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IMPROVING THE ELEVENTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT THROUGH JIGSAW IV TECHNIQUE AT MAN 2 JEMBER

THESIS

ALFI FATIMATUS SAFITRI

140210401013

ENGLISH LANGUAGE PROGRAM
THE LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
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THESIS

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

By:

ALFI FATIMATUS SAFITRI

NIM. 140210401013

ENGLISH EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT

THE FACULTY OF TEACHER TRAINING AND EDUCATION

JEMBER UNIVERSITY

2019

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DEDICATION

The thesis is dedicated to:

1. My beloved mother who always pray and give me support, motivation, and never-ending love.

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MOTTO

"Whenever you read a good book, somewhere in the world a door opens to allow in more light"

-Vera Nazarian-

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STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by myself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award, ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Alfi Fatimatus Safitri
NIM. 140210401013

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CONSULTANTS' APPROVAL

IMPROVING THE ELEVENTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT THROUGH JIGSAW IV TECHNIQUE AT MAN 2 JEMBER

THESIS

Composed to Fulfil One of the Requirements to Obtain the Degree of S1 at
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Jember University

Name	: Alfi Fatimatus Safitri
Identification Number	: 140210401013
Level	: 2014
Place and Date of Birth	: Banyuwangi, February 17, 1997
Department	: Language and Arts Education
Study Program	: English Education

Approved by:

Consultant I	Consultant II
Drs. I Putu Sukmaantara, M. Ed.	**Drs. Bambang Arya W, Dip.Ed., Ph.D.**
NIP. 19640424 199002 1 003	**NIP. 19601231 198802 1 002**

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APPROVAL OF THE EXAMINATION COMMITTEE

The thesis entitled, "Improving the Eleventh grade Students' Reading Comprehension Achievement Through Jigsaw IV Technique at MAN 2 Jember" has been approved and accepted by the faculty of teacher Training and Education, Jember University on:

Day :

Date :

Place : The Faculty of Teacher Training and Education

The Examination Committee:

The Chairperson,	The Secretary,
Dr. Aan Erlyana Fardhani, M.pd. NIP. 19650309 198902 2 001	Drs. Bambang Arya W, Dip.Ed., Ph.D. NIP. 19601231 198802 1 002
Member I	Member II
Drs. I Putu Sukmaantara, M. Ed. NIP. 19640424 199002 1 003	Dr. Budi Setyono, M.A NIP. 19630717 199002 1 001

Acknowledged by
The Faculty of Teacher Training and Education
The Dean,

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

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Finally, I hope this thesis will provide some advantages for the writer as well as the readers. Any constructive suggestions or criticisms will be respectfully welcomed and appreciated to make this thesis better.

Jember, 3th January 2019

The writer

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SUMMARY

Improving the Eleventh Grade Students' Reading Comprehension Achievement through Jigsaw IV Technique at MAN 2 jember; Alfi fatimatus Safitri; 140210401013; English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, University of Jember.

This classroom action research was intended to improve the eleventh IPS 3 grade students' reading comprehension achievement by using jigsaw IV technique at MAN 2 Jember. Based on the preliminary study in the form of interview with the English teacher of MAN 2 Jember, it was found that the eleventh IPS 3 grade students had problem in reading comprehension. It happened because during the teaching reading activity the teacher only asks the students to read the text aloud and do the exercises by themselves. However, this technique did not seem to be effective to be implemented. It made the students not enthusiasm in reading activity. In addition, students face some difficulties in understanding a text such as the unfamiliar vocabularies and the minimum background knowledge about the topic. It was proved by looking at their percentage reading score 6,45% which was the lowest among the other eleventh grade classes. The researcher and the English teacher tried to overcome the problem by using Jigsaw technique as the teaching technique in teaching reading.

The data collection methods used reading comprehension test and the observation in the form of checklist to get the primary data which were analysed statistically, while the result of observation counted using percentage and interpret it based on observation indicators. The action was implemented in two cycles in order to achieve the criteria of success of this classroom action research and to check the consistency of the research result. Each cycle covered two meetings of the action implementation and one meeting for administering the test. The observation results in Cycle 1 showed that there were 83.82% students were actively involved during the teaching and learning process. Besides, the percentage of the students who achieved the minimum of standard score significantly increased into to 77,4%. In other words, Cycle 1 fulfilled the criteria of success. It says so because there were 77,4% students got reading score 75 or higher. Then, the action was still continued to Cycle 2 to check the consistency of the students' reading comprehension achievement and their active participation.

The observation results of Cycle 2 showed much better result. It was reported that 89,95% of the students participated actively during the learning process. It means that there was 6,15% improvement from Cycle 1 which was 83,82%. The result of the reading achievement test above stated that the mean score of the test

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was 80,5. In addition, there were 25 students (83,3%) of 30 students could achieve the standard minimum score, it was ≥75. Based on the result above, it can be concluded that the use of Jigsaw IV technique could improve the eleventh IPS 3 grade students' reading comprehension achievement and their active participation.

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CHAPTER I. INTRODUCTION

This chapter explains some aspects dealing with the topic of the research. The aspects are the research background, the research problem, the research objective and the research contribution.

1.1 Research Background

Reading is a skill that must be mastered by students from an early age. Reading has a special place among the four language skills. It is a basic tool for learning and one of the most important skills in everyday life (Fry, 1997). In learning a foreign language, reading skill is needed for students to understand a language, especially English. Kaddoumi (1995) considers that reading knowledge of a foreign language is often important to academic studies, professional success and personal development. Grellet (1996) also indicates that reading is an active skill since it requires readers to guess, predict, check, and ask information from the passages. It is also called as a constant process of guessing.

Based on the researcher observation, the use of an appropriate teaching technique became an important support for students' effort in getting information from the text they read. In reading activity students faced some difficulties in understanding a text such as the unfamiliar vocabularies and the minimum background knowledge about the topic. Osborne (in Sam and Rajan, 2013), sees students' major problem in reading is to comprehend a passage and find the main idea. Moreover, during the teaching reading activity the teacher only asked the students to read the text aloud and do the exercises by themselves. That technique seems to become the main reason why the students found difficulty in getting the information from the text.

To solve the problem, the researcher needed to think about a teaching technique that could be implemented during reading activity to improve the students' reading comprehension achievement and their active participation. Jigsaw activity is a cooperative learning technique where students work in groups to teach each other about something. Jigsaw can be applied flexibly in different

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context of classrooms (Yen Hai, 2012). It means that Jigsaw IV Technique is one of reading strategies to improve students' reading comprehension achievement by giving the students an overall assignment.

In the last 10 years, the Implementation of Jigsaw IV Technique in teaching reading appears to be an important issue that is often discussed by many researchers (Al-Zu'bi, 2008; Maden, 2010; Khoshsima, Sayare & Saed, 2011; Mengduo & Xiaoling, 2010; Campino & Morales, 2012; Kazemi Mahnaz, 2012; Keshta, 2016; Salman, 2016; Yen Hai, 2017). Those research studies were conducted in Asia (Turkey, Saudi Arabia, China, Iran, and Palestine), & Colombia, to investigate a significant effect of using Jigsaw IV Technique in students' reading comprehension achievement. It has been the focus of discussion due to some affective problems faced by the students in reading process in those countries such as boredom and unmotivated. According to Millis & Cottell (1998), cited in Salman (2016), Jigsaw reinforces important cooperative learning elements, such as positive interdependence and individual accountability. This is because in Jigsaw learners must teach one another to get the information and must learn all the information, not just their own portion, since they are tested individually.

Most of the previous studies applied experimental research designs. However, study of the implementation of Jigsaw IV Technique by applying action research design has been underexplored. Therefore, a study of the implementation of Jigsaw IV Technique in action research design is an attempt to fill the gap. Besides, based on the interview with the English teacher at the school, there has been no study about the use of jigsaw IV to improve students' reading comprehension achievement which was conducted at the school.

To fill the gaps in methodology and practically, In the present study the researcher is interested in conducting a research entitled: Improving the Eleventh Grade Students' Reading Comprehension Achievement through Jigsaw IV Technique.

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1.2 Research Problems

The research problems of the present study are formulated as follows:

1. Can the use of Jigsaw IV improve the eleventh-grade students' participation in the teaching and learning process of reading at MAN 2 Jember?
2. Can the use of Jigsaw IV improve the eleventh-grade students' reading comprehension achievement at MAN 2 Jember?
3. How do the activities in Jigsaw IV Technique help students understand a reading text?

1.3 Research Objectives

Based on the research problems above, the objectives of the research are formulated as follows:

1. To improve the eleventh-grade students' participation in the teaching and learning process of reading at MAN 2 Jember using Jigsaw IV.
2. To improve the eleventh-grade students' reading comprehension achievement at MAN 2 Jember using Jigsaw IV.
3. To know how the activities in Jigsaw IV Technique (discussing in expert group and home group) help students understand a reading text?

1.4 Research Contribution

1.3.1. Theoretical Contribution

The present study results are expected to give clear information about the theory underlying this study, whether the present study results confirm or disconfirm the theoretical basis of the study.

1.3.2. Empirical Contribution

The results of this research are expected to be useful in providing information and empirical record for future researchers who have the same interest in dealing with the implementation of Jigsaw IV Technique to improve the students' reading comprehension achievement as the reference whether they have the same research design. The result of this research might be the same or different with the previous researches.

1.3.3. Practical Contribution

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The research results are expected to be useful to improve students' reading comprehension achievement and their participation during reading activity. Hopefully, the students will have new experiences dealing with Jigsaw IV Technique in comprehending the text. Besides, the results of this research can hopefully be useful for the English teacher of the eleventh grade at MAN 2 Jember as information to solve the students' reading comprehension problem by using Jigsaw IV Technique. It can also help the teacher in implementing this technique to improve the students' reading comprehension achievement and gain students' motivation in reading class.

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CHAPTER II. LITERATURE REVIEW

This chapter presents the review of literature related to the topic of the research including theoretical framework, conceptual review, and previous research studies.

2.1. Theoretical Framework

Sociocultural learning theories take a learner-centered approach. Rather than viewing individuals, sociocultural theories take much greater account of the important roles that social relations, community and culture play in cognition and learning (Rogoff, 1990). According to Vygotsky (1978) Every function in the child's cultural development appears twice. first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological).

Zone of Proximal Development (ZPD) is one of the important notions of sociocultural theory. The main concept of the ZPD is all learners are potentially better learners and to treat all learners as able to offer new and valuable insights with respect to the issues being discussed in the classroom. Lantolf (2000) claimed that ZPD is more appropriately conceived as the collaborative constructions of opportunities for individuals to develop their abilities.

Based on the theory of sociocultural theories, learning happens through social interaction and is situated in specific cultural environments. Collaboration plays a key role in thinking and learning. Collaborative learning provides learners with the opportunity to interact with others and engage in solving problems or completing tasks, to think and talk about their thinking and explore the answer to the problems or tasks.

Initially introduced by Aronson et al. (1978), Jigsaw model is a collaborative group learning model used in the classroom in which students are provide the chance to learn a material from their peers. A material is divided into sections and each student have responsibility to one section. The students who are

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responsible for the same section form a new group to master and to enable them to teach the section of the material to the other members in their original learning group later.

2.2. Conceptual Review

2.2.1. Jigsaw IV Technique

Jigsaw is kind of cooperative learning task that requires learners to communicate with other information (Kazemi, 2012). Crandall (in Arnorld, 1999:230) states that Jigsaw can be used to divide the task for reading or listening to a text among members of a group. In addition, Longman Dictionary of Language Teaching and Applied Linguistics (in Mengduo and Xiaoling, 2010) says that Jigsaw is a cooperative effort to produce the final product. Here, each material of each student is essential to assign and to complete the final assessment. Thus, Jigsaw Technique is designed for cooperative learning in small groups in order to help the students improve their ability in comprehending the text.

Jigsaw IV is one of the series of Jigsaw. It is created to improve the previous jigsaw III. Jigsaw IV is the most complete and appropriate version of Jigsaw series to be applied for students. Holliday (2002) notes that development of Jigsaw IV is based on students or teacher concerns. There are some difference activities between Jigsaw IV and the other jigsaw series. The clearer description as follows:

1. Introduction is stated in Jigsaw IV. This can be accomplished by lecturing to a whole group, literature, posing a question or problem, showing a film or film clip, and any other number of methodologies used to introduce a lesson (Holliday, 2002).
2. There is an additional quiz in part four and six. According to Holliday (2002), the purpose of these tasks is to check for accuracy and understanding.
3. In the last part of Jigsaw IV there is an extra activity which cannot be found in other Jigsaw series. This is needed only if the majority of students missed a

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specific item of information on the assessment and it appears that re-teaching the concept is needed (Holliday,2002)

2.2.2. The Advantages and Disadvantages of Jigsaw IV Technique

According to Maden (2010), there are several advantages of using Jigsaw, such as follows:

1. Jigsaw enhances students' self-confidence since every student takes the same responsibility during teaching and learning activity.
2. Cooperation and interaction between students became more enjoyable.

In addition, according to Morales & Campino (2012), the advantages of jigsaw are:

1. Each person in the group has responsibility; shyer and weaker students have as much responsibility as stronger students the nobody gets excluded.
2. The larger text can be down into more easily manageable chunks.

Other experts, Mengduo and Xioling (2010) have noted the advantages of jigsaw technique are:

1. Jigsaw can increase students' learning since it is less threatening for many students.
2. It increases the amount of student participation in the classroom.
3. Jigsaw help create an active learned-centered atmosphere since every student should participate actively to finish the task.

Therefore, Jigsaw IV technique brings some benefits by helping the students to comprehend the text in a fun way and facilitate the students to get the meaning of the text through teamwork. Besides bringing the advantages, Jigsaw IV also has disadvantages. Maden (2010) mentions that Jigsaw technique is time consuming because students need to take more times to from two different groups. Besides, students need much time to arrange discussion with two different group. To cope these disadvantages, the teacher must manage the time as effective as possible and decide the appropriate text to be involved during reading activity.

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2.2.3. Reading Comprehension Achievement

Reading is considered as an active process where the readers utilize their cognitive and mental capacities to figure out the internal meaning of the text (Kazemi, 2012). Moreover, Grellet (1996:8) adds that reading is an active skill because it involves guessing, predicting, checking and asking oneself question. It can be said that the students have to explore themselves to get the understanding about the text they read.

Reading activity cannot be separated from comprehension skill. According to Klingner (2007), reading comprehension is the process of constructing meaning by coordinating a few complex processes including word reading, word and world knowledge and fluency. It can be said that reading comprehension refers to the ability of constructing meaning to understand the text.

Hughes (2003:13) says that achievement test is a language course test to determine how successful individual student, group of students in achieving objectives. Reading comprehension achievement is students' reading score that they get from reading comprehension test.

McNamara (2007: 465-466) points out three standards of successful readers in constructing the meaning of the texts. They are (a) Comprehension of words, sentences, and components of texts; (b) Using prior knowledge, context, and understanding of language to comprehend and elaborate the meaning of the text; and (c) Author's purpose, audience, and craft. Reading comprehension achievement covers:

1. Word Comprehension

To comprehend a text, it is important for students to know the meaning of the word. Wood (1991:57-58) states that identifying key words before someone read is a part of pre reading process and taking steps to learn them later as someone read the text. Here is the example of word comprehension in a question:

"**<u>She</u> was beautiful and clever but also pampered and spoiled."** (The third sentence of the paragraph). What does the underlined word refer to?

a. The King; (b) Dayang Sumbi; (c) The lady; (d) The Queen; (e) Sangkuriang.

The Answer is (b). The word "she" refers to Dayang sumbi who was beautiful and clever.

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2. Sentence Comprehension

Comprehending the sentence is the next step after comprehension the words. By comprehending the sentence means that the students can obtain the idea that stated in the text. It is supported by Wood (1991:151) who says that sentence is a group of word that express a complete thought or idea. McWhorter (1989:99) adds that a sentence has at least one key idea. In short, to comprehend the sentence, it can be done by involving the students' logical thinking in analyzing the sentence. This is the example of sentences comprehension in a text:

"….One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor…"

1. Why did Dayang Sumbi keep dropping her shuttle on the floor?
   a. the parents did not spoil her
   b. she became happy
   c. it happened because her parents indulged her
   d. because she was selfish
   e. she became moody and distracted

Answer: (e) Dayang Sumbi became moody so she keeps dropping her shuttle on the floor.

3. Paragraph Comprehension

Paragraph is a group of sentences that have one main topic. This is in accordance with Wong (2011:75) who defines a paragraph as a combination of sentences that develops one main idea about a specific topic. Furthermore, according to Langan (2004:11) paragraph is a series of sentences about one main idea or point. Thus, the students must be able to comprehend the paragraph to know the main idea of certain topic. Here is the example of the paragraph comprehension in a question:

A long time ago, the ancient land of Sunda was ruled by a king and queen who had a single daughter. Her name was Dayang Sumbi. She was beautiful and clever but also pampered and spoiled. One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor. Once when it fell she exclaimed she would marry the one who gave it back to her.

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1. From the paragraph we know that . . .
   a. Dayang Sumbi felt angry
   b. Dayang Sumbi exclaimed she would be the Queen.
   c. the king left the kingdom
   d. Dayang Sumbi exclaimed would marry the one who gave her shuttle back to her
   e. no one gave it back.

Answer: (**d)** Dayang Sumbi exclaimed that she would marry the one who gave her shuttle back to her.

4. Text Comprehension

After comprehending word, sentence and paragraph, the students are expected to be able to comprehend the text. Text comprehension means that the students understand the words, sentences, paragraph and the information that is delivered through the text they have read. It is in line with Grellet's idea (Grellet, 1996:15) which states that the text is not made up from independent sentences or clauses, but it is built from related ideas to be unity throughout the passage. Thus, the students must be able to comprehend the text to find out information they needed. Here is the example of the text comprehension in a question:

1. What is the purpose of the text?
   a. To describe about the writer
   b. To inform that the visitors is a queen
   c. To entertain the reader about the story of Sangkuriang
   d. To describe Sangkuriang
   e. To retell the story of Dayang Sumbi

The answer is (c) to entertain the reader about the story of Sangkuriang because the text tells the story of Sangkuriang.

2.2.4. The Steps of Teaching Reading by Using Jigsaw IV Technique

According to Holliday (2002), the procedure on the use of Jigsaw IV technique for teaching reading comprehension is as follows:

1. The teacher provides introduction about the material and activities at the beginning of the lesson before asking the students to do the main activities.
2. Students are divided into group called "Home Group"
3. Each student in the home group is given a single paragraph and an expert sheet.
4. The students who get the same paragraph gather in a group called expert group.

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5. Each expert group discusses and understand the content of the paragraph they have got. Then, when they understand the content of the paragraph, they answer the question on the expert sheet.
6. The teacher gives quiz to each expert group the check the accuracy.
7. Each student in the expert group returns to their home team to teach and tutor their team mates about the material they are expert in.
8. The teacher gives another quiz to each home group to check for the accuracy.
9. The teacher conducts a review game (team jeopardy or quiz bowl) to review the material.
10. The teacher conducts individual assessment.

In this case, the researcher adopted the steps through the study that was done at MAN 2 Jember.

2.3. Previous Research Review

Around ten years, teaching reading by using Jigsaw IV has got so many attentions from researchers. A study that was done by Al-Zu'bi (2008) was to investigate the impact of Jigsaw strategy on the King Saud University. The participants of the study are 50 male students in Almajma'a college – English department were consisted of two assigned (the experimental group and the control group). ANCOVA (Analysis of Covariance) was used to examine the significance of the treatment dependent variables. The result showed that the achievement of reading comprehension of the students in the experimental group significantly improved.

Another research was conducted by Maden (2010) who tried to compare the effect of Jigsaw IV as well as the conventional teaching on the academic achievement of Turkish pre-service teacher as for the language teaching method and techniques. The participants of this study included 62 undergraduate students from the Department of Turkish language. By using language teaching methods and techniques achievement test (LTMTAT) and analyzing the student opinion form (SOF) for collecting the data, it was concluded that students have positive attitudes towards Jigsaw IV.

