**THE EFFECT OF TWO STAY TWO STRAY STRATEGY ON STUDENTS'
READING COMPREHENSION ACHIEVEMENT OF THE ELEVENTH
GRADE STUDENTS AT SMA NEGERI 5 KOTA SUNGAI PENUH**

THESIS

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2019M / 1439H

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THESIS

Submitted to English Education Program at Faculty of Education and Teacher Training State Islamic Institute of Kerinci in Partial Fulfillment of the Requirement for an Undergraduate in English Teaching

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in

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Assalamu'alaikum, Wr. Wb.

After guiding, analyzing, briefing, and correcting, the writing of **Deki Likardo's** thesis (**The Student's Number is 08 802 13**) entitled: "**The Effect of Two Stay Two Stray Strategy on Students' Reading Comprehension Achievement of The Eleventh Grade Students at SMA Negeri 5 Kota Sungai Penuh**". We are of the opinion that him thesis has met qualification as one of partial fulfillment of the requirement for an Undergraduate in English Teaching at Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

Thus, we procesed this thesis to the faculty for an immediate administrative process for final examination.

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CERTIFICATE OF ORIGINALITY

The researcher hereby declare that the thesis entitled **"The Improvement of Two Stay Two Stray Strategy on Students' Reading Comprehension Achievement of The Eleventh Grade Students at SMA Negeri 5 Kota Sungai Penuh"** is my own work and that, the best my knowledge and belief, it contains no material previously published or written by another person, nor material which to subtantial extent has been accepted for the award of any other educational institution, except where due acknowledgement is made in the thesis. Any contribution made to the research by others, with whom the researcher have worked at IAIN Kerinci or elsewhere, is fully acknowledged.

The researcher also declare that the intelectual content of this thesis is the product of my own work, expect to the extent that assistance from other in the project's design and conception or in style, presentation and linguistic expression is acknowledged.

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APPROVAL AND ACCEPTANCE

This thesis has been defended before the board of examination (Munaqasah) on July, 10 2019 and was approved as one the requirements to obtain Undergraduate Degree (S1) English Education Program of Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

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DEDICATION AND MOTTO

Dedication

Everything will be felt if accompanied by effort, failure and trying to struggle again are things that deserve to be enjoyed. To make a work, the writer takes it by having to complete the credit load. The author is proud of what the author produces even though this work is far from perfection.

By offering praise and gratitude to Allah SWT, I present this work to:

- *Father, Mother and Sister who have given everything selflessly, sacrifice and love and always pray, give trust and never get tired to fulfill hopes and aspirations for your success Until whenever it will always be carved beautifully in the heart of the deepest heart, and become a foothold in taking the future.*

- *My beloved lover who always gives cheerfulness, encouragement, enthusiasm in facing everything, with all his love that never subsides.*

- *Teachers and lecturers as instructors who are happy to guide. May Allah SWT bestow His mercy and guidance. Amen.*

Motto

أَمَّنْ هُوَ قَٰنِتٌ ءَانَآءَ ٱلَّيْلِ سَاجِدًا وَقَآئِمًا يَحْذَرُ ٱلْأَخِرَةَ وَيَرْجُوا۟ رَحْمَةَ رَبِّهِۦ ۗ قُلْ هَلْ يَسْتَوِى ٱلَّذِينَ يَعْلَمُونَ وَٱلَّذِينَ لَا يَعْلَمُونَ ۗ إِنَّمَا يَتَذَكَّرُ أُو۟لُوا۟ ٱلْأَلْبَٰبِ ۝

Artinya:

> *.........." Are there those who know with those who do not know? Indeed, people who are wise can receive lessons. "(QS. Az-Zumar: 9)[1]*

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[1] Departemen Agama RI, *Al-qur'an dan terjemahnya,* (Bandung: CV. J-Art, 2005)

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بسم الله الرحمن الرحيم

الحمد لله رب العالمين . الصلاة والسلام على رسول الله محمد صلى الله عليه وسلم

وعلى أله وصحبه اجمعين، أمّا بعد

In the name of Allah, the beneficent, the merciful. All praises be to Allah the Lord of the world, and the sequel is for those who keep there duties unto him further will be no hostility expect against wrongdoers. Blessing and salutation be upon the most honorable prophet and messenger, His family, all His companions and those who follow them in His fait till the day of judgement.

