	√	√	√	Active	
22.	LPA			√	√		Passive			√	√	√	Active	
23.	N			√	√		Passive		√			√		Passive
24.	NAS		√	√	√	Active				√	√	√	Active	
25.	NK		√	√	√	Active				√	√	√	Active	
26.	NOS		√	√	√	Active					√	√		Passive
27.	NA			√	√		Passive			√	√	√	Active	
28.	OOP			√	√		Passive			√	√	√	Active	
29.	RGTPP	√		√	√	Active					√	√		Passive
30.	RDA		√	√	√	Active				√	√	√	Active	
	TOTAL					23	7			TOTAL	25	5		

The result of observation in the first and second meeting were presented in the table below.

Table 4.3 the Result of Observation in the Second Cycle

No.	Names (Initials)	Meeting 1						Meeting 2					
		Indicators				Category		Indicators				Category	
		1	2	3	4	Active	Passive	1	2	3	4	Active	Passive
1.	A F S	√		√	√	Active		√		√	√	Active	
2.	A I O		√	√	√	Active			√	√	√	Active	
3.	A S B		√	√	√	Active				√	√		Passive
4.	A E P Z	√	√	√	√	Active		√	√	√	√	Active	
5.	A S P P		√	√	√	Active			√	√	√	Active	
6.	C W A		√	√	√	Active			√	√	√	Active	
7.	C		√	√	√	Active			√	√	√	Active	
8.	D D F	√	√	√	√	Active		√	√	√	√	Active	
9	D Y S		√	√	√	Active			√	√	√	Active	
10.	E M C	√	√	√	√	Active		√	√	√	√	Active	
11.	E K N	√		√	√	Active			√	√	√	Active	
12.	F P N	√	√	√	√	Active		√	√	√	√	Active	
13.	F I W			√	√		Passive		√	√	√	Active	
14.	G T P	√	√		√	Active		√	√		√	Active	
15.	H I A I		√	√	√	Active			√	√	√	Active	
16.	H D		√	√	√	Active			√	√	√	Active	

17.	I O M	√	√	√	√	Active					√	√		Passive
18.	I P W	√		√	√	Active				√	√	√	Active	
19.	I N R	√		√	√	Active			√		√	√	Active	
20.	J F	√	√	√	√	Active					√	√		Passive
21.	L H	√	√	√	√	Active			√	√	√	√	Active	
22.	L P A			√	√		Passive			√	√	√	Active	
23.	N	√		√	√	Active			√		√	√	Active	
24.	N A S			√	√		Passive			√	√	√	Active	
25.	N K		√	√	√	Active				√	√	√	Active	
26.	N O S		√	√	√	Active				√	√	√	Active	
27.	N A			√	√		Passive			√	√	√	Active	
28.	O O P	√		√	√	Active				√	√	√	Active	
29.	R G T P P	√		√	√	Active			√		√	√	Active	
30.	R D A		√	√	√	Active				√	√			Passive
	TOTAL					26	4			TOTAL			26	24