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Another study, that was done by Mengduo & Xiaoling (2010), aimed to find out whether the Jigsaw technique could be successfully used to fulfill the intended task in the college English class, integrating all four skill in the process. By using questionnaire surveys after the actions, the study showed that implementing Jigsaw technique in the EFL classroom made it possible for the teacher to focus on language learners and in conclusion Jigsaw technique is an effective way to promote student participation and enthusiasm as well as a useful technique for language learners to accomplish learning task in the EFL classroom.

Khoshsima, Sayare & Saed (2011) conducted a study to find out how Jigsaw technique can improve reading comprehension ability of first year students of Chabahar Maritiem University (CMU). Two groups (experimental and control group) of 30 students were selected as the subject based on result of the Nelson English Language Proficiency Test (NELPT). A Michigan reading comprehension test as a pretest and posttest was administered to ensure students' reading comprehension ability prior to the study. Finally, the finding indicated that the experimental group has performed significantly different from the control group on the posttest. It can be concluded that Jigsaw can improve students' reading ability.

In 2012, there were two studies about the use of Jigsaw IV technique in teaching reading. First, a study about the effect of Jigsaw on student's reading comprehension skill in a public high school in Pasto was done by Campino & Morales. The participants of the study were the jigsaw group and the non-jigsaw of 11-grade students. In this research "Pre-test/post-test" data was collected through data matrices. The research findings showed that the students of the jigsaw group had positive views on the use of the jigsaw technique. Second, study from Kazemi Mahnaz (2012) attempted to provide a comprehensive examination of the effects off the jigsaw teaching method on the success of Iranian EFL learners in term of their reading comprehension achievement. The present study aimed to compare the effectiveness of using traditional method of instruction and the jigsaw method of teaching as a kind of cooperative teaching. A paired-samples was conducted. The results showed that the students' post-test reading scores

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improved significantly when compared with their pre-test scores. This could be concluded that the implementation of Jigsaw technique can improve the students' English reading comprehension.

Alaa Basheer Keshta (2016) conducted a study about the impact of jigsaw strategy on improving reading comprehension and communication skill. The subject of the study was 76 EFL female learners studying at Al- Quds secondary school in Rafah. 36 students were an experimental group and the 40 students was a control group. The researcher used a questionnaire, an achievement test and observation card as tools. the findings show that there were significant differences in learning English reading comprehension and communication skills between the experimental group and the control ones.

Sabbah Salman (2016), conducted a study by using a quasi-experimental pre-posttest design to investigate the effect of using jigsaw on ELS students' achievement in reading comprehension. The findings showed that the use of cooperative jigsaw reading strategy correlated positively with students' academic achievement.

Yen Hai (2017) conducted an action study which aimed to identify the implement Jigsaw technique and Kagan structures in teaching reading comprehension and the change is students' motivation and attitude toward reading comprehension task question. Nine students at the elementary level in an English Center in Hanoi were the participants of the study. Finally, the findings indicated that students' reading abilities have improved. Teamwork, skills, motivation of learning reading and responsibility of some students also have enhanced a lot.

Based on the previous studies above, it can be shown that applying Jigsaw in teaching reading comprehension gives positive effect on students' reading achievement. Jigsaw can be said as a technique that is able to be used to enhance students' reading comprehension achievement. The majority of the previous studies applied the same research design which was experimental research design, meanwhile this study applied action research.

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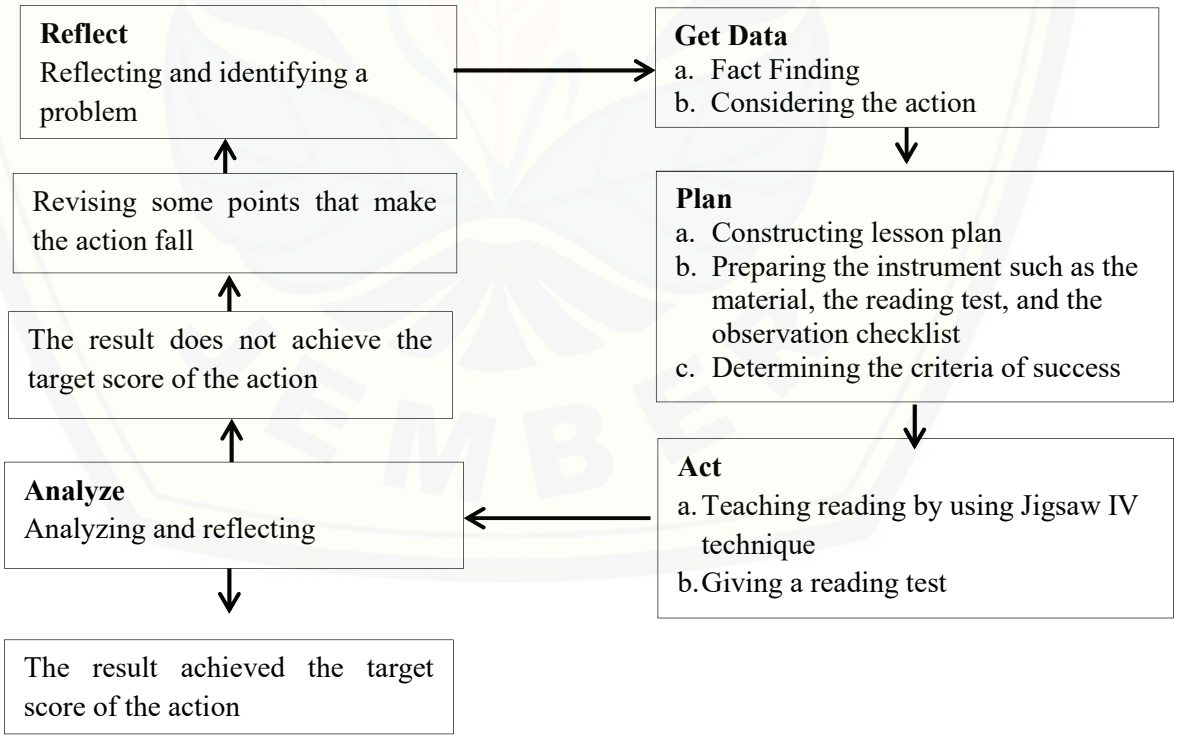
CHAPTER III. METHODOLOGY

This chapter presents the research method applied in this research. It involves research design, research context, research participant, the research procedure, and data analysis.

3.1. Research Design

This chapter presents the method used in this research. This study was classified into action research. The objective of these research is to enhance the eleventh-grade students' reading comprehension achievement by using Jigsaw IV technique at MAN 2 Jember. Classroom action research refers to the solution for the teacher regarding to the students' achievement problem. A classroom action research offers with the cycle model and it consists of planning, acting, and analyzing the result of action (Lodico et al, 2010: 322). The design of the classroom research can be seen in this figure below.

3.1 The Design of Classroom Action Research Model



(Lodico *et al*, 2010:322)

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Based on the design of the research above, the steps of this research that was done are as follows:

1. Interviewing the English teacher of MAN 2 Jember to get the information about the teaching technique and the problem that the students face in reading class. This interview was needed to support the data that was obtained.
2. Getting the supporting data of the research such as the name and the previous score of the research subject.
3. Determining the action. This step was needed to find the way to solve the problem.
4. Planning the action as the preparation before implementing the action.
5. Constructing lesson plans, an observation checklist, teaching materials, reading test and the criteria of success.
6. Implementing the action by using Jigsaw technique in reading class. The researcher was teach reading narrative text by using Jigsaw IV technique to improve their reading comprehension achievement. Cycle 1 was done in three meetings. The first and the second meeting was used to do the action and the third meeting was used for the reading test.
7. Observing the students' activity by applying the observation checklist during the implementation of the action in the class. It was helped by the English teacher.
8. Giving a reading comprehension test.
9. Analyzing the students' score of reading comprehension test. There were two types of evaluation in this step namely process evaluation and product evaluation.
10. Reflecting the result of students' score collaboratively with the English teacher. The criteria to determine the success of the action are:

a. The use of Jigsaw IV technique can improve the students' participation if 75% of the students actively participate in teaching learning process.
b. The use of Jigsaw IV technique can improve the students' reading Comprehension mean score if the reading comprehension test is at least 75 and it could be reached by at least 75% of the students.

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3.2. Research Context

The classroom action research was conducted at MAN 2 Jember. There are some reasons of choosing MAN 2 Jember as the research context:

1. The eleventh IPS 3 grade students had a problem with reading comprehension achievement. It was proved by looking at the mean score of students' reading comprehension score that shows only 56, meanwhile, the minimum standard score for English is 75.
2. The English teacher never used jigsaw IV technique in teaching reading.
3. The Headmaster of MAN 2 Jember gave the permission to the researcher to conduct this research at the school.
4. The researcher had experience to teach at MAN 2 Jember.

3.3. Research Participant

The participant of the research was the eleventh IPS 3 grade students of MAN 2 Jember in the 2017/2018 academic year who had minimum score of reading comprehension that is only 57,2 meanwhile the standard minimum score is 75. It showed that the Eleventh IPS 1 grade students had a problem in reading comprehension achievement.

2.2 Data Collection Method

In this research, the researcher used four kinds of data collection methods, namely reading comprehension test, observation checklist, interview and documentation. The following parts discuss the methods used to collect the data.

3.4.1 Interview

In this research, an interview was conducted with the English teacher to acquire detailed information about the use of English curriculum, the teaching materials, the English books, teaching media and the techniques or strategies.

3.4.2 Reading Comprehension Test

Reading comprehension test was used to collect the data dealing with the students' reading comprehension achievement. Hughes (1989) states that a test refers to any structured attempt in the form of a list of questions and other instruments to measure language ability. Tests also provide meaningful result of

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groups' or learners' achievement. The reading achievement test was used in this research. The indicators that was measured are the students' word, sentence, paragraph, and text comprehensions. It was also based on the 2013 Curriculum used by the English teacher.

3.4.3 Observation

An observation checklist was used by the researcher to record the students' participation in the reading class by applying Jigsaw IV technique. The observer used the observation checklist to check the students' participation.

Table 3.2 Observation Checklist of the Students' Participation

No.	Name	Indicators					Total	Active	Passive
		1	2	3	4	5			

The indicators observed are:
1. The students discuss with their group in answering expert question.
2. The students do quiz 1 on the materials given in expert group.
3. The students share the information they got from expert group to their home group.
4. The students do quiz 2 on the materials given in the home group.
5. The students do the review process.

Note:
Active: When the students at least fulfill 3 indicators.
Passive: When the students fulfill less than 3 indicators.

3.4.4 Documentation

According to Creswell (2012), documentation involves public and private records such as newspaper, personal journal and letters. In this research, documentation was used to get the data about the curriculum at MAN 2 Jember, the syllabus, the previous score in reading comprehension test, the total number

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and the names of the respondents of the eleventh grade students of MAN 2 Jember in the 2017/2018 academic year.

3.5 Data Analysis

The data was obtained from observation checklist that was analyzed quantitatively based on the data from the percentage of the students' participation during reading class by using this formula:

$$E = \frac{A}{N} x100\%$$

Notes:
E = the percentage of the students' who participated actively teaching reading process by using Jigsaw IV technique
A = the number of the students who participated actively
N = the total number of the students (the subject)

(Cohen *et al*, 2000:326)

The result of the students' reading achievement test was analyzed by using the following formula:

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

Notes:
M = The students' mean score
$\sum x$ = The total score of the students' reading test
N = The total number of the students doing the test

$$E = \frac{A}{N} x100\%$$

Notes:
E = the percentage of the students' who got ≥74
A = the number of the students who got score ≥74
N = the total number of the students (the subject)

(Cohen *et al*, 2000:326)

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CHAPTER V. CONCLUSION AND SUGGESTION

This chapter presents the research conclusion and suggestions. The conclusions are gained from the result of the research. The suggestions are proposed to the English teacher, the students and the future researcher.

5.1 Conclusion

Based on the result of the data analysis and discussion, it could be concluded as follows.

1. The use of Jigsaw IV Technique could improve the participation of XI IPS 3 students during teaching and learning process of reading narrative text at MAN 2 Jember. The result of the observation showed that the students' participation by using Jigsaw IV Technique improved 6,15%. The average result of Cycle 1 showed 82.83% while Cycle 2 reached 89.95%.
2. The use of Jigsaw IV Technique could improve the eleventh IPS 3 students' reading achievement on narrative text at MAN 2 Jember. The result of the students' reading comprehension achievement showed that the percentage of the students who got the minimum standard score (≥75) improved 5,9%. It can be seen by looking at the average of the result in Cycle 1 was 77,4% and Cycle 2 was 83.3%.

5.2 Suggestions

In relation to the research outcomes that the use of jigsaw IV Technique could improve the students' participation and their reading achievement on narrative text, some suggestions are proposed to the English teacher, the students, and other researcher.

A. The English Teacher

The English teacher was suggested to use Jigsaw IV Technique as an alternative teaching for reading for reading to improve the students' participation and their reading comprehension achievement. Since it could help the students work

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together in small group to learn English reading skill, it is suggested to download the instruction of jigsaw technique freely from www.jigsaw.org.

B. The Students

The students were suggested to be actively involved during teaching learning process of reading by using Jigsaw IV Technique. This technique helps the students to create an active learned-centered atmosphere since every student should participate actively to finish the task. As a result, it could improve their active participation as well as their reading comprehension achievement.

C. Future Researcher

The result of this research could used as a reference to conduct further research by using Jigsaw IV Technique on students reading comprehension participation and achievement using different school, or different level of students, or other kind of narrative text such as fairytales, fable, and myth.

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APPENDICES

APPENDIX 1

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOYHESIS
Improving the Eleventh Grade Students' Reading Comprehension Achievement Through Jigsaw IV at MAN 2 Jember	1. Can the use of Jigsaw IV Technique Improve the eleventh-grade students' participation at MAN 2 Jember? 2. Can the use of Jigsaw IV Technique improve the eleventh-grade students' reading comprehension achievement at MAN 2 Jember?	**Independent Variable:** The use of Jigsaw IV Technique in reading comprehension **Dependent Variable:** a. The students' reading comprehension achievement b. The students' active participation in reading comprehension	1. The use of Jigsaw IV Technique in teaching reading 2. The students' reading comprehension achievement that consists of: a. Word comprehension b. Sentence comprehension c. Paragraph comprehension d. Text Comprehension 3. The students' participation in reading class.	1. Participant of the research: the eleventh-grade students at MAN 2 Jember 2. Informant and collaborator: the English teacher of the eleventh-grade students at MAN 2 Jember 3. Documentation: a. Names of the participants b. The participants' previous reading score	1. Research Design: A classroom action research with the cycle model. The stages of each cycle are: a. Reflect b. Get data c. Plan d. Act e. Analyze (Lodico *et al,* 2010:322) 2. Research Area Determination method: Purposive method 3. Research Subject Determination Method: Purposive method 4. Data Collection Method: a. Interview b. Reading test c. Observation d. Documentation 5. Data Analysis Method: a. The data of the observation checklist is analyzed by using the following formula: $E = \frac{A}{N} x\ 100\%$ Notes: E: the percentage of the students who participated actively during teaching and learning process of reading	1. The use of Jigsaw IV Technique can improve the eleventh-grade students' reading comprehension at MAN 2 Jember 2. The use of Jigsaw IV Technique can improve the elevent-grade students' participation in teaching and learning process of reading at MAN 2 Jember 3. How does he activities in Jigsaw IV Tecnique help student understand a reading text?

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					by Jigsaw IV A: the number of the students who participate actively N: the total number of the students (the subject) (Cohen *et al*, 2000:326) b. Reading comprehension test will be analyzed with this following formula to find the percentage of students' gaining the score of ≥ 75: $S = \frac{R}{N} x\ 100\%$ Notes: S: the percentage of the total number of the students whose score ≥ 75 R: the total number of the students whose score ≥ 75 N: the total number of the students doing the test (Purwanto, 2009:112)	

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APPENDIX 2

DATA INSTRUMENTS

I. Interview Guide

No	Question	Answer
1.	How many classes are in MAN 2 Jember?	30 classes
2.	What grades do you teach?	The eleventh grade
3.	What curriculum do you use in teaching English?	Curriculum 2013
4.	How many times is English being taught at MAN 2 Jember?	It is taught once a week.
5.	What is the allocated time in one meeting?	It has 2 x 45 minutes.
6.	How many classes do you teach?	Ten classes which consists of XI IPA 1, XI IPA 2, XI IPA 3, XI IPA 4, XI IPA 5, XI IPS 1. XI IPS 2, XI IPS 3, XI IPS 4, and XI AGAMA.
7.	What problem do the students face the most?	They took long time to read. They didn't know the meaning of some words. They difficult in comprehending the text. Moreover, they are also passive during reading activity.
8.	How do you solve the problem?	I ask them to find the meaning of difficult word in the dictionary and give several questions randomly to make them active.
9.	What class has the most problem in reading test, and has the lowest score?	The eleventh IPS 3 students get the lowest score in reading test.
10.	How is the students' participation during reading class?	There are only several students who are active.
11.	How do you teach reading in the class?	I give the explanation of the material, then I give the example of the text and ask one of the students to read it loudly. After that, I ask them to do the exercise to be done individually.
12.	What kind of book do you use for teaching English?	*"Pathway to English for XI Grade Students."*
13.	Have you ever used Jigsaw IV technique in teaching reading?	No, never.