In his good accession, the researcher would like to express his gratitude to Allah SWT, due to his favor and charity, so the researcher could finish the writing of this thesis. Besides, the researcher should never forget to thank to the following peoplen who deserve special recognition for their invaluable help in accomplishing this thesis entitled "The Improvement of Two Stay Two Stray Strategy on Students' Reading Comprehension Achievement of The Eleventh Grade Students at SMA Negeri 5 Kota Sungai Penuh" As one of the requirements to obtain the undergraduate degree in English Education Program of Faculty of Education and Teacher Training. There are thankful for:

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As human being, the researcher has limitation to make this thesis perfect. Therefore, any constructive critsm and suggestion are welcome as the better improvement for the researcher in making such writing at any other time. Hopefully, the thesis will be useful to the process of teaching English.

Sungai Penuh,   March 2019
The Researcher

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ABSTRACT

DEKY LIKARDO, 2019: "The Effect of Two Stay Two Stray Strategy on Students' Reading Comprehension Achievement of The Eleventh Grade Students at SMA Negeri 5 Kota Sungai Penuh"

Reading is one activity to get information from what they already read. Therefore, reading is very important for the students because by reading they can build critical thinking about something that happened around. Based on the preliminary research, the results showed many problems in reading comprehension, one of the problem was the students felt bored in reading text. To solve this problem, the researcher applied Two Stay Two Stray strategy. Two Stay Two Stray strategy is kind of strategy that gives chance to each student in group to share the result and information with others. The objective of this research was to know whether there was an effect of Two Stay Two Stray strategy towards Students' Reading Comprehension or not.

The method of the research was quasi experimental design with the treatment held in three meetings, 2x45 minutes in each meetings. The sample of the research was two classes, class XI IS1 as the experimental class and class XI IA as the control class. Both of them consisted of 32 students. In collecting the data, the researcher used pre-test and post-test. The researcher used the test instrument in the form of multiple choice. The test consisted of 40 items before validity test. After the validity test, the instrument test for pretest consisted of 20 items and posttest consisted of 20 items. To analyzed the data, the researcher used Independent Sample T-Test.

From the data analysis, it was found that the result of Independent Sample T-Test was 0.001. It means H_o is rejected and H_a is accepted. It can be concluded that there is a significant effect of using Two Stay Two Stray strategy towards students' reading comprehension achievement.

ABSTRAK

DEKY LIKARDO, 2019: "The Effect of Two Stay Two Stray Strategy on Students' Reading Comprehension Achievement of The Eleventh Grade Students at SMA Negeri 5 Kota Sungai Penuh"

Membaca adalah salah satu kegiatan untuk mendapatkan informasi dari apa yang sudah mereka baca. Oleh karena itu, membaca sangat penting bagi siswa karena dengan membaca mereka dapat membangun pemikiran kritis tentang sesuatu yang terjadi di sekitar. Berdasarkan penelitian pendahuluan, hasilnya menunjukkan banyak masalah dalam pemahaman membaca, salah satu masalah adalah siswa merasa bosan dalam membaca teks. Untuk mengatasi masalah ini, peneliti menerapkan strategi Two Stay Two Stray. Strategi Two Stay Two Stray adalah jenis strategi yang memberikan kesempatan kepada setiap siswa dalam kelompok untuk berbagi hasil dan informasi dengan yang lain. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh strategi Two Stay Two Stray terhadap Pemahaman Membaca Siswa atau tidak.

Metode penelitian adalah quasi eksperimental dengan perlakuan diadakan dalam tiga pertemuan, 2x45 menit di setiap pertemuan. Sampel penelitian adalah dua kelas, kelas XI IS1 sebagai kelas eksperimen dan kelas XI IA sebagai kelas kontrol. Keduanya terdiri dari 32 siswa. Dalam mengumpulkan data, peneliti menggunakan pretest dan post-test. Peneliti menggunakan instrumen tes dalam bentuk pilihan ganda. Tes terdiri dari 40 item sebelum tes validitas. Setelah tes validitas, tes instrumen untuk pretest terdiri dari 20 item dan posttest terdiri dari 20 item. Untuk menganalisis data, peneliti menggunakan Independent Sample T-Test.