II. Documentation

No	The Data Taken	Data Resource
1.	The students' reading score	Documents
2.	The names of the research subjects	
3.	The curriculum at MAN 2 Jember	
4.	The syllabus	

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APPENDIX 3

The Mean Reading Test Score of the Eleventh Grade Students at MAN 2 Jember

No	Class	Mean Score
1.	X IPA 1	70
2.	X IPA 2	72,4
3.	X IPA 3	66
4.	X IPA 4	75,8
5.	X IPA 5	72,84
6.	X IPS 1	77,2
7.	X IPS 2	65,3
8.	**X IPS 3**	**57,2**
9.	X IPS 4	69,6
10.	X AGAMA	68,5

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NO	XI IPA 1		XI IPA 2		XI IPA 3		XI I
	STUDENTS'INITIALS	SCORE	STUDENTS'INITIALS	SCORE	STUDENTS'INITIALS	SCORE	STUDENTS'INIT
1	AHR	55	CFH	67	AM	88	AWN
2	AHP	66	DW	77	AFMI	72	ANR
3	AZ	79	MS	87	AH	67	APD
4	ABN	78	MNAZ	74	AF	87	ANR
5	ADR	80	MYA	56	AT	90	DAR
6	DRT	75	NQ	73	AS	65	DYM
7	HS	70	NH	63	ASA	75	DHM
8	IGH	84	RAK	90	AFA	80	DCI
9	KF	90	SNJM	90	ALN	90	EIS
10	LVNA	57	SH	81	AAR	62	EPFA
11	MIR	63	UIAA	73	BDH	78	FA
12	MKA	73	YS	60	DM	51	FR
13	MK	59	AM	65	DDP	47	GAS
14	NN	55	AH	75	DAF	50	HH
15	NMW	64	AF	55	DN	48	IF
16	NAM	86	ASA	67	FAG	50	KRS
17	SHR	84	AFA	88	FAS	54	LUH
18	SPS	90	ALN	64	FL	52	MFAB
19	SMF	73	ARR	56	IDO	50	MA
20	SIMK	82	DDP	78	KAI	55	MFF

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NO	X IPS 1 STUDENTS'INITIALS	X IPS 1 SCORE	X IPS 2 STUDENTS'INITIALS	X IPS 2 SCORE	X IPS 3 STUDENTS'INITIALS	X IPS 3 SCORE	X IPS 4 STUDENTS'INITIALS	X IPS 4 SCORE
1	AW	90	KL	92	KK	60	MKR	59
2	ANJ	58	MFAH	61	MFA	70	PBP	70
3	ADP	70	ASL	50	AH	40	FAS	55
4	BF	72	DRL	51	ASN	50	IKH	67
5	DLZ	65	DVPR	80	AIF	58	L	56
6	DNA	75	LSI	45	BDP	50	IF	55
7	EIF	80	NRS	60	DADPD	68	MRH	80
8	FKN	85	NA	50	DM	40	RAMR	90
9	FS	66	OANA	79	FR	40	SKH	85
10	IPO	73	SBA	45	FWR	65	ZU	88
11	ISM	82	AMS	50	MA	49	ZM	70
12	MRF	90	AB	51	MIK	40	DMA	75
13	MREP	90	AR	66	MA	42	DLS	75
14	AR	65	MHA	73	VKR	85	YQA	88
15	AP	70	SBA	45	NHAR	88	ZZ	70
16	AM	90	AB	51	MK	40	DMA	75
17	AR	90	AR	66	MA	42	DLS	75
18	AM	90	AB	51	MK	40	DMA	75
19	AR	90	AR	66	MA	42	DLS	75
20	AM	90	AB	51	MK	40	DMA	75
21	VNAK	88	DAF	84	LAK	48	NAID	60
22	WM	69	DN	76	MJ	60	NW	54
23	ZA	78	FAG	75	MWC	54	NAD	59
24	IL	78	FL	59	NSF	59	RJ	59
25	MDA	85	SNDM	49	NHA	73	SDS	55
26	MP	70	ANR	70	PKA	55	SDK	67
27	DM	87	DTM	80	SMA	67	SS	56
28	FS	76	DCP	77	SNA	56	SKP	55
29	AN	77	LIS	75	SNDM	55	SRP	80
30	EF	80	FA	60	TZ	80	UH	90
31	KRS	69	MA	70	UM	90	VA	85
32	LUH	67	MHA	73	VKR	85	YQA	88
33	AR	65	SBA	45	NHAR	88	ZZ	70
34	RH	70	AMS	50	MA	49	ZM	75
MEAN SCORE	2532/34 = 70		2319/32 = 72,4		2181/33 = 66		2503/33 = 75,8	

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APPENDIX 5

LESSON PLAN
(CYCLE 1 MEETING 1)

School	**: MAN 2 Jember**
Subject	**: English**
Grade/Semester	**: XI/Odd**
Text type	**: Narrative text**
Theme	**: Folklore**
Language skill	**: Reading**
Time allocation	**: 2 x 45 minutes**

A. Core Competence

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

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

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

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B. Basic Competence and Indicators

No.	Basic Competence		Indicators	
1.	1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris.	1.1.1	Following the teaching and learning activities seriously.
2.	2.1	Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman	2.1.1	Showing polite behavior in carrying out communication with teachers and friends
			2.1.2	Demonstrating a caring attitude in communicating to teachers and friends.
	2.2	Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.2.1	Showing honest behavior and discipline in carrying out communication with teachers and friends
			2.2.2	Showing the attitude of confidence and responsibility for implementing communication with teachers and friends
	2.3	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	2.3.1	Showing the behavior of responsibility, caring, cooperation, and peace-loving, in implementing functional communication with teachers and friends
3.	3.5	Menganalisis dan memahami cara menyajikan narrative text yang terkait dengan sejarah, seni budaya, dan pariwisata Indonesia untuk diperkenalkan di dunia	3.5.1	Identifying the generic structure of *narrative text.*
			3.5.2	Finding the language features of *narrative text*
			3.5.3	Looking for the social function of *narrative text*
			3.5.4	Finding the specific information of *narrative text*
4.	4.5	Menangkap makna dan menghasilkan narrative text yang koheren dalam menyajikan informasi yang terkait dengan sejarah, seni budaya, dan pariwisata Indonesia untuk diperkenalkan di dunia internasional	4.5.1	Finding the meaning of difficult words of *narrative text* correctly
			4.5.2	Finding the general information of *narrative text* correctly
			4.5.3	Finding the specific information of *narrative text* correctly

C. Learning Objectives

1.1.1.1 Being grateful for the opportunity of learning English by following all the teaching and learning process well.
2.1.1.1 Showing polite behavior in carrying out communication with teachers and friends
2.1.2.1 Demonstrating a caring attitude in communicating to teachers and friends
2.2.1.1 Showing honest behavior and discipline in carrying out communication with teachers and friends
2.2.2.1 Showing the attitude of confidence and responsibility for implementing communication with teachers and friends
2.3.1.1 Showing the behavior of responsibility, caring, cooperation, and peace-loving, in implementing functional communication with teachers and friends
3.10.1.1 Identifying the general structure, language features, and social function of narrative text.
4.14.1.1 Finding the meaning of difficult words, the general and specific information about narrative text.

D. Learning Materials
Enclosed

E. Teaching Strategy/ Teaching Method

1. Approach : Cooperative Learning
2. Method : Question-Answer
3. Technique : Jigsaw IV

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F. Media, Instrument, and Learning Resources

1.Media : Power point presentation, LCD viewer, whiteboard, boardmarker, students' work sheet.

2. Learning Sources : , http://britishcourse.com/the-legend-of-banyuwangi-legend-narrative-text.php , http://andriantanjungenglish.blogspot.co.id/2012/05/soal-soal-narrative-pilihan-ganda.html

G. Teaching and Learning Activities

No	Teacher's Activities	Students' Activities	Time
1.	**Set Induction Activities** 1. greeting the students in English. 2. make sure that the students give respond. If they don't, teacher can use Indonesian. 3. Pray together. 4. Checking the attendance list. 5. Giving leading question deals with the topic 6. Showing the picture relates on the topic 7. Stating the learning objectives	 1. Responding the teacher 2. Responding the teacher 3. Pray together 4. Responding the Teacher 5. Answering the question 6. Paying attention to the teacher. 7. Paying attention to the teacher.	**10'**
2.	**Main Activities** **Observing** 1. Giving the example of a narrative text and asking the students to observe it **Questioning** 1. Giving questions to the students about the generic structure, the language features, and the social function of the narrative text given as the example 2. Discussing about the materials of a narrative text with the student **Exploring** 1. Forming home group that consist of six students. 2. Distributing as single paragraph to each paragraph in the home group. 3. Explaining to the students that they have to comprehend the paragraph in an expert group. 4. Asking the students to form expert group that consist of students who get the same paragraph. 5. Asking the students to comprehend the paragraph. 6. Distributing expert sheet to the expert group. 7. Asking the students to answer the expert sheet given. 8. Distributing quiz 1 to the expert group. 9. Asking the expert group to do the quiz 1 10. Asking the students to return to their home group. **Associating** 1. Asking the students to share their information about the paragraph they learned in the expert group. 2. Asking the students to do quiz 2 with their home group. **Communicating** 1. Asking the students to share their work to another group	 1. Receiving the example of a narrative text and asking the students to observing it 1. Answering the teacher's question making notes 2. Discussing the materials of a narrative text and making notes 1. Forming home group 2. Receiving the paragraph 3. Paying attention to the teacher 4. Forming expert group 5. Comprehending the paragraph 6. Receiving expert sheet 7. Answering the expert sheet 8. Receiving quiz 1 9. Doing quiz 1 10. Return to the home group 1. Sharing the information to the member of home group 2. Doing quiz 2 with the home group 1. Sharing to another group	**75'**

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3.	**Closure Activities** 1. Asking the students to make a conclusion about the materials. 2. Parting	1. Make a conclusion 2. Responding the parting	**5'**

H. Assement

Process assement:

The process assement will be done by using observation checklist below.

No.	Name	Indicators					Total	Active	Passive
		1	2	3	4	5			

The indicators to be observed are:

6. The students discuss with their group in answering expert question.
7. The students do quiz 1 on the materials given in expert group.
8. The students share the information they got from expert group to their home group.
9. The students do quiz 2 on the materials given in the home group.
10. The students do the review process.

Note:

Active: When the students at least fulfill 3 indicators.

Passive: When the students fulfill less than 3 indicators.

Enclosure

APPENDIX A

1. Pre-Instructional Activities
   a. Giving leading question
      1. What is the place that people call as "the sunrise of Java"?
      2. Where does Rujak Soto come from?
      3. Where is the location of the picture?

2. Main Activities
   a. The definition of Narrative Text

      Narrative text is a text which contains a story either written or unwritten, and there is a series of connected events.

   b. Social function of Narrative Text

      The social function is to entertain or amuse the reader or listener.

   c. The Language Features of Narrative Text
      1. Using simple past tense (killed, met, etc.)
      2. Using adverbial of time (Once upon a time, one day, & etc.)
      3. Using temporal conjunction (when, then, suddenly, & etc.)

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4. Using specific character, not the general one. (Raden Banterang, Prabu Menak Prakoso, etc.)
5. Using action verb, that is a verb that shows an action. (asked, walked,etc)
6. Using direct speech. It is to make the story lively. (Raden Banterang screaming, "Banyu… Wangi… Banyuwangi!".).

d. The Generic Structure of Narrative Text
   1. Orientation: It is about the opening paragraph where the characters of the story are introduced
   2. Complication: Where the problems in the story developed.
   3. Resolution: Where the problems in the story is solved.

e. The example of narrative text

The Legend of Banyu Wangi

Orientation

Once upon a time, in eastern part of Java Island, there was a kingdom ruled by a king. The king's name was Prabu Menak Prakoso. One day, Prabu Menak and his soldiers invaded the kingdom of Klungkung in Bali. The king of Klungkung was killed, yet his daughter, Made Surati, and his son, Agung Bagus Mantra, were able to escape and hide in the jungle.

Complication

Prabu Menak Prakoso had a son named Raden Banterang. He was such a handsome young man. One day, Raden Banterang went to the jungle for hunting. It was in the jungle that Raden Banterang met Made Surati. She was then taken to Blambangan to be his wife. Raden Banterang and Made Surati enjoyed a happy life in the Palace.

When Raden Banterang was hunting one day, Made Surati was surprised by the arrival of a dirty beggar asking for her pity. The princess was surprised to find that the beggar was her older brother, Agung Bagus Mantra. She promptly squatted and embraced her brother's legs. However, her great respect of her brother was not well accepted. Instead, Agung Bagus Mantra asked his sister to kill Raden Banterang. But such a request was rejected. He was very angry with her and came up with a sly idea to slander her.

Slowly but surely, Agung succeeded in convincing Raden Banterang that his wife had been involved in a scandal with another man. Asking for compassion, Made Surati tried to tell the truth and denied her husband's accusation. Hearing his wife explanation, the king became angrier and angrier. As a proof of her sacred love, she asked her husband to kill her. As her last request, she asked her husband to throw her dead body into the river. She said that if the water in the river smelled terrible, it meant that she had ever been sinful. But if it smelled fragrant, it meant that she was innocent.

Resolution

Raden Banterang who was unable to control his emotions soon stabbed his kerís (dagger) into his wife's chest. She died instantly. The dead body of Made Surati was quickly thrown into the dirty river. Raden Banterang was shocked to see the river suddenly become clean and as clear as glass with a fragrant smell. Raden Banteraflll screamed crazily and regretted what he did. He walked unsteadìly and fell into the river screaming, "Banyu… Wangì… Banyuwangi!" This means "fragrant water".

(adopted from http://britishcourse.com/the-legend-of-banyuwangi-legend-narrative-text.php)

APPENDIX B
Students' Worksheet

Please read this text below very carefully.

SANGKURIANG

A long time ago, the ancient land of Sunda was ruled by a king and queen who had a single daughter. Her name was Dayang Sumbi. She was beautiful and clever but also pampered and spoiled. One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor. Once when it fell she exclaimed she would marry the one who gave it back to her.

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At that very moment her dog Tumang, a demigod possessing magic powers, came up to her with the shuttle in his mouth. Dayang Sumbi had to marry him. They lived happily together, and Dayang Sumbi gave birth to a baby boy, human in appearance but endowed with his father's magic powers. She named him Sangkuriang. As the boy grew up, he was always guarded by the faithful dog Tumang, whom he knew only as a companion and not as his father, Sangkuriang became handsome and brave.

One day his mother asked him to go hunting with the dog and bring her venison for a feast. After hunting all day without success, Sangkuriang worried about facing his mother empty-handed. Desperate, he took an arrow and shot the dog. He returned home and handed over the meat to his pleased mother. Soon after the feast, however, Dayang Sumbi questioned her son about the absence of Tumang. At first, he evaded her queries but finally told her what had happened. She was horrified and struck her son so hard on the temple that he collapsed. For that, the old king banished his daughter from the court and she was made to roam around the kingdom. Sangkuriang recovered with a large scar on his temple, and he left the court to wander around the world.

Years later, Sangkuriang met a beautiful woman and instantly fell in love with her. It was his own mother-they did not recognize each other. He proposed to her and she agreed to marry him. On the day before the wedding, as she was caressing her fiancee's hair, Dayang Sumbi detected the scar on the temple. Horror struck her, for she was about to marry her own son, Sangkuriang. Without revealing the whole truth to him, she tried unsuccessfully to dissuade him. Desperate to avoid the marriage, she set conditions she thought impossible to meet. Sangkuriang had to make a lake that filled the whole valpley and build a boat for the couple to sail in, all before dawn.

Sangkuriang started to work. His love gave him extraordinary strength, and he used his magic powers to summon the spirits to help him. With boulders and mud, they dammed the river in the valley and the water rose and began to form a lake. In the early morning hours, he chopped down a huge tree in the forest and began hollowing it out to make a boat. When Dayang Sumbi saw that he was about to accomplish what she has thought impossible, she called on the gods to bring the sun up early and thwart Sangkuriang.

The cock crowed, the sun rose much earlier than usual, and Sangkuriang realized he had been deceived. In a fit of fury, he caused Dayang Sumbi and kicked the half-finished boat back into the forest. There it lies upside down today, forming the mountain Tangkuban Perahu (Upturned Boat). Not far away is the stump of the tree Sangkuriang had felled, now called Bukit Tinggi. The dam Sangkuriang had built caused the valley to become a lake, where both Sangkuriang and Dayang Sumbi drowned themselves. They were never heard of again.

Quiz 1

Expert sheet

3. Find unfamiliar words on the paragraph above and find the meaning of those word from your dictionary!
4. Find the main idea of the paragraph!

Paragraph 1

1. Who was Dayang Sumbi?
2. Why Dayang Sumbi kept dropping her shuttle on the floor?
3. What did she exclaim about the fell of the shuttle?

Paragraph 2

1. Who was a demigod that have magic power?
2. How Sangkuriang had a magic power?
3. Who was always guarded by Tumang?

Paragraph 3

1. Why did Sangkuriang go to hunting?
2. What did happen with Sangkuriangs' dog?
3. What did happen with Sangkuriang's mother after struck her son so hard?

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Paragraph 4

1. Who was the beautiful woman that Sangkuriang met?
2. When dayang sumbi detected the scar on the Sangkuriangs' temple and worried about to marry her own son?
3. What Dayang Sumbi did to avoid the marriage?

Paragraph 5

1. How did Sangkuriang make a lake?
2. When Sangkuriang began hollowing a huge tree to make a boat?
3. What did Dayang Sumbi do to thwart Sangkuriang?

Home sheet

Quiz 2

Answer these questions correctly based on the text given by giving a cross (x) the letter a, b, c, or d.

1. Who do not belong to the character of the story?
   a. Dayang Sumbi
   b. Sangkuriang
   c. Tumang
   d. The King
   e. Prince Ambar

2. Why did she marry her dog, Tumang?
   a. She exclaimed to marry one who gave it back her shuttle
   b. It was a companion Sangkuriang
   c. She fell in love with it
   d. It was a demigod possessing magic powers
   e. She detected the scar on the temple

3. Why did Sangkuriang kill his dog?
   a. It had married his mother
   b. He wanted to take Tumang's powers
   c. Sangkuriang loved Dayang Sumbi
   d. He took an arrow and shot the dog
   e. He worried about facing his mother empty-handed

4. **"<u>She</u> was horrified and struck her son so hard on the temple that he collapsed."** (The sixth sentence of the third paragraph). What does the underlined word refer to?
   b. Tumang
   c. Dayang Sumbi
   d. Sangkuriang
   e. His mother
   f. The King

5. What is the main idea of the third pargraph?
   g. Sangkuriang married Dayang Sumbi
   h. The King stuck her daughter so hard
   i. Sangkuriang shot the Dog
   j. Sangkuriang banished Dayang Sumbi
   k. He exclaimed to love Dayang Sumbi

6. From the fifth paragraph we know that
   l. Sangkuriang chopped down a huge tree to make a plane
   m. Dayang Sumbi helps Sangkuriang to make a boat
   n. Dayang Sumbi called the God to bring the sun up early
   o. Sangkuriang struck her so hard
   p. He worried about facing the king

7. Why did Dayang Sumbi avoid marrying Sangkuriang?
   a. Sangkuriang had shot her dog
   b. She didn't love him

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c. Dayang Sumbi elected the scar on her fiancee's head
d. Sangkuriang was not a king
e. Sangkuriang didn't have magic powers

8. **"<u>They</u> lived happily together"** (The second sentence of the second paragraph). What does the underlined word refer to?
   q. Tumang and The Queen
   r. The old king and Dayang Sumbi
   s. Sangkuriang and his mother
   t. Dayang Sumbi and Tomang
   u. Tomang and The King

9. What did Sangkuriang have to do to mary Dayang Sumbi?
   v. He had to make a lake and built a boat before dawn
   w. He had to make a lake and built a temple after dawn
   x. He had to make a palace and built a boat before dawn
   y. He had to be a king and built a boat before dawn
   z. He had to make a lake and built a boat before evening

10. Which statement is true based on the text?
    a. Sangkuriang took an arrow and shot Dayang Sumbi.
    b. Dayang Sumbi wanted to marry Sangkuriang.
    c. Sangkuriang Chopped down a huge tree in the forest to make a plane.
    d. Sangkuriang Cursed Dayang Sumbi and kicked the half-finished boat back into the forest because he realized that he had been deceived.
    e. Sangkuriang returned home and handed over the meat to his pleased mother.

Adopted from http://andriantanjungenglish.blogspot.co.id/2012/05/soal-soal-narrative-pilihan-ganda.html

<u>Answer Key</u>

<u>Quiz 1</u>

Paragraph 1
2. Princess from the ancient land of Sunda
3. Because she became moody and distracted
4. She would marry the one who gave it back to her.

Paragraph 2
1. A dog named Tumang,
2. From his father
3. Sangkuriang

Paragraph 3
1. His mother asked him to bring venison for a feast.
2. He shot the dog and give the meat to his mother
3. The old king banished her from the court and she was made to roam around the kingdom.

Paragraph 4
1. She was Dayang Sumbi. Sangkuriangs' mother
2. One day before the wedding.
3. She asked Sangkuriang to build a lake that filled the whole a lake and build a boat before dawn

Paragraph 5
1. He used his magic powers to summon the spirits to help him.
2. In the early morning hours.
3. She called on the gods to bring the sun up early

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Quiz 2

No	Answer I
1.	E
2.	A
3.	E
4.	B
5.	C
6.	C
7.	B
8.	D
9.	A
10.	D

TEST ITEM DISTRIBUTION OF READING COMPREHENSION QUESTIONS

Kinds of Comprehension	Number of Items
Word Comprehension	8,4
Sentence Comprehension	2,3,7,9
Paragraph Comprehension	6,5
Text Comprehension	1,10

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APPENDIX C

EVALUATION SHEET

1. The process of evaluation will be conducted during the teaching and learning process. The observation checklist of the students' participation will be measured:

No.	Name	Indicators					Total	Active	Passive
		1	2	3	4	5			

The indicators to be observed are:

1. The students discuss with their group in answering expert question.
2. The students do quiz 1 on the materials given in expert group.
3. The students share the information they got from expert group to their home group.
4. The students do quiz 2 on the materials given in the home group.
5. The students do the review process.

Note:

Active: When the students at least fulfill 3 indicators.

Passive: When the students fulfill less than 3 indicators.

2. The score of reading comprehension exercise will be formulated as follows.

$$Score = \frac{Correct\ Answer}{Whole\ Questions} x\ 100$$

Jember, 31 July 2018

Collaborator

Researcher

Rizki Mariatus Sholehah, S.Pd.
NIP. -

Alfi Fatimatus Safitri
NIM. 140210401013

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APPENDIX 6

The Sample Result of Students' Worksheet in Cycle 1 Meeting 1

Jigsaw worksheet

Name: Ahmad Sya'dullah N.
Muhammad Idham Kholid
Nurul Wijayanti
Dewi Fortuna Tri M.
Nur Laela Nasiroh
- Aulia Rachma J.N.

Date: 31 July 2018

Expert Sheet

1. Find unfamiliar words on the paragraph above and find the meaning of those word from your dictionary!
2. Find the main idea of the paragraph!

1. • Ancient : Kuno • Spoiled : Manja • distracted : Bingung
   • Pampered : Manja • Weaving : Menenun • Shuttle : Puntalan
2. Dayang Sumbi was beautiful but she also pampered

Paragraph 1

1. Who was Dayang Sumbi?
2. Why did Dayang Sumbi keep dropping her shuttle on the floor?
3. What did she exclaim about the fallen of the shuttle?

1. The princess from the ancient land of Sunda
2. She became moody and distracted
3. She ~~was~~ the one who gave the shuttle back to her

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APPENDIX 7

LESSON PLAN
(CYCLE 1 MEETING 2)

School	**: MAN 2 Jember**
Subject	**: English**
Grade/Semester	**: XI/Odd**
Text type	**: Narrative text**
Theme	**: Folklore**
Language skill	**: Reading**
Time allocation	**: 2 x 45 minutes**

A. Core Competence

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

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

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

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B. Basic Competence and Indicators

No.	Basic Competence		Indicators	
1.	1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris.	1.1.1	Following the teaching and learning activities seriously.
2.	2.1	Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman	2.1.1	Showing polite behavior in carrying out communication with teachers and friends
			2.1.2	Demonstrating a caring attitude in communicating to teachers and friends.
	2.2	Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.2.1	Showing honest behavior and discipline in carrying out communication with teachers and friends
			2.2.2	Showing the attitude of confidence and responsibility for implementing communication with teachers and friends
	2.3	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	2.3.1	Showing the behavior of responsibility, caring, cooperation, and peace-loving, in implementing functional communication with teachers and friends
3.	3.5	Menganalisis dan memahami cara menyajikan narrative text yang terkait dengan sejarah, seni budaya, dan pariwisata Indonesia untuk diperkenalkan di dunia	3.5.1	Identifying the generic structure of *narrative text.*
			3.5.2	Finding the language features of *narrative text*
			3.5.3	Looking for the social function of *narrative text*
			3.5.4	Finding the specific information of *narrative text*
4.	4.5	Menangkap makna dan menghasilkan narrative text yang koheren dalam menyajikan informasi yang terkait dengan sejarah, seni budaya, dan pariwisata Indonesia untuk diperkenalkan di dunia internasional	4.5.1	Finding the meaning of difficult words of *narrative text* correctly
			4.5.2	Finding the general information of *narrative text* correctly
			4.5.3	Finding the specific information of *narrative text* correctly

C. Learning Objectives

1.1.1.1 Being grateful for the opportunity of learning English by following all the teaching and learning process well.
2.1.1.1 Showing polite behavior in carrying out communication with teachers and friends
2.1.2.1 Demonstrating a caring attitude in communicating to teachers and friends
2.2.1.1 Showing honest behavior and discipline in carrying out communication with teachers and friends
2.2.2.1 Showing the attitude of confidence and responsibility for implementing communication with teachers and friends
2.3.1.1 Showing the behavior of responsibility, caring, cooperation, and peace-loving, in implementing functional communication with teachers and friends
3.10.1.1 Identifying the general structure, language features, and social function of narrative text.
4.14.1.1 Finding the meaning of difficult words, the general and specific information about narrative text.

D. Learning Materials

Enclosed

E. Teaching Strategy/ Teaching Method

1. Approach : Cooperative Learning
2. Method : Question-Answer
3. Technique : Jigsaw IV

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F. Media, Instrument, and Learning Resources

1. Media : Power point presentation, LCD viewer, whiteboard, boardmarker, students' work sheet.
2. Learning Sources : https://ekspektasia.com/contoh-narrative-text/#Contoh_Teks_Narrative_Bahasa_Inggris_8211_The_Story_of_Toba_Lakel , http://folklore-lover.blogspot.co.id/2010/05/panji-semirang.html

G. Teaching and Learning Activities

No	Teacher's Activities	Students' Activities	Time
1.	**Set Induction Activities** 1. Greeting the students in English. 2. Make sure that the students give respond. If they don't, teacher can use Indonesian. 3. Pray together. 4. Checking the attendance list. 5. Giving leading question deals with the topic 6. Showing the picture relates on the topic 7. Stating the learning objectives	1. Responding the teacher 2. Responding the teacher 3. Pray together 4. Responding the Teacher 5. Answering the question 6. Paying attention to the teacher. 7. Paying attention to the teacher.	**10'**
2.	**Main Activities** **Observing** 1. Giving the example of a narrative text and asking the students to observe it **Questioning** 1. Giving questions to the students about the generic structure, the language features, and the social function of the narrative text given as the example 2. Discussing about the materials of a narrative text with the student **Exploring** 1. Forming home group that consist of six students. 2. Distributing as single paragraph to each paragraph in the home group. 3. Explaining to the students that they have to comprehend the paragraph in an expert group. 4. Asking the students to form expert group that consist of students who get the same paragraph. 5. Asking the students to comprehend the paragraph. 6. Distributing expert sheet to the expert group. 7. Asking the students to answer the expert sheet given. 8. Distributing quiz 1 to the expert group. 9. Asking the expert group to do the quiz 1 10. Asking the students to return to their home group. **Associating** 1. Asking the students to share their information about the paragraph they learned in the expert group. 2. Asking the students to do quiz 2 with their home group. **Communicating** 1. Asking the students to share their work to another group	2. Receiving the example of a narrative text and asking the students to observing it 1. Answering the teacher's question making notes 2. Discussing the materials of a narrative text and making notes 1. Forming home group 2. Receiving the paragraph 3. Paying attention to the teacher 4. Forming expert group 5. Comprehending the paragraph 6. Receiving expert sheet 7. Answering the expert sheet 8. Receiving quiz 1 9. Doing quiz 1 10. Return to the home group 1. Sharing the information to the member of home group 2. Doing quiz 2 with the home group 1. Sharing to another group	**75'**

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3.	**Closure Activities** 1. Asking the students to make a conclusion about the materials. 2. Parting	1. Make a conclusion 2. Responding the parting	**5'**

H. Assement

Process assement:

The process assement will be done by using observation checklist below**.**

No.	Name	Indicators					Total	Active	Passive
		1	2	3	4	5			

The indicators to be observed are:

1. The students discuss with their group in answering expert question.
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3. The students share the information they got from expert group to their home group.
4. The students do quiz 2 on the materials given in the home group.
5. The students do the review process.

Note:

Active: When the students at least fulfill 3 indicators.

Passive: When the students fulfill less than 3 indicators.

Enclosure

APPENDIX A

1. Pre-Instructional Activities
   b. Giving leading question
      1. What is the location of the picture?

      2. What is the icon of south Sumatra?
3. Main Activities
   1. The definition of Narrative Text

      Narrative text is a text which contains a story either written or unwritten, and there is a series of connected events.

   2. Social function of Narrative Text

      The social function is to entertain or amuse the reader or listener.

   3. The Language Features of Narrative Text

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1. Using simple past tense (killed, drunk,etc)
2. Using adverbial of time (Once upon a time, one day, etc)
3. Using temporal conjunction (when, then, suddenly, etc)
4. Using specific character, not the general one. (the lion, the mouse, etc)
5. Using action verb, that is a verb that shows an action. (killed, dug, walked,)
6. Using direct speech. It is to make the story lively. (The lion roar, Help…Help.").

4. The Generic Structure of Narrative Text
   1. Orientation: It is about the opening paragraph where the characters of the story are introduced
   2. Complication: Where the problems in the story developed.
   3. Resolution: Where the problems in the story is solved.

a. The example of narrative text

The Story of Toba Lake

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life. One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry, and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.
(adopted from https://ekspektasia.com/contoh-narrative-text/#Contoh_Teks_Narrative_Bahasa_Inggris_8211_The_Story_of_Toba_Lake)

APPENDIX B
Students' Worksheet

Please read this text below very carefully

Panji Semirang

Kuripan was a big kingdom. The king had a son. His name was Raden Inu Kertapati. The prince was engaged with a princess from Daha kingdom. Her name was Dewi Candra Kirana. One day, Raden Inu Kertapati planned to visit Daha kingdom. He wanted to meet his fiance.Raden Inu Kertapati went to Daha kingdom with his guards. While they were riding the horses,suddenly a group of people from Asmarantaka stopped them. The leader was Panji Semirang.

Upon hearing their place of origin, Raden Inu Kertapati and his guards were alert. They heard that Asmarantaka was a place of thieves. Panji Semarang would like to meet him. Raden Inu Kertapati agreed. However, Panji Semirang greeted him nicely. Raden Inu Kertapati almost not believe it. "Don't believe what you heard, Raden. We are not thieves," said Panji Semirang. Raden Inu Kertapati felt so strange.

He felt he already met and knew Panji Semirang for a long time. He was familiar with Panji Semirang. Raden Inu Kertapati then continued his trip to Daha kingdom. When he arrived, the king welcomed him nicely. The king was accompanied by his concubine. Dewi Liku, and their daughter. Her name Dewi Ajeng. However, his fiance was not there. He asked Dewi Liku, "Where is Dewi Candra Kirana?" "Your fience is going crazy. She left the kingdom and went to the jungle".

While talking to Raden Inu, Dewi Liku put a spell on him. She was doing black magic to him. She wouldmake Raden Inu Kertapati forget his fiance. She wanted him to marry her daughter, Dewi Ajeng.Her planned worked. The king set a wedding party. Dewi Ajeng and Dewi Liku were extremely happy. Suddenly people were screaming."Fire! Fire!"Yes, the palace was on fire. Everybody ran for help. The soldiers were trying to extinguish the fire. And some of them were rescuing the king and his family.

While Raden Inu Kertapati was leaving the palace, his memory of Dewi Candra Kirana came back. He and his guards were looking for his fiance. He then remembered something. He knew why he was so familiar with Panji Semirang. He really looked like Dewi Candra Kirana. He was so sure that Panji Semirang was Dewi Candra Kirana. Raden Inu could not find Panji Semirang anywhere. He finally arrived in Galenggang kingdom. The people there were

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restless. A group of thieves were stealing their property. Raden Inu and his guards helpedthe people. They were fighting with the tieves.Raden Inu and his guards won the fight. The thieves ran away.

The king of Gelanggang kingdom was happy. To honour his great help, he held a party. He asked a poet to perform. His name was Jaka Asmara. His poetry was titled A very Sad Love Story. Raden Inu was touched. He felt that the poetry was about his life.He was looking at Raden Asmara carefully. He felt so familiar with him. Suddenly he realized that Jaka Asmara was Dewi Candra Kirana. She was also under the spell. The spell broke when she met Raden Inu. They were happy. Raden Inu asked her to go to his home in Kuripan kingdom. Later, they got married and lived happily ever after.

Adopted from http://folklore-lover.blogspot.co.id/2010/05/panji-semirang.html

Quiz 1

Expert sheet

1. Find unfamiliar words on the paragraph above and find the meaning of those word from your dictionary!
2. Find the main idea of the paragraph!

Paragraph 1

1. Who was Raden Inu Kertapati?
2. Why Raden Inu Kertapati visited Daha kingdom?
3. Who was Panji Semirang?

Paragraph 2

1. What raden inu heard about Asmarantaka?
2. How did the attitude of meets Panji Semirang with Raden Inu Kertapati?
3. Why Raden Inu felt familiar with the group leader of people from Asmarantaka?

Paragraph 3

1. Who was Dewi Ajeng?
2. Why Raden Inu asked about his fiancée to Dewi Liku?
3. Based on Dewi Likus'answer, where was Dewi Candra Kirana?

Paragraph 4

1. What was Dewi likus' purpose of doing black magic to Raden Inu Kertapati?
2. What did happen when the king set a wedding party for Raden Inu and Dewi Ajeng?
3. What did happen with the king and his family while the place on fire?

Paragraph 5

1. Why panji semiring was so familiar for Raden Inu Kertasari?
2. Where was a group of thieves stealing the people property?
3. What did happen with the thieves after Raden Inu and his guard won the fight?

Home sheet

Quiz 2

Answer these questions correctly based on the text given by giving a cross (x) the letter a, b, c, or d.

1. What is the text about?
   a. It is about Dewi Liku
   b. It is about the love story of Raden Inu and Dewi Candra
   c. It tells us about the thieves

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d. It is about narrative text

2. Who did come from Asmarantaka?
   a. Raden Inu Kertapati
   b. Dewi Ajeng
   c. Dewi Candra
   d. Panji Semirang
   e. The king

3. **"Panji Semirang would like to meet <u>him</u>."** (The third sentence of the second paragraph). What does the underlined word refer to?
   a. Raden Inu Kertapati
   b. Dewi Ajeng
   c. Panji Semirang
   d. Dewi Liku
   e. The king

4. Why raden Inu wanted to marry Dewi Ajeng?
   a. He loved dewi anjeng
   b. He feels sorry for her
   c. Dewi Ajeng was his fiancée
   d. The king asked him
   e. Raden Inu was under the spell

5. Where did Dewi Liku put spell on Raden Inu?
   a. In Daha Kingdom
   b. In the jungle
   c. In the Gelanggang village
   d. In the Asmaratka
   e. In kuripan kingdom

6. What is the main idea of third paragraph?
   a. Raden Inu met Dewi Candra
   b. Dewi Liku put spell on Raden Inu
   c. Dewi Liku was married the king of Daha
   d. Panji Samirang burned the kingdom of Daha
   e. Raden Inu met Jaka Asmara

7. "**He felt so familiar with <u>him</u>**." (the ninth sentences of the sixth paragraph). What does the underlined word refer to?
   a. Jaka Asmara
   b. Dewi Ajeng
   c. Raden Inu
   d. King of Daha
   e. Dewi Liku

8. What was the title of Jaka Asmara Poetry?
   a. Love Story Never End
   b. I Hate Love Story
   c. A Very Sad Love story
   d. A Sad Love Story
   e. A Very Happy Love Story

9. Where did Raden Inu meet Jaka Asmara?
   a. Daha kingdom
   b. Jungle
   c. Kuripan kingdom
   d. Gelanggang Kingdom
   e. Asmarantaka

10. How did Dewi Candra break the spell?

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a. She met Dewi Liku
b. She read the poet
c. She broke the spell
d. She had a black magic
e. She met Raden Inu

Answer Key

Quiz 1

Paragraph 1 3. The prince of Kuripan 4. He wanted to meet dewi candra kirana, his fiancée 5. The leader of a group people from Asmarantaka

Paragraph 2 1. A place of thieves 2. He greeted Raden Inu nicely. 3. He felt already met and knew Panji semiring for a long time.

Paragraph 3 4. Dewi Likus' daughter 5. His fiancée was not in the kingdom. 6. He left the kingdom and went to the jungle.

Paragraph 4 4. To make Raden Inu forget his fiancée and marry her daughter. 5. The palace was on fire. 6. They were rescued by the soldier.

Paragraph 5 2. Panji semiring really looked like Dewi Candra 3. In Gelanggang kingdom. 4. They ran away

QUIZ 2

No	Answer
11.	B
12.	D
13.	A
14.	E
15.	A
16.	B
17.	A
18.	C
19.	D
20.	E

TEST ITEM DISTRIBUTION OF READING COMPREHENSION QUESTIONS

Kinds of Comprehension	Number of Items
Word Comprehension	3, 7
Sentence Comprehension	2, 4, 5, 8, 9, 10
Paragraph Comprehension	6
Text Comprehensiom	1

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APPENDIX C

EVALUATION SHEET

1. The process of evaluation will be conducted during the teaching and learning process. The observation checklist of the students' participation will be measured:

No.	Name	Indicators					Total	Active	Passive
		1	2	3	4	5			

The indicators to be observed are:

1. The students discuss with their group in answering expert question.
2. The students do quiz 1 on the materials given in expert group.
3. The students share the information they got from expert group to their home group.
4. The students do quiz 2 on the materials given in the home group.
5. The students do the review process.

Note:

Active: When the students at least fulfill 3 indicators.

Passive: When the students fulfill less than 3 indicators.

3. The score of reading comprehension exercise will be formulated as follows.

$$Score = \frac{Correct\ Answer}{Whole\ Questions} x\ 100$$

Jember, 7th August 2018

Collaborator

Rizki Mariatus Sholehah, S.Pd.
NIP. -

Researcher

Alfi Fatimatus Safitri
NIM. 140210401013

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APPENDIX 8

The Sample Result of Students' Worksheet in Cycle 1 Meeting 2

Jigsaw worksheet

Name: Dewi Fortuna Tri M
Nurul Wijayanti -Nur Laela N.
Aulia Rachma Julian N.
Ahmad Sya'dullah N.
Muhammad Idham Kholid

Date: 7th August 2018

Expert Sheet

1. Find unfamiliar words on the paragraph above and find the meaning of those word from your dictionary!
2. Find the main idea of the paragraph!

1. Engaged : bertunangan fiance : tunangan riding : Menunggangi
   Planned : berencana guards : Penjaga
2. Raden Inu Kertapati planned to visit Daha kingdom to meet his fiance.

Paragraph 1

1. Who was Raden Inu Kertapati?
2. Why Raden Inu Kertapati visited Daha kingdom?
3. Who was Panji Semirang?

1. The prince from Kuripan.
2. He wanted to meet dewi candra kirana, his fiance.
3. The leader of a group people from Asmarantaka

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APPENDIX 9

Table of Observation Checklist Cycle 1

Meeting 1										Meeting 2							
No	Initial Name	Indicators					Total	Passive	Active	Indicators					Total	Passive	Active
		1	2	3	4	5				1	2	3	4	5			
1.	KK	√	√		√	√	4		√	√	√		√	√	4		√
2.	MFA		√		√	√	3		√		√	√	√	√	4		√
3.	AH				√		1	√		√				√	2	√	√
4.	ASN	√	√				2	√		√	√	√			3		√
5.	AIF		√	√	√	√	4		√	√	√	√	√	√	5		√
6.	BDP	√		√	√		3		√	√			√	√	3		√
7.	DADPD	√	√	√	√	√	5		√	√	√	√	√	√	5		√
8.	DM	√			√	√	3		√	√			√	√	3		√
9.	EB		√	√	√	√	4		√	√	√	√	√	√	5		√
10.	FWP	√	√		√	√	4		√		√		√	√	3		√
11.	MAF	√	√				2	√		√				√	2	√	
12.	MIK	√				√	2	√		√	√		√		3		√
13.	MA		√		√	√	3		√		√		√	√	3		√
14.	NW	√	√			√	3		√	√	√	√	√	√	5		√
15.	RH	√		√	√	√	4		√	√	√	√	√		4		√
16.	AYHE		√	√	√		3		√		√	√	√	√	4		√
17.	ANS	√	√	√	√	√	5		√	√	√	√	√	√	5		√
18.	DFTM	√	√	√	√	√	5		√	√	√	√	√	√	5		√
19.	EAPS	√			√	√	3		√	√	√	√		√	4		√
20.	ELN	√	√		√	√	4		√		√		√	√	3		√
21.	MMM	√	√	√	√	√	5		√	√	√	√	√	√	5		√
22.	NLN	√	√	√	√	√	5		√	√	√	√	√	√	5		√
23.	QMHS	√	√	√	√	√	5		√	√	√	√	√	√	5		√
24.	APA	√	√	√	√		4		√		√	√	√	√	4		√
25.	AJN	√		√	√		3		√	√		√	√	√	4		√
26.	DFH			√	√	√	3		√		√	√	√		3		√
27.	FA		√	√	√	√	4		√	√	√	√			3		√
28.	GAI			√		√	2	√		√				√	2	√	
29.	MIA		√		√	√	3		√		√	√	√	√	4		√
30.	MFHAM	√	√	√	√		4		√	√	√	√	√	√	5		√
31.	RDAS	√					1	√		√				√	2	√	
Total								6	25	Total						4	27
Percentage								19,35%	80,64%	Percentage						13%	87%

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APPENDIX 10

Name: Date:

TEST 1

Subject : English
Class/ Semester : XI / 2
Language Skill : Reading Comprehension
Text Type : Narrative Text
Time : 45 minutes

Please read this text below very carefully.