Dari analisis data, ditemukan bahwa hasil Independent Sample T-Test adalah 0,001. Itu berarti Ho ditolak dan Ha diterima. Dapat disimpulkan bahwa ada pengaruh yang signifikan menggunakan strategi Two Stay Two Stray terhadap pemahaman membaca siswa.

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CHAPTER I
INTRODUCTION

I. Background of the Problems

In Indonesia, English is a foreign language. Learning a foreign language is an integrated process that the learners should study the four basic skills namely listening, speaking, reading and writing. Students use it to understand our world through mastering those skills in order to communicate our felling, it needs desires through speaking and writing, by having more knowledge about language skill students have much better chance of understanding and being understood, beside that they will get what they want and need from these around them.

English is one of important subjects taught to students besides the other primary subjects at school. It is the first language studied in many countries either as a second or foreign language. In general, it is taught from the elementary schools up to universities level. Moreover, it is also learned to informal course to pass the examination as necessary part for career progression while working for an organization or business with an international concept.

Specifically, based on the four skills above, the reading skill plays very important role in the educational field, students need to get more exercise and training in order to have a good reading skill. Reading is useful for language acquisition. Reading comprehension is very important for students because they need it for acquiring knowledge and learning new information. Reading

comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head. According to Nunan, reading comprehension refers to reading for meaning, understanding, and entertainment.[2]

From the statements above, it is allowed to conclude that reading comprehension is thinking skills which need a process through understanding and constructing meaning of the content that is being read. Reading is a lifelong activity, because it is also something crucial and in dispensable for the students because the success of their study depend on the greater part of their ability to read.

However, a study about comparing Indonesian reading ability based on local tests and on Progress in International Reading Literacy Study (PIRLS) test shows that reading comprehension for fourth grade students is low in both tests.[3] It reaches only 35.64% for local test and 33.27% for PIRLS test. The local test scores correlated signifi cantly with the PIRLS test ($r=0.673$).[4] Suhardjono, Kamdi & Basuki also mentions that some factors related to the problems of Indonesian reading ability based on PIRLS 2006 come from students and from teachers and schools.[5] There is a significant influence based on student factor which is mainly due to their habit of Indonesian language speaking habits, reading at home, and reading at school. The assessment

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[2] David Nunan, *Practical English Language Teaching,* (Singapore: McGraw Hill Companies, 2005), p. 79

[3] Suhardjono, W. Kamdi & I. A. Basuki, *Studi Penilaian Kemampuan Guru melalui Video.* (Jakarta: Pusat Penilaian Pendidikan, 2009), p. 11

[4] PIRLS, *International student achievementin reading chapter 1,* (TIMSS & PIRLS Study Centre, Boston College, 2011)

[5] Suhardjono, *Op.Cit,* p. 11

focuses on three principle areas of reading literacy aspects: reading purposes, the process of comprehension, and reading behaviours and attitudes. The test has been adopted by 36 countries during the first testing in 2001, then by 45 countries in 2006 and 2011. The test consists of a written reading comprehension and a background questionnaire provided by the PIRLS Reading Development Group (RDG) and National Research Coordinator (NRC) from the initial 35 countries.

Moreover, these factors are often linked to reading aspects such as reading experience, process, and comprehension. Nevertheless, describing how actually Indonesia students practice reading experience, process, and comprehension and maintaince supportive reading attitudes and behaviours are now still unclear. Thus, it is necessary to explore the trend and factors about reading literacy problems based on data collected from a PIRLS survey.

Reading is one that demands one's language skills able to read and understand the contents of the reading or writing text. Reading is a complex cognitive process of decoding in order to construct or derive meaning (Reading comprehension). It is a means language acquisition, of communication, and of sharing and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement.

Reading comprehension is a written text, meaning extracting the required information from it as efficient as possible and as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. Some problems faced in the world of education, especially in learning to read is the lack of reading skills among students, especially in learning to read English text. Some factors that cause the condition above are the students have low motivation and interest in reading text. Students with low motivation and interest tend to be passive, lazy and pessimistic in the class.

The presence of reading material can also be another factor in supporting the failure. Some texts sometimes appear too long and difficult which make the students become bored. The researcher often found that her students just came to the text without having purpose in their mind. They read the text just because the teacher asked them to read. The reading activities happened unconsciously for most of them. They did not read the text because they wanted to know the content of the text. These includes lack of materials, poor preparation of teachers, lack of interest, poor libraries or none at all, home background, and lack of adult readers as strategys.

The result of preliminary research, it shows many problems in reading comprehension, one of the problem is the students felt bored in reading especially in reading text. This happened in SMA N 5 Sungai Penuh where the teacher gives only the material especially about genre immediately just a full text without gives a way how to create or arrange the text well. He only used

reading aloud strategy without using collaboration among the students and varying the activity. It is difficult for the teacher to transfer the knowledge by using the strategy. So, students are unable to catch and remember the material sharply in text. As a result, the student's mastery in text is inadequate.

Table 1. The Students' Reading Comprehension Achievement Score at XI Grade Students of SMA Negeri 5 Sungai Penuh in the Academic Year of 2018

No.	Score	The Number of The Student	Persentage
1.	≥ 70	23	26,43 %
2.	< 70	64	76,56 %
		87	100 %

Based on the table above, there were 23 students out of 87 students that passed based on criteria of minimum mastery (KKM) and there were 64 students failed. In this case, the standard score of KKM in XI Grade Students of SMA N 5 Sungai Penuh was 70 and there were many students who got score under 70. Hence the most of the students were still difficult in comprehension reading text.

This condition motivates the researcher to choose the learning strategy. The learning strategy must be able to develop the student's ability to think logically, critically and creatively. According to Sanjaya learning strategy will depend on the approach used, while explaining how the strategy can be applied as a strategy of learning.[6] In an effort to run the learning strategy teachers can determine the strategy that are considered relevant to the strategy and the use of such strategy teachers have different tactics between teachers and others. To

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[6] Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta: Prenada Media Group, 2010), p. 23

solve the problems above, the teacher needs to use interesting strategy. There are many kinds of strategy that can be used in the teaching and learning process. One of the strategy that can be used in teaching reading and learning process is Two Stay Two Stray. Strategy of two stay two stray (*dua tinggal dua tamu*) is one of the cooperative learning strategy which provides an opportunity to share the results and other information to the group. This is done because a lot of teaching and learning that characterized the activities of the individual.

The purpose of this strategy is make the students active, both in discussions, ask questions, seek answers, explain and also listen to the material described by a friend. In this lesson the students are exposed to events by listening to what is being said while visiting his friend, who is not directly the students will be taken to listen to what is being said by members of the group who hosted them. In this process, there will be activities on students' listening material.

According to Lie learning strategy two stay two stray (Two Lives Two guests) is a strategy of learning in which students learn to solve problems together members of the group, then two students from the group exchange information to two other group members were staying. In the learning strategy two stay two stray (Two Lives Two Guest), the students are required to have the responsibility and active learning in every activity.[7]

In research by Destiyawarni, Endang Susilawati and Wardah, they aim of research is to find out the effectiveness of the use of two stay-two stray in

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[7] *Anita Lie, Cooperatif Learning*, (Jakarta: Gramedia Widiasarana, 2005), p. 9

teaching reading comprehensionon narrative text. This research was conducted to the eleventh grade students of SMA Negeri 7 Pontianak in academic year 2014/2015, The data were collected through pre-test and post-test by using multiple-choice test items and analyzed by using Effect Size (ES) formula. The finding shows that the effect of treatment was 1.19 (> 1.00), it is categorized as strong effect. It indicates that the use of two stay two stray is effective in teaching reading comprehension on narrative text.

Widoyoko states that the quality of learning is influenced by the five aspects such as performance of teachers in the classroom, the classroom learning facilities, classroom climate, students attitude, and student motivation. Aspects of performance of teachers means the ability of teachers to demonstrate competence in the skills or time to teach in the classroom. Based on the interview with the teacher, it is known that the teacher is certified, the teacher in the learning process to apply a lecture with a brief question and answer, and using media powerpoint, because with such a strategy can be conveyed all the material to the students.

Meanwhile, based on the observation, it appears that the acquisition of learning materials has been pretty good teacher, but in learning, teacher learning strategy has not been applied in accordance with the characteristics of basic competence (KD) and it does not use instructional media interest, so that learning looks monotonous because there is no variation in learning strategy in the classroom.