TEXT 1

Malin Kundang

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had died when he was a baby. Malin Kundang had to live hard with his mother. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother or sold the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too.

When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here". An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time.

Unfortunately, when the mother came, Malin Kundang who was in front of his well-dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again, but in that time, she was full of both sadness and angriness.

Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked, and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was too late for him to avoid his curse. Suddenly, he turned into a stone.
Sources: https://ekspektasia.com/contoh-narrative-text/#Contoh_Teks_Narrative_Bahasa_Inggris_8211_The_Story_of_Toba_Lake

Answer questions number 1-10 correctly by giving a cross on a letter a, b, c, or d based on the text 1!

1. Why malin kundang had to live hard only with his mother?
   a. He lived in a small village
   b. His father died
   c. He was jobless
   d. He lived near the beach
   e. He didn't have boat
2. How did the malin kundang look like?
   a. Small, mart and diligent
   b. Handsome, strong and smart
   c. Healthy, diligent, and strong
   d. Healthy, smart and big
   e. Small, strong and smart
3. What did happen with Malin after the merchant ask him to sail with him and left his mother alone?
   a. He became wealthy and had a huge ship
   b. He became jobless and back to his village
   c. He became poor and generous
   d. He became wealthy and generous
   e. He became wealthy and back to his mother
4. **"The merchant was so happy and thanked to <u>him</u>"** The first sentence of the third paragraph). What does the underlined word refer to?
   a. The merchant

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b. Panji semiring
c. Malin kundang
d. Malin dara
e. The pirate

5. What is the main idea of the second paragraph?
   a. Malin kundang met his mother
   b. Malin kundang met the merchant and became wealthy
   c. Malin kundang met her wife
   d. Malin kundang asked her mother to join him
   e. Malin kundang met her wife and happily ever after
6. Who was an old woman who ran to the beach to meet the new rich merchant?
   a. Malin kundangs' wife
   b. The mother of Malin kundang
   c. The mother of the merchant
   d. The villager
   e. The pirates
7. Where did the story took place?
   a. West Java
   b. East java
   c. West Sumatra
   d. West Kalimantan
   e. East Jakarta
8. **"She cursed Malin Kundang that he would turn into a stone if <u>he</u> didn't apologize." (**The first sentence of the last paragraph). What does the underlined word refer to?
   a. The merchant
   b. Panji semiring
   c. Malin kundang
   d. Malin dara
   e. The pirate
9. What is the main idea of the third paragraph?
   a. Malin kundang went back to his village
   b. Malin kundang met the old woman
   c. Malin kundang asked his wife to live in the small village
   d. Malin kundang asked his mother to join him
   e. Malin kundang met her wife and happily ever after
10. What did happen with Malin Kundang after he was ungodly?
    a. He turned into the stone
    b. He regretted his behavior
    c. He turned into small island
    d. He apologized to his mother
    e. He became a good man

Please read this text below very carefully.

TEXT 2

KEONG EMAS

Prince Raden Putra and Dewi Limaran were husband and wife. They lived in a palace. Prince Raden Putra's father was the king of the kingdom.One day, Dewi Limaran was walking around in the palace garden. Suddenly she saw a snail. It was ugly and disgusting. "Yuck!" said Dewi Limaran and then she threw it away into a river. She did not know that the snail was an old and powerful witch. She could transform herself into anything. The witch was angry to Dewi Limaran. The witch put a spell on her and changed her into a golden snail. The witch then threw it away into the river.

The golden snail was drifting away in the river and got caught into a net. An old woman was fishing and used her net to catch some fish. She was surprised to see a golden snail in her net. She took it and brought it home. When the old woman woke up in the morning, she was surprised that the house was in the good condition. The floor was mopped. And she also had food on the table. She was thinking very hard. "Who did this to me? The person is very kind." It happened again and again every morning.

The old woman was very curious. One night she decided to stay up late. She was peeping from her room to know who cooked for her. Then, she could not believe what she saw. The golden snail she caught in the river turned

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into a beautiful woman. The old woman approached her. "Who are you, young girl?" "I am Dewi Limaran, Ma'am. A witch cursed me. I can change back as a human only at night," explained Dewi Limaran. "The spell can be broken if I hear the melody from the holy gamelan," continued Dewi Limaran. The old woman then rushed to the palace. She talked to Prince Raden Putra about her wife. Prince Raden Putra was so happy. He had been looking for his wife everywhere.

He then prayed and meditated. He asked the gods to give him the holy gamelan. He wanted to break the witch's spell. After several days praying and meditating, finally gods granted his wish. He immediately brought the holy gamelan to the old woman's house. He played it beautifully. And then amazingly the golden snail turned into the beautiful Dewi Limaran. The couple was so happy that they could be together again. They also thanked the old woman for her kindness. As a return, they asked her to stay in the palace.

Adopted from http://folklore-lover.blogspot.co.id/2001/04/keong-emas-golden-snail.html

Answer questions number 11-20 correctly by giving a cross on a letter a, b, c, or d based on the text 2!

11. Who do not belong to the character of the story?
    a. The witch
    b. Raden putra
    c. King Naka
    d. Dewi Limaran
    e. The old woman

12. Where didn't belong to the place of the story?
    a. Palace
    b. Jungle
    c. In a river
    d. Home of the old woman
    e. The palace gardens

13. Why the witch put a spell on Dewi Limaran and changed her into a golden snail?
    a. The snail transforms into anything
    b. The snail is disgusting, and she threw it away into the river
    c. The snail is the witch, so he bought it home
    d. The snail is the old woman
    e. The snail loved Dewi Limaran

14. Who found the golden snail and bought it home?
    a. Dewi Limaran
    b. The Witch
    c. The old woman
    d. The Queen
    e. Raden Putra

15. **"<u>She</u> could transform herself into anything"** (The eighth sentence of the first paragraph). What does the underlined word refer to?
    a. Dewi Limaran
    b. The Witch
    c. The old woman
    d. The Queen
    e. Raden Putra

16. Why the old woman decided to stay up late?
    a. To know who cooked for her
    b. To know who the witch is
    c. To help the Raden Putra
    d. To help the witch
    e. To find the palace

17. What was the thing that can broke the witchs' spell on Dewi Limaran?
    a. The melody of holy gamelan
    b. The witch
    c. The golden snail
    d. The kindness of Raden Putra
    e. The beautiful of Dewi Limaran

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18. What is the main idea of the third paragraph?
    a. The old woman knew who the golden snail was
    b. The Prince Raden Putra found his wife
    c. The witch put spell on the old woman
    d. The old woman broke the spell
    e. The golden snail found the holy gamelan

19. **"<u>He</u> wanted to break the witch's spell"** (The third sentence of the last paragraph). What does the underlined word refer to?
    a. The king
    b. The golden snail
    c. The witch
    d. Prince Raden Putra
    e. The father of Dewi Limaran

20. Where did prince Raden Putra play the holy gamelan beautifully?
    a. In the palace
    b. In the river
    c. In the house of old woman
    d. In the jungle
    e. In the kingdom

ANSWER KEY

21.	B	11.	C
22.	C	12	B
23.	A	13	B
24.	C	14	C
25.	B	15	B
26.	A	16	A
27.	C	17	A
28.	C	18	A
29.	B	19	D
30.	A	20	C

TEST ITEM DISTRIBUTION OF READING COMPREHENSION QUESTIONS

Kinds of Comprehension	Number of Items
Word Comprehension	4,8,15,19
Sentence Comprehension	1,2,3,6,7,10,12,13,14,16,17,20
Paragraph Comprehension	5,9,18
Text Comprehension	11

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APPENDIX 11

The Result of The Students' Reading Test in Cycle 1

NO	THE STUDENTS' INITIALS	SCORE	ACHIEVED	NOT ACHIEVED
1	KK	75	✓	
2	MFA	80	✓	
3	AH	50		✓
4	ASN	60		✓
5	AIF	85	✓	
6	BDP	75	✓	
7	DADPD	90	✓	
8	DM	75	✓	
9	EB	80	✓	
10	FWP	85	✓	
11	MAF	65		✓
12	MIK	50		✓
13	MA	75	✓	
14	NW	70		✓
15	RH	85	✓	
16	AYHE	75	✓	
17	ANS	95	✓	
18	DFTM	95	✓	
19	EAPS	80	✓	
20	ELN	80	✓	
21	MMM	90	✓	
22	NLN	90	✓	
23	QMHS	95	✓	
24	APA	85	✓	
25	AJN	75	✓	
26	DFH	75	✓	
27	FA	85	✓	
28	GAI	60		✓
29	MIA	80	✓	
30	MFHAM	85	✓	
31	RDAS	50		✓
Total		2395	24 students	7 students
Mean Score		$\frac{2395}{31} = \mathbf{77,25}$		

APPENDIX 12

The Sample Result of The Students' Reading Test in Cycle 1

Sources: https://ekspektasia.com/contoh-narrative-text/#Contoh_Teks_Narrative_Bahasa_Inggris_8211_The_Story_of_Toba_Lake

Answer questions number 1-10 correctly by giving a cross on a letter a, b, c, or d based on the text 1!

1. Why malinkundang had to live hard only with his mother?
   a. He lived in a small village
   b. His father died
   c. He was jobless
   d. He lived near the beach
   e. He didn't have boat
2. How did the malinkundang look like?
   a. Small, mart and diligent
   b. Handsome, strong and smart
   c. Healthy, diligent, and strong
   d. Healthy, smart and big
   e. Small, strong and smart
3. What did happen with Malin after the merchant ask him to sail with him and left his mother alone?
   a. He became wealthy and had a huge ship
   b. He became jobless and back to his village
   c. He became poor and generous
   d. He became wealthy and generous
   e. He became wealthy and back to his mother
4. **"The merchant was so happy and thanked to <u>him</u>"** The first sentence of the third paragraph). What does the underlined word refer to?
   a. The merchant
   b. Panji semiring
   c. Malinkundang
   d. Malindara
   e. The pirate
5. What is the main idea of the second paragraph?
   a. Malinkundang met his mother
   b. Malinkundang met the merchant and became wealthy
   c. Malinkundang met her wife
   d. Malinkundang asked her mother to join him
   e. Malinkundang met her wife and happily ever after
6. Who was an old woman who ran to the beach to meet the new rich merchant?
   a. Malinkundangs' wife
   b. The mother of Malinkundang
   c. The mother of the merchant
   d. The villager
   e. The pirates
7. Where did the story took place?
   a. West Java
   b. East java
   c. West Sumatra
   d. West Kalimantan
   e. East Jakarta

Name: Dewi Fortuna TRi Mahmudyanti Date: 14 agustus 2018

TEST 1

Subject	**: English**
Class/ Semester	**: XI / 2**
Language Skill	**: Reading Comprehension**
Text Type	**: Narrative Text**
Time	**: 45 minutes**

95

Please read this text below very carefully!

TEXT 1

MalinKundang

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were MalinKundang and her mother. Her mother was a single parent because MalinKundang's father had died when he was a baby. MalinKundang had to live hard with his mother.MalinKundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother or sold the caught fish in the town.

One day, when MalinKundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, MalinKundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked MalinKundang to sail with him. To get a better life, MalinKundang agreed. He left his mother alone. Many years later, MalinKundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too.

When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "MalinKundang has become rich and now he is here". An old woman ran to the beach to meet the new rich merchant. She was MalinKundang's mother. She wanted to hug him, released her sadness of being lonely after so long time.

Unfortunately, when the mother came, MalinKundang who was in front of his well-dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged MalinKundang and for three times he yelled at her. At last MalinKundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again, but in that time, she was full of both sadness and angriness.

Finally, enraged, she cursed MalinKundang that he would turn into a stone if he didn't apologize. MalinKundang just laughed and really set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked, and it was too late for MalinKundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was too late for him to avoid his curse. Suddenly, he turned into a stone.

The old woman was very curious. One night she decided to stay up late. She was peeping from her room to know who cooked for her. Then, she could not believe what she saw. The golden snail she caught in the river turned into a beautiful woman. The old woman approached her. "Who are you, young girl?" "I am DewiLimaran, Ma'am. A witch cursed me. I can change back as a human only at night," explained DewiLimaran. "The spell can be broken if I hear the melody from the holy gamelan," continued DewiLimaran. The old woman then rushed to the palace. She talked to Prince Raden Putra about her wife. Prince Raden Putra was so happy. He had been looking for his wife everywhere.

He then prayed and meditated. He asked the gods to give him the holy gamelan. He wanted to break the witch's spell. After several days praying and meditating, finally gods granted his wish. He immediately brought the holy gamelan to the old woman's house. He played it beautifully. And then amazingly the golden snail turned into the beautiful DewiLimaran. The couple was so happy that they could be together again. They also thanked the old woman for her kindness. As a return, they asked her to stay in the palace.

Adopted from http://folklore-lo[illegible]blogspot.co.id/2001/04/keong-emas-golden-snail.html

Answer questions number 11-20 correctly by giving a cross on a letter a, b, c, or d based on the text 2!

11. Who do not belong to the character of the story?
    a. The witch
    b. Radenputra
    c. King Naka
    d. DewiLimaran
    e. The old woman

12. Where didn't belong to the place of the story?
    a. Palace
    b. Jungle
    c. In a river
    d. Home of the old woman
    e. The palace gardens

13. Why the witch put a spell on DewiLimaran and changed her into a golden snail?
    a. The snail transforms into anything
    b. The snail is disgusting, and she threw it away into the river
    c. The snail is the witch, so he bought it home
    d. The snail is the old woman
    e. The snail loved DewiLimaran

14. Who found the golden snail and bought it home?
    a. DewiLimaran

8. **"She cursed MalinKundang that he would turn into a stone if he didn't apologize."** (The first sentence of the last paragraph). What does the underlined word refer to?
    a. The merchant
    b. Panji semiring
    c. Malinkundang
    d. Malindara
    e. The pirate

9. What is the main idea of the third paragraph?
    a. Malinkundangwent back to his village
    b. Malinkundang met the old woman
    c. Malinkundangasked his wife to live in the small village
    d. Malinkundang asked his mother to join him
    e. Malinkundang met her wife and happily ever after

10. What did happen with MalinKundang after he was ungodly?
    a. He turned into the stone
    b. He regretted his behavior
    c. He turned into small island
    d. He apologized to his mother
    e. He became a good man

Please read this text below very carefully!

TEXT 2

KEONG EMAS || THE GOLDEN SNAIL

PrinceRaden Putra and DewiLimaran were husband and wife. They lived in a palace. Prince Raden Putra's father was the king of the kingdom.One day, DewiLimaran was walking around in the palace garden. Suddenly she saw a snail. It was ugly and disgusting. "Yuck!" said DewiLimaran and then she threw it away into a river. She did not know that the snail was an old and powerful witch. She could transform herself into anything. The witch was angry to DewiLimaran. The witch put a spell on her and changed her into a golden snail. The witch then threw it away into the river.

The golden snail was drifting away in the river and got caught into a net. An old woman was fishing and used her net to catch some fish. She was surprised to see a golden snail in her net. She took it and brought it home. When the old woman woke up in the morning, she was surprised that the house was in the good condition. The floor was mopped. And she also had food on the table. She was thinking very hard. "Who did this to me? The person is very kind." It happened again and again every morning.

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b. The Witch
c. The old woman
d. The Queen
e. Raden Putra

15. **"She could transform herself into anything"** (The eighth sentence of the first paragraph). What does the underlined word refer to?
a. DewiLimaran
b. The Witch
c. The old woman
d. The Queen
e. Raden Putra

16. Why the old woman decided to stay up late?
a. To know who cooked for her
b. To know who the witch is
c. To help the Raden Putra
d. To help the witch
e. To find the palace

17. What was the thing that can broke thewitchs' spell on DewiLimaran?
a. The melody of holy gamelan
b. The witch
c. The golden snail
d. The kindness of Raden Putra
e. The beautiful of DewiLimaran

18. What is the main idea of the third paragraph?
a. The old woman knew who the golden snail was
b. The Prince Raden Putra found his wife
c. The witch put spell on the old woman
d. The old woman broke the spell
e. The golden snail found the holy gamelan

19. **"He wanted to break the witch's spell"**(The third sentence of the last paragraph). What does the underlined word refer to?
a. The king
b. The golden snail
c. The witch
d. Prince Raden Putra
e. The father of DewiLimaran

20. Where did prince Raden Putra play the holy gamelan beautifully?
a. In the palace
b. In the river
c. In the house of old woman
d. In the jungle
e. In the kingdom

Name: Abdillah Haris

Date: 14 August 2018

TEST 1

Subject	**: English**
Class/ Semester	**: XI / 2**
Language Skill	**: Reading Comprehension**
Text Type	**: Narrative Text**
Time	**: 45 minutes**

50

Please read this text below very carefully!

TEXT 1

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A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had died when he was a baby. Malin Kundang had to live hard with his mother.Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother or sold the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too.

When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here". An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time.

Unfortunately, when the mother came, Malin Kundang who was in front of his well-dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again, but in that time, she was full of both sadness and angriness.

Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked, and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was too late for him to avoid his curse. Suddenly, he turned into a stone.

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   c. Healthy, diligent, and strong
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   b. He became jobless and back to his village
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   a. The merchant
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   c. Malin kundang
   d. Malin dara
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7. Where did the story took place?
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   b. East java
   c. West Sumatra
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   e. East Jakarta

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   b. Malin kundang met the old woman
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   a. He turned into the stone
   b. He regretted his behavior
   c. He turned into small island
   d. He apologized to his mother
   e. He became a good man

Please read this text below very carefully!

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b. The Witch
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d. The Queen
e. Raden Putra

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20. Where did prince Raden Putra play the holy gamelan beautifully?
a. In the palace
b. In the river
c. In the house of old woman
d. In the jungle
e. In the kingdom

The old woman was very curious. One night she decided to stay up late. She was peeping from her room to know who cooked for her. Then, she could not believe what she saw. The golden snail she caught in the river turned into a beautiful woman. The old woman approached her. "Who are you, young girl?" "I am Dewi Limaran, Ma'am. A witch cursed me. I can change back as a human only at night," explained Dewi Limaran. "The spell can be broken if I hear the melody from the holy gamelan," continued Dewi Limaran. The old woman then rushed to the palace. She talked to Prince Raden Putra about her wife. Prince Raden Putra was so happy. He had been looking for his wife everywhere.

He then prayed and meditated. He asked the gods to give him the holy gamelan. He wanted to break the witch's spell. After several days praying and meditating, finally gods granted his wish. He immediately brought the holy gamelan to the old woman's house. He played it beautifully. And then amazingly the golden snail turned into the beautiful Dewi Limaran. The couple was so happy that they could be together again. They also thanked the old woman for her kindness. As a return, they asked her to stay in the palace.

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Answer questions number 11-20 correctly by giving a cross on a letter a, b, c, or d based on the text 2!