Based on the description of the author has the motivation to conduct the research, entitled "**The Effect of Two Stay Two Stray Strategy on Students' Reading Comprehension Achievement of the Eleventh Grade Students at SMA Negeri 5 Kota Sungai Penuh".**

J. Identification of the Problems

Based on the background of the problem above, the researcher identified the problem are as follows: 1) The students' reading comprehension was still low; 2) The teacher's way in teaching was ineffective; and 3) The students were not interested in learning reading especially in narrative text.

K. Limitation of the Problem

Based on identification of the problem above, the researcher focused on The Effect of Two Stay Two Stray Strategy on Students' Reading Comprehension Achievement of the Eleventh Grade Students at SMA Negeri 5 Kota Sungai Penuh. Then in this research, the researcher used narative text because it adapts to the teaching material that is in the XI class syllabus.

L. Research Questions

Based on the background of the problem above, the researcher made the formulation of the problem as follows: Is there any significant effect on Reading Comprehension Achievement by using Two Stay Two Stray Strategy at Eleventh Grade Students at SMA Negeri 5 Kota Sungai Penuh?

M. Purpose of the Research

The pupose of this research is to know significant effect on Reading Comprehension Achievement by using Two Stay Two Stray Strategy at Eleventh Grade Students at SMA Negeri 5 Kota Sungai Penuh.

N. Significance of the Research

The uses of this research are as follows:

1. Theoretically

   This research hopefully will provide information for English teacher that Two Stay Two Stray is an alternative strategy to teach reading text and as additional information for further research.

2. Practically

   The practical a significant that the researcher expects from this research are as follows:

   a. For the English teacher this research is expected that the result of this research can improve the way how the English teachers teach especially in teaching reading text by using Two Stay Two Stray strategy.

   b. It is also expected that Two Stay Two Stray can make the students easy to understand the material in reading text.

O. Definition of Key Terms

In this part, there is explanation from the title and research questions mentioned in the previous items. The definition of key terms is as follows:

1. Reading comprehension

   It is as a process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

2. Teaching

   Teaching is the roles of teacher give lesson, knowledge and skill to the students.

3. Strategy of teaching

   Strategy of teaching is the plan of language teaching which is consistent with the theories. Talking about strategy in teaching learning process, there are many strategy can be used in the process of teaching. Here the writer only focus on two stay two stray strategy to teach the English students.

4. SMA Negeri 5 Sungai Penuh

   SMA Negeri 5 Sungai Penuh was located Desa Paling Serumpun Kecamatan Hamparan Rawang. The head master of this school was Drs. Wizril. SMA Negeri 5 Sungai Penuh had been 188 at 2018/2019 of academic years. Where it consisted of 107 male and 81 female students. The table bellow gave complete information about students of SMA Negeri 5 Sungai Penuh in 2018/2019 of academic years.

Table 4. Students condition at academic year 2018/2019

No	Kelas	Jml. Kel. Belajar	Keadaan Siswa		
			L	P	Jumlah
1.	Kelas X	2	38	26	64
2.	Kelas XI	3	45	42	87

3.	Kelas XII	2	24	13	37
	Jumlah	7	107	81	188

(Reference of data: Documentation of SMA Negeri 5 Sungai Penuh, 2019)

P. Hypothesis

Based on the theoritical assumption above, the researcher formulates the hypothesis as follows:

H_a : There is a significant effect on Reading Comprehension Achievement by using Two Stay Two Stray Strategy at Eleventh Grade Students at SMA Negeri 5 Kota Sungai Penuh.

H_o : There is no significant effect on Reading Comprehension Achievement by using Two Stay Two Stray Strategy at Eleventh Grade Students at SMA Negeri 5 Kota Sungai Penuh.

The criteria are as follows:

H_a : r ≠ 0
H_o : r = 0

CHAPTER II

REVIEW OF RELATED LITERATURE

A. **Review of Related Theories**

1. **Reading**

   a. **Definition of Reading**

   Reading is essentially a complex that involves a lot of things, it is not just recite the writing, but also involves visual activity, thought, psycholinguistic and metacognitive. As a visual reading process, it is the process of translating written symbols (letters) into spoken words. As a process of thinking, reading word recognition activity covers, literal comprehension, interpretation, critical reading and creative understanding. Word recognition activity could be reading these words by using a dictionary.[8]

   Reading is the activity that looks at written words, symbols, text on a page and understands them. Reading is a means of language acquisition, communication and sharing information and ideas. Like all language, it is complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude and language community, which is culturally and socially situated. The reading process requires continuous practices, development and refinement.