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a. The witch
b. Raden putra
c. King Naka
d. Dewi Limaran
e. The old woman

12. Where didn't belong to the place of the story?
a. Palace
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d. Home of the old woman
e. The palace gardens

13. Why the witch put a spell on Dewi Limaran and changed her into a golden snail?
a. The snail transforms into anything
b. The snail is disgusting, and she threw it away into the river
c. The snail is the witch, so he bought it home
d. The snail is the old woman
e. The snail loved Dewi Limaran

14. Who found the golden snail and bought it home?
a. Dewi Limaran

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APPENDIX 13

LESSON PLAN
(CYCLE 2 MEETING 1)

School	**: MAN 2 Jember**
Subject	**: English**
Grade/Semester	**: XI/Odd**
Text type	**: Narrative text**
Theme	**: Folklore**
Language skill	**: Reading**
Time allocation	**: 2 x 45 minutes**

A. Core Competence

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

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

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

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B. Basic Competence and Indicators

No.	Basic Competence		Indicators	
1.	1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris.	1.1.1	Following the teaching and learning activities seriously.
2.	2.1	Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman	2.1.1	Showing polite behavior in carrying out communication with teachers and friends
			2.1.2	Demonstrating a caring attitude in communicating to teachers and friends.
			2.2.1	Showing honest behavior and discipline in carrying out communication with teachers and friends
	2.2	Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.2.2	Showing the attitude of confidence and responsibility for implementing communication with teachers and friends
	2.3	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	2.3.1	Showing the behavior of responsibility, caring, cooperation, and peace-loving, in implementing functional communication with teachers and friends
3.	3.5	Menganalisis dan memahami cara menyajikan narrative text yang terkait dengan sejarah, seni budaya, dan pariwisata Indonesia untuk diperkenalkan di dunia	3.5.1	Identifying the generic structure of *narrative text.*
			3.5.2	Finding the language features of *narrative text*
			3.5.3	Looking for the social function of *narrative text*
			3.5.4	Finding the specific information of *narrative text*
4.	4.5	Menangkap makna dan menghasilkan narrative text yang koheren dalam menyajikan informasi yang terkait dengan sejarah, seni budaya, dan pariwisata Indonesia untuk diperkenalkan di dunia internasional	4.5.1	Finding the meaning of difficult words of *narrative text* correctly
			4.5.2	Finding the general information of *narrative text* correctly
			4.5.3	Finding the specific information of *narrative text* correctly

C. Learning Objectives

1.1.1.1 Being grateful for the opportunity of learning English by following all the teaching and learning process well.
2.1.1.1 Showing polite behavior in carrying out communication with teachers and friends
2.1.2.1 Demonstrating a caring attitude in communicating to teachers and friends
2.2.1.1 Showing honest behavior and discipline in carrying out communication with teachers and friends
2.2.2.1 Showing the attitude of confidence and responsibility for implementing communication with teachers and friends
2.3.1.1 Showing the behavior of responsibility, caring, cooperation, and peace-loving, in implementing functional communication with teachers and friends
3.5. Identifying the general structure, language features, and social function of narrative text.
4.5. Finding the meaning of difficult words, the general and specific information about narrative text.

D. Learning Materials

Enclosed

E. Teaching Strategy/ Teaching Method

1. Approach : Cooperative Learning
2. Method : Question-Answer
3. Technique : Jigsaw IV

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F. Media, Instrument, and Learning Resources

1. Media : Power point presentation, LCD viewer, whiteboard, boardmarker, students' work sheet.
2. Learning Sources : http://folklore-lover.blogspot.co.id/2001/08/legend-story-of-manik-angkeran-folklore.html

G. Teaching and Learning Activities

No	Teacher's Activities	Students' Activities	Time
1.	**Set Induction Activities** **1.** Greeting the students in English. 2. Make sure that the students give respond. If they don't, teacher can use Indonesian. 3. Pray together. 4. Checking the attendance list. 5. Giving leading question deals with the topic 6. Showing the picture relates on the topic 7. Stating the learning objectives	1. Responding the teacher 2. Responding the teacher 3. Pray together 4. Responding the Teacher 5. Answering the question 6. Paying attention to the teacher. 7. Paying attention to the teacher.	**10'**
2.	**Main Activities** **Observing** 1. Giving the example of a narrative text and asking the students to observe it **Questioning** 1. Giving questions to the students about the generic structure, the language features, and the social function of the narrative text given as the example 2. Discussing about the materials of a narrative text with the student **Exploring** 1. Forming home group that consist of six students. 2. Distributing as single paragraph to each paragraph in the home group. 3. Asking the students to form expert group that consist of students who get the same paragraph. 4. Asking the students to comprehend the paragraph. 5. Distributing expert sheet to the expert group. 6. Asking the students to answer the expert sheet given. 7. Distributing quiz 1 to the expert group. 8. Asking the expert group to do the quiz 1 9. Asking the students to return to their home group. **Associating** 1. Asking the students to share their information about the paragraph they learned in the expert group. 2. Asking the students to do quiz 2 with their home group. **Communicating** 1. Asking the students to do review	3. Receiving the example of a narrative text and asking the students to observing it 1. Answering the teacher's question making notes 2. Discussing the materials of a narrative text and making notes 1. Forming home group 2. Receiving the paragraph 3. Forming expert group 4. Comprehending the paragraph 5. Receiving expert sheet 6. Answering the expert sheet 7. Receiving quiz 1 8. Doing quiz 1 9. Return to the home group 1. Sharing the information to the member of home group 2. Doing quiz 2 with the home group 1. Doing review	**75'**

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3.	**Closure Activities** 1. Asking the students to make a conclusion about the materials. 2. Parting	1. Make a conclusion 2. Responding the parting	**5'**

H. Assement

Process assement:

The process assement will be done by using observation checklist below.

No.	Name	Indicators					Total	Active	Passive
		1	2	3	4	5			

Enclosure

APPENDIX A

I. Pre-Instructional Activities

a. Giving leading question

1. What should we pass through Gilimanuk to Ketapang Harbor ?
2. Are you familiar with this picture?

3. Do you know the history behind Bali Strait?

2. Main Activities

1. The definition of Narrative Text

Narrative text is a text which contains a story either written or unwritten, and there is a series of connected events.

2. Social function of Narrative Text

The social function is to entertain or amuse the reader or listener.

3. The Language Features of Narrative Text
   1. Using simple past tense
   2. Using adverbial of time
   3. Using temporal conjunction
   4. Using specific character, not the general one.
   5. Using action verb, that is a verb that shows an action.
   6. Using direct speech. It is to make the story lively.
4. The Generic Structure of Narrative Text
   1. Orientation: It is about the opening paragraph where the characters of the story are introduced
   2. Complication: Where the problems in the story developed.
   3. Resolution: Where the problems in the story is solved.

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5. The example of narrative text

The Legend of Bali Strait

Orientation

A long time ago, lived a very rich family in Bali. The father was Sidi Mantra. He was very famous for his supernatural power. He lived happily with his wife and his only child Manik Angkeran.

Complication

Manik Angkeran was a spoiled son. He also had a bad habit. He liked to gamble. Because of his bad habit, his parents soon became poor. They always advised Manik Angkeran to stop his bad habit, but he never listened to them. Instead, he kept on begging to his parents to give him a lot of money.

The parents then did not have the heart to see him begging. Sidi Mantra then went to Agung Mountain. There lived a mighty dragon with his great supernatural power. He could provide jewelries to those who could say the right prayers and ring the bell. Sidi Mantra had the bell and he also knew the prayers. "My name is Sidi Mantra. I have a problem. My son likes to gamble. He made me poor. And now he asks a lot of money. I want to give him some, but now I want him to promise to stop his bad behavior," explained Sidi Mantra after he met the dragon. Sidi Mantra then said the prayers and rang the bell.

Suddenly, jewelries came out from the dragon's body. He was very happy and immediately brought the jewelries home. This time Sidi Mantra wanted Manik Angkeran really to stop gambling. The son then promised. But soon he broke the promise and he did not have some money again. He heard that his father got the jewelries from the dragon living in Agung Mountain. So he stole his father's bell then went there.

After he had arrived in Agung Mountain, Manik Angkeran rang the bell. The dragon knew him. "I will give you anything you want but you have to promise to stop gambling. Remember the karma!" said the dragon, then the dragon gave him the jewelries. Manik Angkeran was very happy. Suddenly he had a bad idea. He wanted to kill the dragon and stole all his jewelries. The dragon knew his plan and with his great power he killed Manik Angkeran.

Resolution

Sidi Mantra was very sad. He asked the dragon to bring his son back to life. The dragon agreed but they had to live in different places. After few moments, Manik Angkeran lived again. Then Sidi Mantra used a stick to make a big line between them on the ground. From the line, water flowed. Soon it became a river. Finally it became a strait. It separated Java and Bali. People then named the strait as Bali Strait.

(Adopted from http://folklore-lover.blogspot.co.id/2001/08/legend-story-of-manik-angkeran-folklore.html

APPENDIX B

Students' Worksheet

Please read this text below very carefully!

Princess Tandampalik

King of Luwu had a very beautiful daughter. Her name was Princess Tandampalik. She was very beautiful. Any man who saw her would fall in love with her. Everybody knew about her beauty, including King of Bone. Bone was a kingdom that was far away from Luwu Kingdom. Then, King of Bone paid a visit to Luwu to propose Princess Tandampalik to be her daughter in-law. His son, Prince of Bone, was still single. King of Luwu did not want to accept the proposal.

According to the culture, he could not have a son-in-law who lived very far from him. Otherwise, he would suffer from terrible diseases. But, he knew if he refused it, kingdom of Bone would attack Luwu. Many of his people would suffer. After that, King of Bone came to Luwu and talked about the marriage proposal. King of Luwu said he needed time to decide. King of Bone understood and went home. Suddenly, a bad thing happened. Princess Tandampalik was ill. She got skin rash. The kingdom healer said the disease could infect others. The king then decided to put the princess in a safe place. It was on a remote island named Wajo Island.

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The princess was not alone. Some soldiers accompanied her. The princess was sad. But she knew if she stayed in the kingdom, many people would be infected. So, she was not angry with her father for making her stay in a remote island. Several days after Princess Tandampalik lived in Wajo Island, a cow came to her. The cow was different from other cows. The skin was albino.

The cow licked Princess Tandampalik's skin. Amazingly, the disease was cured. Her skin was smooth again. Her beauty was back! In the meantime, Prince of Bone was sailing in the sea. He landed on Wajo Island. He was so surprised to see a very beautiful girl lived in such a remote island. "Wow, maybe she is an angel," he thought. "Who are you, beautiful girl? Do you live here?" asked Prince of Bone.

Princess Tandampalik then explained everything. Prince of Bone had heard about her before. He was so happy that he finally met her. He immediately brought Princess Tandampalik and the soldiers back to Luwu Kingdom. The King of Luwu was so happy that his daughter was cured. Not long after that, the King held a wedding party for her daughter and Prince of Bone.

Expert sheet

5. Find unfamiliar words on the paragraph above and find the meaning of those word from your dictionary!
6. Find the main idea of the paragraph!

Quiz 1

Paragraph 1

1. Who was princess tandampalik?
2. What was the purpose of king of bone to visit Luwu kingdom?
3. What was the King of Luwu's response to the proposal from the king of bone?

Paragraph 2

1. Why was King of Bone coming to Luwu?
2. What diseases attack Princess Tandampalik?
3. Which remote island that the king decided to put the princess in?

Paragraph 3

1. What happened if the princess stayed in the kingdom?
2. When was a cow came to princess tandampalik?
3. Why the cow was different from other cows?

Paragraph 4

1. What did the cow to to make the disease cured?
2. Where the prince of bone was landed?
3. Who was met prince of bone in remote island?

Paragraph 5

1. Who brought Princess Tandampalik and the soldiers back to Luwu Kingdom?
2. Why was the king of luwu so happy?
3. Who was held a wedding party for her daughter and Prince of Bone?

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Home sheet

Quiz 2

Answer these questions correctly based on the text given by giving a cross (x) the letter a, b, c, or d. !

1. What does the text tell us about?
   a. It tells us about Luwu Kingdom
   b. It tells us about how bad Princess Tandampalik is
   c. It tells us about the story of Princess Tandampalik
   d. It is about the aim of narrative text
   e. It is about Bone kingdom

2. Who was came to the Luwu Kingdom to propose Princess Tandampalik?
   a. The king of Wajo Island
   b. The queen of Bone
   c. The prince of Luwu
   d. The king of Bone
   e. The princess of Bone

3. What was a bad thing that happen to the Princess Tandampalik?
   b. She got headache
   c. She fell into the valley
   d. She got skin rash
   e. She feels sick
   f. she looked weird

4. Where was Princess Tandampalik lives after leaving the kingdom??
   f. Wajo Island
   g. Luwu Kingdom
   h. Bone Island
   i. Bone Kingdom
   j. Wajo Kingdom

5. Who has albino skin?
   a. The souldiers
   b. The cow
   c. Princess Tandampalik
   d. Prince of Bone kingdom
   e. The people from Wajo island

6. **"Some soldiers accompanied <u>her</u>"** (the second sentence of the third paragraph). What does the underlined word refer to?
   a. The King
   b. The cow
   c. Princess Tandampalik
   d. King's father
   e. Prince of Bone

7. **"<u>He</u> was so happy that he finally met her."** (the second sentence of the fifth paragraph). What does the underlined word refer to?
   a. The soldiers
   b. Prince of Bone
   c. Prince of Luwu
   d. The cow
   e. Princess of Luwu

8. What does the fourth paragraph tell us about?
   a. It tells us about princess Tandampaliks' beauty was back.
   b. Prince of Bone met the cow
   c. It is about the prince of Bone who was a bad boy
   d. It tells us about the king who came to the Wajo Island
   e. Princess Tandampalik back to her kingdom

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9. What does the last paragraph tell us about?
   a. It is about the prince of Bone met princess Tandampalik
   b. It tells us about the King who returned to the palace
   c. It is about the guards who caught the Cow
   d. The King was happy
   e. kingdom of Bone would attack Luwu

10. Does the story have happy ending?
   a. No, it does not
   b. Yes, it does
   c. No, it has not
   d. Yes, it has
   e. No, it did not

Answer Key

Quiz 1

Paragraph 1
1. The daughter of king of luwu
2. To propose princess tandampalik to be her daughter in-law
3. King of luwu did not want to accept the proposal

Paragraph 2
1. To talk about the marriage proposal
2. Skin rash
3. Wajo island

Paragraph 3
- Many people would be infected.
- Several days after Princess Tandampalik lived in Wajo Island
- The skin was albino

Paragraph 4
- The cow licked Princess Tandampalik's skin
- Wajo Island
- A very beautiful girl

Paragraph 5
1. Prince of bone
2. Because her daughter was cured
3. King of Luwu

Quiz 2

No	Answer
1.	C
2.	D
3.	C
4.	A
5.	B
6.	C
7.	B
8.	A
9.	A
10.	B

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TEST ITEM DISTRIBUTION OF READING COMPREHENSION QUESTIONS

Kinds of Comprehension	Number of Items
Word Comprehension	8,4
Sentence Comprehension	2,3,7,9
Paragraph Comprehension	6,5
Text Comprehension	1,10

APPENDIX C

EVALUATION SHEET

1. The process of evaluation will be conducted during the teaching and learning process. The observation checklist of the students' participation will be measured:

No.	Name	Indicators					Total	Active	Passive
		1	2	3	4	5			

4. The score of reading comprehension exercise will be formulated as follows.

$$Score = \frac{Correct\ Answer}{Whole\ Questions} x\ 100$$

Jember, 21 August 2018

Collaborator

Rizki Mariatus Sholehah, S.Pd.
NIP. -

Researcher

Alfi Fatimatus Safitri
NIM. 140210401013

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APPENDIX 14

The Sample Result of Students' Worksheet in Cycle 2 Meeting 1

Jigsaw worksheet

Name: Ahmad Syaidullah Nawawi
Muhammad Idham Kholid
Nurul Wijayanti
Dewi Fortuna Tri M.
Nur Laela Nasiroh - Aulia Rachma Julian N.

Date: ~~July 21st 2018~~
August 21st 2018

Expert Sheet

1. Find unfamiliar words on the paragraph above and find the meaning of those word from your dictionary!
2. Find the main idea of the paragraph!

1. • Saw : Melihat
   • Paid a visit : Mengunjungi
   proposed : Melamar
   accept : Menerima
2. King of Bone want to propose princess tandampalik the princess of Luwu to be her daughter in law.

Paragraph 1

1. Who was princess tandampalik?
2. What was the purpose of king of bone to visit Luwu kingdom?
3. What was the King of Luwu's response to the proposal from the king of bone?

1. The princess of Luwu kingdom
2. To propose princess tandampalik to be her daughter in law
3. King of Luwu did not want to accept the proposal

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APPENDIX 15

LESSON PLAN
(CYCLE 2 MEETING 2)

School : MAN 2 Jember
Subject : English
Grade/Semester : XI/Odd
Text type : Narrative text
Theme : Folklore
Language skill : Reading
Time allocation : 2 x 45 minutes

A. Core Competence

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

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

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

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B. Basic Competence and Indicators

No.	Basic Competence		Indicators	
1.	1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris.	1.1.1	Following the teaching and learning activities seriously.
2.	2.1	Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman	2.1.1	Showing polite behavior in carrying out communication with teachers and friends
			2.1.2	Demonstrating a caring attitude in communicating to teachers and friends.
	2.2	Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.2.1	Showing honest behavior and discipline in carrying out communication with teachers and friends
			2.2.2	Showing the attitude of confidence and responsibility for implementing communication with teachers and friends
	2.3	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	2.3.1	Showing the behavior of responsibility, caring, cooperation, and peace-loving, in implementing functional communication with teachers and friends
3.	3.5	Menganalisis dan memahami cara menyajikan narrative text yang terkait dengan sejarah, seni budaya, dan pariwisata Indonesia untuk diperkenalkan di dunia	3.5.1	Identifying the generic structure of *narrative text.*
			3.5.2	Finding the language features of *narrative text*
			3.5.3	Looking for the social function of *narrative text*
			3.5.4	Finding the specific information of *narrative text*
4.	4.5	Menangkap makna dan menghasilkan narrative text yang koheren dalam menyajikan informasi yang terkait dengan sejarah, seni budaya, dan pariwisata Indonesia untuk diperkenalkan di dunia internasional	4.5.1	Finding the meaning of difficult words of *narrative text* correctly
			4.5.2	Finding the general information of *narrative text* correctly
			4.5.3	Finding the specific information of *narrative text* correctly

C. Learning Objectives

1.1.1.1 Being grateful for the opportunity of learning English by following all the teaching and learning process well.
2.1.1.1 Showing polite behavior in carrying out communication with teachers and friends
2.1.2.1 Demonstrating a caring attitude in communicating to teachers and friends
2.2.1.1 Showing honest behavior and discipline in carrying out communication with teachers and friends
2.2.2.1 Showing the attitude of confidence and responsibility for implementing communication with teachers and friends
2.3.1.1 Showing the behavior of responsibility, caring, cooperation, and peace-loving, in implementing functional communication with teachers and friends
3.5 Identifying the general structure, language features, and social function of narrative text.
4.5 Finding the meaning of difficult words, the general and specific information about narrative text.