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[8] Crawley, S.J. & Mountain, L., *Strategies for Guiding Content Reading*. (Boston: Allyn and Bacon, 1995)

Reading is a process which is carried and used by readers to get the message that would be submitted by the authors through the written language or words media. A process which has demanded that the word is a unity will be seen in a glance, and that the meaning of individual words will be known. If this is not fulfilled, then the message is written and implied will not be caught or understood, and the process of reading it is not implemented properly.

Reading is an activity response to written symbols by using the proper sense.[9] Read means to respond to any expression of the author so that they can understand the material well. Another source also revealed that reading is an act committed by the cooperation of several skills, ie, observing, understanding, and thinking.[10]

In short Finochiaro and Bonomo in HG Tarin said that reading is bringing meaning to and getting meaning from the printed or written material, picking as well as understand the meaning or the meaning contained in the written material. Reading and understanding the idea is catching, reader activity which accompanied the outpouring of the soul in a live draft. Reading process begins from the mechanical activity of the sensory activity for the normal eye, tentacle for the visually impaired. After the cleaning process, the reasoning and institutions that work, a process of understanding and appreciation.

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[9] St. Y. Slamet, *Dasar-dasar Pembelajaran Bahasa dan Sastra Indonesia di Sekolah Dasar,* (Surakarta: UNS Press, 2007), p. 77

[10] *Ibid,* p. 67

Besides reading activities is also concerned with the accuracy and speed as well as patterns of competence or language skills, limited intelligence and extensive life referents.

Three terms are often used to provide the basic components and the process of reading, the recording, decoding and meaning. Recording refers to the words and sentences, and then associate it with the sound-sound in accordance with the system of writing used. Decoding process (encoding) refers to the process of translating a series of graphics into words. While the process of meaning refers to the understanding of the word.

According to the Klient, et. al. the definition of reading covers (1) reading is a process, (2) reading is strategic and (3) an interactive read. Reading is a process intended information from texts and knowledge possessed by the reader has a major role in shaping meaning. Reading is also a strategic one. Effective readers use reading strategies appropriate to text and context in order to understand meaning when reading. These strategies vary according to the type of text and purpose of reading. Reading is interactive. The involvement of the reader with the text depends on the context. People who love to read a text useful, will meet some of the objectives to be achieved, the text is read someone must be easy to understand (*readable*) so that the interaction between reader and text.

From explanation of the above, the conclusion can be drawn that the act of reading is to understand the content, or ideas either express or implied in the reading material. Thus, understanding into products that can be measured in reading, not the physical behavior at the time of reading. The nature or essence of reading is comprehension.[11]

b. **Types of Reading**

According to Grellet there are four main ways of reading[12]:

1) **Intensive Reading**

Intensive reading is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail. It is used to grasp the details of a specific situation.

2) **Extensive Reading**

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well a business books. It is used to improve our general knowledge of business procedures.

c. **Kinds of Reading**

There are two kinds of reading. They are usually performed in two ways:

1) Reading Aloud

Speaking what is written demands more clear pronunciation rhythm and intonation rhythm. It is a system of sentence that may

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[11] *Ibid,* hal. 68

[12] Grellet, F., *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*, (Cambridge University Press, 1981), p. 4

be said with different intonation, different shades of meaning of different attitude.

In reading aloud, the students are confronted with written sentences which have not been spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronunciation of the students.

2) Silent Reading

The main purposes of silent reading are to absorb the information as much as possible and to understand the meaning of the sentence and ideas from the text. The students should be able to associate one with another to get better understanding and to draw the conclusion at the end. Silent reading can be successful when the readers are able to concentrate their mind to follow the direction of the written text.

2. Reading Comprehension

Willis stated that comprehension is defined as intentional thinking during which meaning is constructed through interactions between text and reader.[13] It means that comprehension is a process of understanding text done by the readers to prove the information.

Meanwhile, reading comprehension depend on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise metacognitive

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[13] Judy Willis, M. D, *Teaching the Brain to Read*, (Alexandria: ASCD, 2008), p.138

control over the content being read. It means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented.[14] It means that when we read, we think and we connect new information. Then, we conclude what we have gotten by our understanding. Hence, to be a success reader, a reader have to exercise those factors as good as possible.

Brown says that there are some aspects that commonly used in measuring students' reading comprehension, they are:

a. Main idea (topic)
b. Inference (implied detail)
c. Generics Structures
d. Detail (scanning for a specially stated detail)
e. Excluding fact not written (unstated details)
f. Supporting idea
g. Vocabulary in context.[15]

Based on the description above, reading comprehension is the reading activity between the reader and the text to comprehend the word, to the related the words with the target language and understand the purpose of the text. By knowing the main idea (topic), inference (implied detail), generics structures, detail (scanning for a specially stated detail),

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[14] Karen Tankersley, *The Threads of Reading; Strategies for Literacy Development* (ASCD: Alexandria, 2003), p. 90

[15] H. Douglas Brown, *Language Assessment: Principles and classroom Practices,* (San Fransisco:Longman, 2003), p. 206

excluding facts not written (unstated details), supporting ideas and vocabulary in context, what they never known, background knowledge of the reader is used to help comprehending text.

3. **Teaching Reading**

Reading is one of the English skills. Being able to read English is very important. Reading is a good way to develop and understand English. The acquisition of the reading skill in the second language learning in considered as a priority. This idea is supported by the fact that reading has become a part of out people daily activity, ranging from holiday brochures to academic books. Therefore, the ability to read English texts in any from will give a great number of advantages to our lives. According to Harmer, the principle behind the teaching reading:

a. Encourage students to read as often and as much as posible. The students have to read as much as posible so that it can improve the students reading comprehension.

b. Students need to be engaged with what they are reading. The teacher provides the interesting text so that the student enggaged with the text.

c. Students should be encouraged to respond to the content of a reading text, not just to the language. Students have to know the massage of the text and they can retell or express the story.

d. Prediction is major factor in reading. The students have to look at the cover and back cover to help them select what to read and than to help them get into the book.

e. Match the task to the topic. Students are asked to read based on the level then the students have to do the task which is apropriate with the text that they read.

f. Good teachers exploit reading texts to the full. The teacher make the reading text into interesting lesson sequence and using a range of activities to bring the text to life.[16]

In teaching and learning process, reading is one of basic skill that students must mastered. In the classroom, the reading lesson is used an opportunity to teach pronunciation, encourage fluent and expressive speaking. To all other skill (listening, speaking, reading and writing).

4. **Narrative Text**

There are many kinds of genre of the text, the genres of texts are descriptive, explanation, report, exposition, review, **narrative**, news item, recount and anecdote. Each of the text above has different meaning and function based each purpose of the text.

a. **Concept of Narrative text**

According to Weliya in her journal, narrative text is a text which contains about story (fiction/ nonfiction / tales/ folktales/ fables/ myths/ epic) and its plot consists climax of the story (complication) then followed by the resolution.[17] It can be concluded that narrative text which consists many kinds of story such as fiction, fables, myths,

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[16] Jeremy Harmer, *How To Teach English* (Cambridge: Longman,1987), p.101
[17] Soneta Welliya, *Bahan Ajar Narrative Text*, (Jakarta: SMA 78 Jakarta, 2015), p.1

tales, etc which is aimed to entertain and to inform the reader. The narrative text is good for the student because it can motivate and stimulate the student when do reading activity.

According to Anderson, narrative text is a piece of text which tells a story and in doing so, entertains or informs the reader or listener.[18] It means that narrative text is text that tell a story in the past to amuse the reader which consist of some character, plot, setting and action which have problematic like fable, legend, folktale, etc and to teach the students of story's lesson which divided into orientation, complication, sequence of event and coda (moral value).