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D. Learning Materials
Enclosed

E. Teaching Strategy/ Teaching Method

1. Approach : Cooperative Learning
2. Method : Question-Answer
3. Technique : Jigsaw IV

F. Media, Instrument, and Learning Resources

4. Media : Power point presentation, LCD viewer, whiteboard, boardmarker, students' work sheet.
5. Learning Sources : , http://britishcourse.com/the-legend-of-banyuwangi-legend-narrative-text.php , http://andriantanjungenglish.blogspot.co.id/2012/05/soal-soal-narrative-pilihan-ganda.html

G. Teaching and Learning Activities

No	Teacher's Activities	Students' Activities	Time
1.	**Set Induction Activities** 1. Greeting the students in English. 2. Make sure that the students give respond. If they don't, teacher can use Indonesian. 3. Pray together. 4. Checking the attendance list. 5. Giving leading question deals with the topic 6. Showing the picture relates on the topic 7. Stating the learning objectives	1. Responding the teacher 2. Responding the teacher 3. Pray together 4. Responding the Teacher 5. Answering the question 6. Paying attention to the teacher. 7. Paying attention to the teacher.	**10'**
2.	**Main Activities** **Observing** 11. Giving the example of a narrative text and asking the students to observe it **Questioning** 1. Giving questions to the students about the generic structure, the language features, and the social function of the narrative text given as the example 2. Discussing about the materials of a narrative text with the student **Exploring** 1. Forming home group that consist of six students. 2. Distributing as single paragraph to each paragraph in the home group. 3. Asking the students to form expert group that consist of students who get the same paragraph. 4. Asking the students to comprehend the paragraph. 5. Distributing expert sheet to the expert group. 6. Asking the students to answer the expert sheet given. 7. Distributing quiz 1 to the expert group. 8. Asking the expert group to do the quiz 1 9. Asking the students to return to their home group. **Associating** 1. Asking the students to share their information about the paragraph they learned in the expert group. 2. Asking the students to do quiz 2 with their home group. **Communicating** 1. Asking the students to share their work to another group	1. Receiving the example of a narrative text and asking the students to observing it 1. Answering the teacher's question making notes 2. Discussing the materials of a narrative text and making notes 1. Forming home group 2. Receiving the paragraph 3. Forming expert group 4. Comprehending the paragraph 5. Receiving expert sheet 6. Answering the expert sheet 7. Receiving quiz 1 8. Doing quiz 1 9. Return to the home group 1. Sharing the information to the member of home group 2. Doing quiz 2 with the home group 1. Sharing to another group	**75'**

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3.	**Closure Activities** 1. Asking the students to make a conclusion about the materials. 2. Parting	1. Make a conclusion 2. Responding the parting	**5'**

H. Assement

Process assement:

The process assement will be done by using observation checklist below.

No.	Name	Indicators					Total	Active	Passive
		1	2	3	4	5			

Enclosure

APPENDIX A

1. Pre-Instructional Activities
   5. Giving leading question
   6. What is the famous lake that located in Semarang?
   7. What is the picture about?

2. Main Activities
   a. The definition of Narrative Text

      Narrative text is a text which contains a story either written or unwritten, and there is a series of connected events.

   b. Social function of Narrative Text

      The social function is to entertain or amuse the reader or listener.

   c. The Language Features of Narrative Text
      1. Using simple past tense
      2. Using adverbial of time
      3. Using temporal conjunction
      4. Using specific character, not the general one.
      5. Using action verb, that is a verb that shows an action.
      6. Using direct speech. It is to make the story lively

   d. The Generic Structure of Narrative Text
      1. Orientation: It is about the opening paragraph where the characters of the story are introduced
      2. Complication: Where the problems in the story developed.
      3. Resolution: Where the problems in the story is solved.

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e. The example of narrative text

The Legend of Rawa Pening

Orientation

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "please remember, if there is a flood you must save yourself. Use this "lesung" as a boat". The "lesung" (little poor boy) was happy and thanked the old woman.

Complication

The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded. Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the "lesung" as a boat and picked up the old woman.

Resolution

The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.
(adopted from http://britishcourse.com/the-legend-of-rawa-pening-legend-narrative-text.php)

APPENDIX B

Students' Worksheet

Please read this text below very carefully!

The Legend of Nyi Roro Kidul

Padjajaran Kingdom lies in the West Java. This great kingdom was ruled by Prabu (King) Siliwangi. He had a queen, a very beautiful daughter named Dewi Kadita and harems. The beauty of Dewi Kadita and her mother made other harems jealous. All the harems gathered one night to build conspiracy against Dewi Kadita and her mother. The harems decided to use black magic to make their body filthy and curse them to be so ugly and disgusting.

Prabu Siliwangi turns out very angry and disappointed when he found that his queen and daughter turned out so ugly and disgusting. He was convinced by his harems that his queen and daughter were having the uncured disease and they will bring bad luck for the palace. Prabu Siliwangi was influenced by what the harems said and then he told them to seep out from the palace.

Dewi Kadita, and her mother wandered around in sorrows. Dewi Kadita cannot believe that her father listened to what the harems said. She was very upset with her father. She got more upset when her mother and she came by to every place; the people weren't friendly and welcomed them. This circumstance made Dewi Kadita's mother depressed. One day, the mother died and left Dewi Kadita in deep sorrows.

Dewi Kadita walked in her deep sorrows until she reaches the southern shore. She sat above a rock in a stove shape and fell asleep. When she was sleeping, she had a vision that she must jump to the ocean to help herself out of the curse. Once she woke up, without second thought, Dewi Kadita jumped into the ocean.

Immediately, Dewi kandita returned into a beautiful lady as she was. But then she realized that she was not human anymore, yet she turned -into a supernatural form of life. Since then, she ruled all the creatures in the southern coasts of Java Island and she was known as Nyi Roro Kidul.

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https://indonesiantale.blogspot.com/2014/12/famous-folklore-from-indonesia-The-Legend-of-Nyi-Roro-Kidul.html

Expert sheet

7. Find unfamiliar words on the paragraph above and find the meaning of those word from your dictionary!
8. Find the main idea of the paragraph!

Quiz 1

Paragraph 1

4. Who was Prabu Siliwangi?
5. Why all the harems build conspiracy to against Dewi kandite and her mother?
6. Why Dewi Kanditas' body become ugly and disgusting?

Paragraph 2

1. Why was the king very angry and disappointed with his queen and daughter?
2. Who was convinced Prabu Siliwangi that his queen and daughter will bring bad luck for the palace?
3. Who was told by king to seep out from the palace?

Paragraph 3

1. Why Dewi kandita very upset with her father?
2. What makes dewi kandita's mother depressed?
3. Who was left dewi kandite in deep sorrow?

Paragraph 4

1. What happen with Dewi kandite when she sat above a rock in a stove shape?
2. What happen with Dewi kandite when she was sleeping?
3. Which ocean that Dewi kandita jump in?

Paragraph 5

1. Who was realized that she was not human anymore?
2. Which area is led by Nyi roro kidul?
3. Who was known as Nyi roro kidul?

Home sheet

Quiz 2

Answer these questions correctly based on the text given by giving a cross (x) the letter a, b, c, or d. !

11. What is the text about?
    f. It is about the King of Padjajaran
    g. It is about the life story of Nyi Roro Kidul
    h. It tells us about how incredible the Queen is
    i. It is about Prabu Siliwangi
    j. It is about Padjajaran Kingdom

12. What happen with Dewi Kadita and her mother after the harems decided to use black magic to them?
    a. They lived in the jungle
    b. Their body filthy, ugly and disgusting.

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c. Prabu Siliwangi was jealous to the harems
d. They fell asleep
e. They lived in a small village

13. Why was Dewi Kadita's mother depressed?
g. Her daughter was sick
h. Because she did not have any money
i. She did not have any friend and family
j. Because the people weren't friendly and welcomed everywhere.
k. She loved the king so much.

14. **"He was convinced by his harems that his queen and daughter were having the uncured disease and <u>they</u> will bring bad luck for the palace."** (The second sentence of the third paragraph). What does the underlined word refer to?
k. The king
l. Dewi Kadita and the harems
m. Prabu Siliwangi
n. The medicine
o. Dewi Kadita and her mother

15. Where was Dewi Kandita fell asleep?
f. Padjajaran Kingdom
g. House of queen
h. In the river
i. above a rock in a stove shape
j. In the kingdom

16. What is the main idea of the second paragraph?
a. King Prabu Siliwangi lost his father
b. Dewi Kandita and her mother was banished from the palace
c. Dewi Gita found a black magic
d. The harems help Dewi Kandita
e. The Harems sent black magic to them

17. **"<u>She</u> was very upset with her father"** (*Second sentence of the third paragraph*) What does the underlined word refer to?
a. The king
b. Dewi Siliwangi
c. Prabu Siliwangi
d. The harems
e. Dewi Kadita

18. What did happen with Dewi Kadita jumped into the ocean.?
a. She became sick
b. She returned into a beautiful lady
c. The king was died
d. She was died
e. She met her mother

19. Did the King think that Dewi Kandita was a beautiful girl?
a. Yes, he did
b. Yes, he does
c. No, he did not
d. No, he does not
e. No, he does

20. After Dewi kandita turned -into a supernatural form of life, now she was known as?
a. The princess
b. The harems

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c. The mother of the jungle
d. Nyi roro kidul
e. Queen of Padjajaran kingdom

Answer Key

Quiz 1

Paragraph 1
1. The king of padjajaran kingdom
2. Because the beauty of Dewi kandite make them jealous
3. Because the harems use black magic

Paragraph 2
1. Because they turned out so ugly and disgusting
2. The harems
3. Dewi Kandita and his mother

Paragraph 3
1. Because her father listened to what the harems said
2. The people weren't friendly and welcomed them
3. Her mother

Paragraph 4
1. She fell asleep
2. She had a vision that she must jump to the ocean to help herself out of the curse
3. The southern shore.

Paragraph 5
1. Dewi kandita
2. The creatures in the southern coasts of Java Island
3. Dewi kandita

Quiz 2

No	Answer
8.	B
9.	B
10.	D
11.	E
12.	D
13.	B
14.	E
15.	B
16.	C
17.	D

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TEST ITEM DISTRIBUTION OF READING COMPREHENSION QUESTIONS

Kinds of Comprehension	Number of Items
Word Comprehension	8,4
Sentence Comprehension	2,3,7,9
Paragraph Comprehension	6,5
Text Comprehension	1,10

APPENDIX C

EVALUATION SHEET

1. The process of evaluation will be conducted during the teaching and learning process. The observation checklist of the students' participation will be measured:

No.	Name	Indicators					Total	Active	Passive
		1	2	3	4	5			

The indicators to be observed are:

4. The students discuss with their group in answering expert question.
5. The students do quiz 1 on the materials given in expert group.
6. The students share the information they got from expert group to their home group.
7. The students do quiz 2 on the materials given in the home group.
8. The students do the review process.

Note:
Active: When the students at least fulfill 3 indicators.
Passive: When the students fulfill less than 3 indicators.

5. The score of reading comprehension exercise will be formulated as follows.

$$Score = \frac{Correct\ Answer}{Whole\ Questions} x\ 100$$

Jember, 28 August 2018

Collaborator

Rizki Mariatus Sholehah, S.Pd.
NIP. -

Researcher

Alfi Fatimatus Safitri
NIM. 140210401013

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APPENDIX 16

The Sample Result of Students' Worksheet in Cycle 2 Meeting 2

Jigsaw worksheet

Name: Dewi Fortuna Tri M
Muhammad Idham K.
Nurul Wijayanti - Ahmad Syi'dullah N.
Aulia Rachma Julian N.
Nur Laela N.

Date: August, 28th 2018

Expert Sheet

1. Find unfamiliar words on the paragraph above and find the meaning of those word from your dictionary!
2. Find the main idea of the paragraph!

1. Ruled : dipimpin gathered : berkumpul filthy : Kotor
harems : Selir against : melawan Curse : Terkutuk
disgusting : menjijikkan
2. The harem of Prabu Siliwangi against Dewi kandita and her mother

Paragraph 1

1. Who was Prabu Siliwangi?
2. Why all the harems build conspiracy to against Dewi kandite and her mother?
3. Why Dewi Kanditas' body become ugly and disgusting?

1. The king of Padjajaran kingdom
2. Because the beauty of Dewi Kandita make them jealous
3. Because the harem use black magic

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APPENDIX 17

Table of Observation Checklist Cycle 2

Meeting 1										Meeting 2							
No	Initial Name	Indicators					Total	Passive	Active	Indicators					Total	Passive	Active
		1	2	3	4	5				1	2	3	4	5			
1.	KK	√	√	√	√	√	5		√	√	√		√	√	4		√
2.	MFA	√	√		√	√	4		√	√	√	√	√	√	5		√
3.	AH					√	1	√		√				√	2	√	
4.	ASN	√	√	√			3		√	√	√	√			3		√
5.	AIF	-	-	-	-	-	-			-	-	-	-	-	-		-
6.	BDP	√		√	√	√	4		√	√		√	√	√	4		√
7.	DADPD	√	√	√	√	√	5		√	√	√	√	√	√	5		√
8.	DM	√			√	√	3		√	√			√	√	3		√
9.	EB		√	√	√	√	4		√	√	√	√	√	√	5		√
10.	FWP	√	√		√	√	4		√		√		√	√	3		√
11.	MAF	√				√	2	√	√	√	√			√	3		√
12.	MIK	√	√		√	√	4		√	√	√		√	√	4		√
13.	MA		√		√	√	3		√		√		√	√	3		√
14.	NW	√	√	√		√	4		√	√	√	√	√	√	5		√
15.	RH	√	√	√	√	√	5		√	√	√	√	√	√	5		√
16.	AYHE		√	√	√	√	4		√		√	√	√	√	4		√
17.	ANS	√	√	√	√	√	5		√	√	√	√	√	√	5		√
18.	DFTM	√	√	√	√	√	5		√	√	√	√	√	√	5		√
19.	EAPS	√	√		√	√	4		√	√	√	√		√	4		√
20.	ELN	√	√	√	√	√	5		√	√	√	√	√	√	5		√
21.	MMM	√	√	√	√	√	5		√	√	√	√	√	√	5		√
22.	NLN	√	√	√	√	√	5		√	√	√	√	√	√	5		√
23.	QMHS	√	√	√	√	√	5		√	√	√	√	√	√	5		√
24.	APA	√	√	√	√		4		√		√	√	√	√	4		√
25.	AJN	√		√	√	√	4		√	√		√	√	√	4		√
26.	DFH		√	√	√	√	4		√		√	√	√	√	4		√
27.	FA		√	√	√	√	4		√	√	√	√	√	√	5		√
28.	GAI	√				√	2	√		√			√	√	3		√
29.	MIA		√	√	√	√	4		√		√	√	√	√	4		√
30.	MFHAM	√	√	√	√	√	5		√	√	√	√	√	√	5		√
31.	RDAS	√				√	2	√		√				√	2	√	
Total								4	26	Total						2	28
Percentage								13%	86,6%	Percentage						6,6%	93,3%

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APPENDIX 18

Name: Date:

TEST 2

Subject : English
Class/ Semester : XI / 2
Language Skill : Reading Comprehension
Text Type : Narrative Text
Time : 45 minutes

Please read this text below very carefully!

TEXT 1

Telaga Warna

The king of a famous kingdom in Cipanas, West Java, was very wise man. He had a beautiful daughter. The king and queen loved their daughter so much. Yet all their love was not enough for the princess. Even though they gave her everything, she was not happy. All the jewelries that they had were not enough for her. She was not satisfied with her gorgeous looking either.

The princess then had an idea. Early in the morning, she planned to put all the jewelries that they had in every single hair in her head. She wanted to be the most beautiful girl in the world. The princess went to see her mother and father to tell them about her plan. She was very sure they would not say no. The king was surprised to hear about his daughter's plan. He tried to convince her that her plan was not proper. "My Daughter, the beauty of a princess is not measured by her clothes or by the jewelry she is wearing, but by her attitude. It's not that we don't love you, but what will people think if you go through with your plan?" said the king.

The princess was shocked to hear that. So, she ran to her room to get her jewelry box. Then she returned to her parents. She screams: "You are so miserly. Here, I am returning every single jewelry you ever gave me." She threw her jewelry box to her father. The wise king was outraged seeing what his daughter did. "You are ungrateful daughter!"

Suddenly, the floor of the palace erupted, and the water was pouring out from the crack. In a matter of second, the palace was flooded, and drowned by the ungrateful princess and her jewelry. The palace was replaced by a lake. The lake always reflects multiple colors to its surrounding. Some say the colors come from the princess's jewelry. The lake is known as Telaga Warna that means colorful lake.

(Adopted from http://folklore-lover.blogspot.co.id/2001/01/telaga-warna-colorful-lake-color-west.html)

Answer questions number 1-10 correctly by giving a cross on a letter a, b, c, or d based on the text 1!

11. Why malin kundang had to live hard only with his mother?
    f. He lived in a small village
    g. His father died
    h. He was jobless
    i. He lived near the beach
    j. He didn't have boat
12. How did the malin kundang look like?
    f. Small, mart and diligent
    g. Handsome, strong and smart
    h. Healthy, diligent, and strong
    i. Healthy, smart and big
    j. Small, strong and smart
13. What did happen with Malin after the merchant ask him to sail with him and left his mother alone?
    f. He became wealthy and had a huge ship
    g. He became jobless and back to his village
    h. He became poor and generous
    i. He became wealthy and generous
    j. He became wealthy and back to his mother
14. **"The merchant was so happy and thanked to <u>him</u>"** The first sentence of the third paragraph). What does the underlined word refer to?

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f. The merchant
g. Panji semiring
h. Malin kundang
i. Malin dara
j. The pirate

15. What is the main idea of the second paragraph?
    f. Malin kundang met his mother
    g. Malin kundang met the merchant and became wealthy
    h. Malin kundang met her wife
    i. Malin kundang asked her mother to join him
    j. Malin kundang met her wife and happily ever after
16. Who was an old woman who ran to the beach to meet the new rich merchant?
    f. Malin kundangs' wife
    g. The mother of Malin kundang
    h. The mother of the merchant
    i. The villager
    j. The pirates
17. Where did the story took place?
    f. West Java
    g. East java
    h. West Sumatra
    i. West Kalimantan
    j. East Jakarta
18. **"She cursed Malin Kundang that he would turn into a stone if <u>he</u> didn't apologize." (**The first sentence of the last paragraph). What does the underlined word refer to?
    f. The merchant
    g. Panji semiring
    h. Malin kundang
    i. Malin dara
    j. The pirate

19. What is the main idea of the third paragraph?
    f. Malin kundang went back to his village
    g. Malin kundang met the old woman
    h. Malin kundang asked his wife to live in the small village
    i. Malin kundang asked his mother to join him
    j. Malin kundang met her wife and happily ever after

20. What did happen with Malin Kundang after he was ungodly?
    f. He turned into the stone
    g. He regretted his behavior
    h. He turned into small island
    i. He apologized to his mother
    j. He became a good man

Please read this text below very carefully!

TEXT 2

The Legend of Crying Stone

In a small village, a girl lived with her mother. The girl was very beautiful. She always put make-up and wore her best clothes. She did not like to help her mother work in a field. The girl was very lazy.

One morning day, the mother asked the girl to accompany her to go to the market to buy some food. At first the girl refused, but the mother persuaded her by saying they were going to buy new clothes. Finally, the girl agreed, but she asked her mother to walk behind her. She did not want to walk side by side with her mother.

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Although her mother was very sad, she agreed to walk behind her daughter. On the way to the market, everybody admired the girl's beauty. They were also curious because behind the beautiful girl, there was an old woman with a simple dress.

The girl and her mother looked very different. "Hello, pretty lady. Who is the woman behind you?" asked them. “She is my servant,” answered the girl. The mother was very sad, but she didn't say anything. The girl and the mother met other people, "Hello, beauty. Who is the woman behind you?" asked them. Again, the girl answered that her mother was her servant. She said that her mother was her servant every time they met people.

At last, the mother could not hold the pain anymore. She prayed to God to punish her daughter. God answered her prayer. Slowly, the girl's leg turned into stone. The process continued to the upper part of the girl's body. The girl was very panick. "Mother, please forgive me!" she cried and asked her mother to forgive her.

But it was too late. Her whole body finally became a big stone. Now, people still can see the tears falling down from the stone. People then call it the crying stone or in Indonesian is batu menangis.
(Adopted from http://folklore-lover.blogspot.co.id/2001/08/the-legend-of-crying-stone.html

Answer questions number 11-20 correctly by giving a cross on a letter a, b, c, or d based on the text 2!

21. Who do not belong to the character of the story?
    f. The witch
    g. Raden putra
    h. King Naka
    i. Dewi Limaran
    j. The old woman

22. Where didn’t belong to the place of the story?
    f. Palace
    g. Jungle
    h. In a river
    i. Home of the old woman
    j. The palace gardens

23. Why the witch put a spell on Dewi Limaran and changed her into a golden snail?
    f. The snail transforms into anything
    g. The snail is disgusting, and she threw it away into the river
    h. The snail is the witch, so he bought it home
    i. The snail is the old woman
    j. The snail loved Dewi Limaran

24. Who found the golden snail and bought it home?
    f. Dewi Limaran
    g. The Witch
    h. The old woman
    i. The Queen
    j. Raden Putra

25. **“<u>She</u> could transform herself into anything”** (The eighth sentence of the first paragraph). What does the underlined word refer to?
    f. Dewi Limaran
    g. The Witch
    h. The old woman
    i. The Queen
    j. Raden Putra

26. Why the old woman decided to stay up late?
    f. To know who cooked for her
    g. To know who the witch is
    h. To help the Raden Putra
    i. To help the witch
    j. To find the palace

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27. What was the thing that can broke the witchs' spell on Dewi Limaran?
    f. The melody of holy gamelan
    g. The witch
    h. The golden snail
    i. The kindness of Raden Putra
    j. The beautiful of Dewi Limaran

28. What is the main idea of the third paragraph?
    f. The old woman knew who the golden snail was
    g. The Prince Raden Putra found his wife
    h. The witch put spell on the old woman
    i. The old woman broke the spell
    j. The golden snail found the holy gamelan

29. **"<u>He</u> wanted to break the witch's spell"** (The third sentence of the last paragraph). What does the underlined word refer to?
    f. The king
    g. The golden snail
    h. The witch
    i. Prince Raden Putra
    j. The father of Dewi Limaran

30. Where did prince Raden Putra play the holy gamelan beautifully?
    f. In the palace
    g. In the river
    h. In the house of old woman
    i. In the jungle
    j. In the kingdom

ANSWER KEY

	E	11.	B
	E	12	E
	B	13	C
	D	14	E
	B	15	B
	E	16	A
	A	17	E
	D	18	A
	C	19	D
	C	20	A

TEST ITEM DISTRIBUTION OF READING COMPREHENSION QUESTIONS

Kinds of Comprehension	Number of Items
Word Comprehension	4,8,15,19
Sentence Comprehension	1,2,3,6,7,10,12,13,14,16,17,20
Paragraph Comprehension	5,9,18
Text Comprehension	11

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APPENDIX 19

The Result of The Students' Reading Test in Cycle 2

NO	THE STUDENTS' INITIALS	SCORE	ACHIEVED	NOT ACHIEVED
1	KK	85	✓	
2	MFA	90	✓	
3	AH	60		✓
4	ASN	65		✓
5	AIF	-	–	-
6	BDP	75	✓	
7	DADPD	90	✓	
8	DM	80	✓	
9	EB	90	✓	
10	FWP	85	✓	
11	MAF	75	✓	
12	MIK	60		✓
13	MA	85	✓	
14	NW	80	✓	
15	RH	85	✓	
16	AYHE	85	✓	
17	ANS	90	✓	
18	DFTM	95	✓	
19	EAPS	80	✓	
20	ELN	80	✓	
21	MMM	90	✓	
22	NLN	90	✓	
23	QMHS	90	✓	
24	APA	85	✓	
25	AJN	75	✓	
26	DFH	85	✓	
27	FA	85	✓	
28	GAI	60		✓
29	MIA	85	✓	
30	MFHAM	80	✓	
31	RDAS	55		✓
Total		2415	25 students	5 students
Mean Score		$\frac{2415}{30} = \mathbf{80,5}$		

APPENDIX 20

The Sample Result of The Students' Reading Test in Cycle 2

Name: Dewi Fortuna Tri M. Date: 4 september 2018

TEST 2

Subject	**: English**
Class/ Semester	**: XI / 2**
Language Skill	**: Reading Comprehension**
Text Type	**: Narrative Text**
Time	**: 45 minutes**

95

Please read this text below very carefully!

TEXT 1

TelagaWarna

The king of a famous kingdom in Cipanas, West Java, was very wise man. He had a beautiful daughter. The king and queen loved their daughter so much. Yet all their love was not enough for the princess. Even though they gave her everything, she was not happy. All the jewelries that they had were not enough for her. She was not satisfied with her gorgeous looking either.

The princess then had an idea. Early in the morning, she planned to put all the jewelries that they had in every single hair in her head. She wanted to be the most beautiful girl in the world. The princess went to see her mother and father to tell them about her plan. She was very sure they would not say no. The king was surprised to hear about his daughter's plan. He tried to convince her that her plan was not proper. "My Daughter, the beauty of a princess is not measured by her clothes or by the jewelry she is wearing, but by her attitude. It's not that we don't love you, but what will people think if you go through with your plan?" said the king.

The princess was shocked to hear that. So, she ran to her room to get her jewelry box. Then she returned to her parents. She screams: "You are so miserly. Here, I am returning every single jewelry you ever gave me." She threw her jewelry box to her father. The wise king was outraged seeing what his daughter did. "You are ungrateful daughter!"

Suddenly, the floor of the palace erupted, and the water was pouring out from the crack. In a matter of second, the palace was flooded, and drowned by the ungrateful princess and her jewelry. The palace was replaced by a lake. The lake always reflects multiple colors to its surrounding. Some say that the colors come from the princess's jewelry. The lake is known as TelagaWarna that means colorful lake.

(Adopted from http://folklore-lover.blogspot.co.id/2001/01/telaga-warna-colorful-lake-color-west.html)

Answer questions number 1-10 correctly by giving a cross on a letter a, b, c, or d based on the text 1!

1. How was the princess's behavior?
   - a. Greedy
   - b. Grumpy
   - c. Grateful
   - d. Fearless
   - e. Fabulous

2. When did the princess do their idea?
   - a. In the afternoon
   - b. In the middle night
   - c. Before morning
   - d. After she asked the king
   - e. In the morning

3. How did the king respond his daughter's idea?
   - a. He became wealthy and asked her to follow the God
   - b. He was surprise and tried to convince his daughter
   - c. He became poor and generous
   - d. He became wise and supported his daughter
   - e. He was shock and back to his room

4. **"She was very sure they would not say no."** The fifth sentence of the second paragraph). What does the underlined word refer to?
   - a. The soldier
   - b. The royal servant
   - c. The prince and the princess
   - d. The king and queen
   - e. The king's parents

5. What is the main idea of the second paragraph?
   - a. The princess was not happy with her jewelries
   - b. The princess had an idea to put all the jewelries in every single hair in her had.
   - c. The princess met the king
   - d. The princess asked her mother to join her
   - e. The princess had an idea to put all the clothes in her wardrobe

6. Who did try to convince the princess that her plan was not proper?
   - a. The kings' wife
   - b. The mother of king
   - c. The mother of the merchant
   - d. The villager
   - e. The King

7. Where did the story take place?
   - a. West Java
   - b. East java
   - c. West Sumatra
   - d. West Kalimantan
   - e. East Jakarta

8. **"So, she ran to her room to get her jewelry box."** (The second sentence of the last paragraph). What does the underlined word refer to?
   - a. The king
   - b. The queen
   - c. The servant
   - d. The princess
   - e. The kings' mother

9. What is the main idea of the third paragraph?
   - a. The kingwent back to his village
   - b. The king and the queen met destroyed the palace
   - c. The palace was changedinto a lake
   - d. The princess asked his mother to join him
   - e. The princess met her husband and happily ever after

10. Where was the multiple colors of the lake coming from?
    - a. The princess' stone

b. His behavior
c. The princess' jewelries
d. The kings' body
e. The water

Please read this text below very carefully!

TEXT 2

The Legend of Crying Stone

In a small village, a girl lived with her mother. The girl was very beautiful. She always put make-up and wore her best clothes. She did not like to help her mother work in a field. The girl was very lazy.

One morning day, the mother asked the girl to accompany her to go to the market to buy some food. At first the girl refused, but the mother persuaded her by saying they were going to buy new clothes. Finally, the girl agreed, but she asked her mother to walk behind her. She did not want to walk side by side with her mother.

Although her mother was very sad, she agreed to walk behind her daughter. On the way to the market, everybody admired the girl's beauty. They were also curious because behind the beautiful girl, there was an old woman with a simple dress.

The girl and her mother looked very different. "Hello, pretty lady. Who is the woman behind you?" asked them. "She is my servant," answered the girl. The mother was very sad, but she didn't say anything. The girl and the mother met other people, "Hello, beauty. Who is the woman behind you?" asked them. Again, the girl answered that her mother was her servant. She said that her mother was her servant every time they met people.

At last, the mother could not hold the pain anymore. She prayed to God to punish her daughter. God answered her prayer. Slowly, the girl's leg turned into stone. The process continued to the upper part of the girl's body. The girl was very panic. "Mother, please forgive me!" she cried and asked her mother to forgive her.

But it was too late. Her whole body finally became a big stone. Now, people still can see the tears falling from the stone. People then call it the crying stone or in Indonesian is BatuMenangis.
(Adopted from http://folklore-lovers.blogspot.com/2009/08/the-legend-of-crying-stone.html

Answer questions number 11-20 correctly by giving a cross on a letter a, b, c, or d based on the text 2!

11. Wheredidn'tbelong to the place of the story?
    a. Market
    b. Small town
    c. Indonesia
    d. Small village
    e. Field

12. How was the girl's behavior?
    a. Graceful
    b. Lazy
    c. Patience
    d. Diligent
    e. greedy

13. How did the mother persuade her daughter to accompany her at market?

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e. The mothers' girl

20. What did happen with the girl after his mother prayed to God to punish her?
    a. She became a big stone
    b. She became a river
    c. She became an old woman
    d. She was angry
    e. She prayed to God to break the spell

a. She transforms into a beautiful mother
b. She Gave her some delicious food
c. She said that they were going to buy new clothes
d. She would be a servant for the girl
e. She was crying

14. Who was the old woman that the girl mentioned as her servant?
    a. The witch
    b. The servants' mother
    c. The old woman
    d. The queen
    e. The girl's mother

15. **"Who is the woman behind you?" asked <u>them</u>"** (The third sentence of the fourth paragraph).
    What does the underlined word refer to?
    a. The girl
    b. The people at market
    c. The old woman
    d. The servant
    e. The leader of servant

16. Why was the old womanvery sad?
    a. Her daughter called her a servant
    b. Her husband was died
    c. Her money wasn't enough to buy new clothes
    d. She couldn't help the girl
    e. She couldn't find new clothes

17. Whatdid the girl do when her leg turned into stone?
    a. The girl asked her servant to help her
    b. The girl called the witch
    c. The girl shouted her mothers' name
    d. The girl only cried
    e. She asked her mother to forgive her while crying

18. What is the main idea of the third paragraph?
    a. The people at the market were curious about the old woman
    b. The girl found her jewelries
    c. The witch put spell on the girl
    d. The old woman broke the spell
    e. The girl was angry to her mother

19. **"<u>Her</u> whole body finally became a big stone"**(The second sentence of the last paragraph).
    What does the underlined word refer to?
    a. The old woman
    b. The people
    c. The witch
    d. The girl

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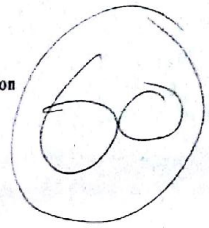
Name: Abdillah Haris

Date: 4 September 2018

TEST 2

Subject : English
Class/ Semester : XI / 2
Language Skill : Reading Comprehension
Text Type : Narrative Text
Time : 45 minutes



Please read this text below very carefully!

TEXT 1

Telaga Warna

The king of a famous kingdom in Cipanas, West Java, was very wise man. He had a beautiful daughter. The king and queen loved their daughter so much. Yet all their love was not enough for the princess. Even though they gave her everything, she was not happy. All the jewelries that they had were not enough for her. She was not satisfied with her gorgeous looking either.

The princess then had an idea. Early in the morning, she planned to put all the jewelries that they had in every single hair in her head. She wanted to be the most beautiful girl in the world. The princess went to see her mother and father to tell them about her plan. She was very sure they would not say no. The king was surprised to hear about his daughter's plan. He tried to convince her that her plan was not proper. "My Daughter, the beauty of a princess is not measured by her clothes or by the jewelry she is wearing, but by her attitude. It's not that we don't love you, but what will people think if you go through with your plan?" said the king.

The princess was shocked to hear that. So, she ran to her room to get her jewelry box. Then she returned to her parents. She screams: "You are so miserly. Here, I am returning every single jewelry you ever gave me." She threw her jewelry box to her father. The wise king was outraged seeing what his daughter did. "You are ungrateful daughter!"

Suddenly, the floor of the palace erupted, and the water was pouring out from the crack. In a matter of second, the palace was flooded, and drowned by the ungrateful princess and her jewelry. The palace was replaced by a lake. The lake always reflects multiple colors to its surrounding. Some say that the colors come from the princess's jewelry. The lake is known as Telaga Warna that means colorful lake.

(Adopted from http://folklore-lover.blogspot.co.id/2001/01/telaga-warna-colorful-lake-color-west.html)

Answer questions number 1-10 correctly by giving a cross on a letter a, b, c, or d based on the text 1!

1. How was the princess's behavior?
   a. Greedy
   b. Grumpy
   c. Grateful
   d. Fearless
   e. Fabulous

2. When did the princess do their idea?
   a. In the afternoon
   b. In the middle night
   c. Before morning
   d. After she asked the king

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b. His behavior
c. The princess' jewelries
d. The kings' body
e. The water

Please read this text below very carefully!

TEXT 2

The Legend of Crying Stone

In a small village, a girl lived with her mother. The girl was very beautiful. She always put make-up and wore her best clothes. She did not like to help her mother work in a field. The girl was very lazy.

One morning day, the mother asked the girl to accompany her to go to the market to buy some food. At first the girl refused, but the mother persuaded her by saying they were going to buy new clothes. Finally, the girl agreed, but she asked her mother to walk behind her. She did not want to walk side by side with her mother.

Although her mother was very sad, she agreed to walk behind her daughter. On the way to the market, everybody admired the girl's beauty. They were also curious because behind the beautiful girl, there was an old woman with a simple dress.

The girl and her mother looked very different. "Hello, pretty lady. Who is the woman behind you?" asked them. "She is my servant," answered the girl. The mother was very sad, but she didn't say anything. The girl and the mother met other people, "Hello, beauty. Who is the woman behind you?" asked them. Again, the girl answered that her mother was her servant. She said that her mother was her servant every time they met people.

At last, the mother could not hold the pain anymore. She prayed to God to punish her daughter. God answered her prayer. Slowly, the girl's leg turned into stone. The process continued to the upper part of the girl's body. The girl was very panic. "Mother, please forgive me!" she cried and asked her mother to forgive her.

But it was too late. Her whole body finally became a big stone. Now, people still can see the tears falling from the stone. People then call it the crying stone or in Indonesian is Batu Menangis. (Adopted from http://folklore-lover.blogspot.co.id/2001/08/the-legend-of-crying-stone.html

Answer questions number 11-20 correctly by giving a cross on a letter a, b, c, or d based on the text 2!

11. Where didn't belong to the place of the story?
    a. Market
    b. Small town
    c. Indonesia
    d. Small village
    e. Field

12. How was the girl's behavior?
    a. Graceful
    b. Lazy
    c. Patience
    d. Diligent
    e. greedy

13. How did the mother persuade her daughter to accompany her at market?
    a. In the morning

3. How did the king respond his daughter's idea?
    a. He became wealthy and asked her to follow the God
    b. He was surprise and tried to convince his daughter
    c. He became poor and generous
    d. He became wise and supported his daughter
    e. He was shock and back to his room

4. **"She was very sure <u>they</u> would not say no."** The fifth sentence of the second paragraph). What does the underlined word refer to?
    a. The soldier
    b. The royal servant
    c. The prince and the princess
    d. The king and queen
    e. The king's parents

5. What is the main idea of the second paragraph?
    a. The princess was not happy with her jewelries
    b. The princess had an idea to put all the jewelries in every single hair in her had.
    c. The princess met the king
    d. The princess asked her mother to join her
    e. The princess had an idea to put all the clothes in her wardrobe

6. Who did try to convince the princess that her plan was not proper?
    a. The kings' wife
    b. The mother of king
    c. The mother of the merchant
    d. The villager
    e. The King

7. Where did the story take place?
    a. West Java
    b. East java
    c. West Sumatra
    d. West Kalimantan
    e. East Jakarta

8. **"So, <u>she</u> ran to her room to get her jewelry box."** (The second sentence of the last paragraph). What does the underlined word refer to?
    a. The king
    b. The queen
    c. The servant
    d. The princess
    e. The kings' mother

9. What is the main idea of the third paragraph?
    a. The king went back to his village
    b. The king and the queen met destroyed the palace
    c. The palace was changed into a lake
    d. The princess asked his mother to join him
    e. The princess met her husband and happily ever after

10. Where was the multiple colors of the lake coming from?
    a. The princess' stone

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e. The mothers' girl

20. What did happen with the girl after his mother prayed to God to punish her?
    a. She became a big stone
    b. She became a river
    c. She became an old woman
    d. She was angry
    e. She prayed to God to break the spell

a. She transforms into a beautiful mother
b. She Gave her some delicious food
c. She said that they were going to buy new clothes
d. She would be a servant for the girl
e. She was crying

14. Who was the old woman that the girl mentioned as her servant?
    a. The witch
    b. The servants' mother
    c. The old woman
    d. The queen
    e. The girl's mother

15. **"Who is the woman behind you?" asked <u>them</u>"** (The third sentence of the fourth paragraph). What does the underlined word refer to?
    a. The girl
    b. The people at market
    c. The old woman
    d. The servant
    e. The leader of servant

16. Why was the old woman very sad?
    a. Her daughter called her a servant
    b. Her husband was died
    c. Her money wasn't enough to buy new clothes
    d. She couldn't help the girl
    e. She couldn't find new clothes

17. What did the girl do when her leg turned into stone?
    a. The girl asked her servant to help her
    b. The girl called the witch
    c. The girl shouted her mothers' name
    d. The girl only cried
    e. She asked her mother to forgive her while crying

18. What is the main idea of the third paragraph?
    a. The people at the market were curious about the old woman
    b. The girl found her jewelries
    c. The witch put spell on the girl
    d. The old woman broke the spell
    e. The girl was angry to her mother

19. **"<u>Her</u> whole body finally became a big stone"** (The second sentence of the last paragraph). What does the underlined word refer to?
    a. The old woman
    b. The people
    c. The witch
    d. The girl

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APPENDIX 21

A LETTER OF RESEARCH PERMISSION

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan 37 Kampus Bumi Tegalboto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

Nomor : 5372 / UN25.1.5 / LT / 2018
Lampiran : -
Perihal : Permohonan Izin Penelitian

30 JUL 2018

Yth. Kepala MAN 2
Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama	: Alfi Fatimatus Safitri
NIM	: 140210401013
Jurusan	: Pendidikan Bahasa dan Seni
Program Studi	: Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "Improving the Eleventh Grade Students' Reading Comprehension Achievement through Jigsaw IV Technique at MAN 2 Jember".

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenaan dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I,

Prof. Dr. Suratno, M.Si.
NIP. 196706251992031003

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APPENDIX 22

LETTER OF FINISHED RESEARCH

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATAEN JEMBER
MADRASAH ALIYAH NEGERI 2 JEMBER
Jl. Manggar No. 72 ☎(0331) 485255 Jember 68117

SURAT KETERANGAN
Nomor :B. 1187 /Ma.13.32.02/TL.00./12/2018

Kepala Madrasah Aliyah Negeri 2 Jember (MAN 2) menerangkan bahwa :

Nama	: ALFI FATIMATUS SAFITRI
N I M	: 140210401013
Tempat /Tgl.Lahir	: Banyuwangi, 17 Februari 1997
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan	: Pendidikan Bahasa dan Seni
Alamat	: Jl. Kalimantan 37 Kampus Bumi Tegalboto Jember

Yang bersangkutan telah selesai mengadakan Penelitian pada tanggal 31 Juli s/d 04 September 2018 dengan Judul : " Improving the eleventh grade students' Reading Comprehension achievement through Jigsaw IV technique at MAN 2 Jember " Tahun Ajaran 2018/2019.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 14 Desember 2018
Kepala