From the statement above, the researcher concluded that narrative text is a text which tells a story about fiction, fables, myths, tales, etc. The object of this text is to entertain and to inform the reader about some story. This text has orientation, complication and sequence of event and coda, which the language feature of this text is simple past tense.

b. **Generic Structure of Narrative text**

A narrative text will consist of the following generic structure: 1) Orientation; Introducing the participants and informing the time and the place. 2) Complication; Describing the rising crises which the

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[18] Mark Anderson and Kathy Anderson, *Text Types in English 2*, (Chapel Street: Macmilan,2003), p. 8

participants have to do with. 3) Resolution; Showing the way of participant to solve the crises, better or worse.[19]

According to Siahaan, generic structure of narrative text are as follows: 1) An Orientation; Set the scene and introduces the participants. 2) Evaluation; A stepping back evaluate the plight. 3) Compilation; A crisis arises. 4) Resolution; The crisis is resolved, for better or for worse. 5) Re-orientation; An optional.[20]

From statement above narrative is a text containing five components, they are orientation, evaluation, complication, resolution and re-orientation which is used to entertains or to deal with an actual experience.

c. **Language features**

The language features usually found in a narrative are: 1) Focus on specific and usually individualized participants; 2) Use of material processes (and in this text, behavioral, and verbal processes); 3) Use relational processes and mental processes; 4) Use temporal conjuctions, and temporal circumstances; 5) Use of past tense.[21]

From the explanation above, narrative text has certain language features which is adapted from a story and to help the readers in understanding the story.

d. **Example of Narrative Text**

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[19] Soneta Welliya, *Loc.Cit.*
[20] Sanggam Siahaan, *Generic Text Structure,*(Yogyakarta: Graha Ilmu, 2008), p. 73
[21] *Ibid*, p.74

The Legend of Nyi Roro Kidul

(The Queen of South Ocean)

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It means the goddess of sun. Her Father was king Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

The king decided to marry Dewi Mutiara. He had a son from her. Dewi mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The King did not agree.

Dewi mutiara called a black wizard to curse Kadita. She wanted Kadita's beautiful body full of ulcer. Then, Kadita's body was full of ulcer. It smelled bad. The beautiful princess cried.

The king was very sad. No one could cure his daughter's illness. The king did not want her daughter's to be a rumor so he sent his daughter away.

The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She jumped into the water and swam.

Suddenly, there was a miracle. The ocean water cure her illness. She became more beautiful than before. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.

Generic structure

Orientation : Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It means the goddess of sun. Her Father was king Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

Complication : The king decided to marry Dewi Mutiara. He had a son from her. Dewi mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The King did not agree.

Resolution : Suddenly, there was a miracle. The ocean water cure her illness. She became more beautiful than

before. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.

e. **Concept of Students' Reading Comprehension in Narrative Text**

Willis stated that comprehension is defined as intentional thinking during which meaning is constructed through interactions between text and reader.[22] It means that comprehension is a process of understanding text done by the readers to prove the information.

According to Siahaan, narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.[23] It means that narrative text is kind of the text that tell the reader about story, as if the readers take part in the story that is purposed to amuse the readers.

Based on the explanation above the researcher concludes that students' reading comprehension in narrative text is the ability to comprehend the reading material that tells the readers about a story as if the readers take part in the story that is purposed to amuse the readers with good ability to deal with question related to main idea, inference (implied detail), generics structures, detail (scanning for a specifically stated detail), excluding facts not written (unstated details), supporting idea, vocabulary in context.

5. **Cooperative Learning Method**

a. **The Definition of Cooperative Learning**

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[22] Judy Willis, M. D, *Teaching the Brain to Read*, (Alexandria: ASCD, 2008), p.138

[23] Sanggam Siahaan, *Op. Cit,* p.73

Learning is a process of interaction with educators and learners learning resources in a learning environment. Lessons are given help educators to be a process of knowledge acquisition and knowledge, proficiency and mastery of nature, as well as the formation of attitudes and beliefs on learners. In other words, learning is a process to help learners to learn well.

Cooperative learning is derived from the placenta cooperative work on something together to help each other as a group with each other as a group or a team. According to Salvin, Study Group argued, In cooperative learning methods, student work together in four-member teams to master material initially presented by the teacher.[24] From the description above it can be argued that cooperative learning is a learning model in which the system studied and worked in small groups of 4-6 people, amounting to collaboratively so as to stimulate the students more enthusiastic in learning.

Anita Lie also mentions the term cooperative learning with collaborative learning, learning system that gives an opportunity to the students to work together with other students in the structured tasks. Further mention that, cooperative just learning to walk when it's formed a group or a team in which students work as directed to achieve the goals that have been determined by the number of group

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[24] Robert E. Slavin, *Research on Cooperative Learning and Achievement: What We Know, What We Need to Know*, (U.S. Department of Education: US, 1995)

members generally consist of 4-6 people.[25] Meanwhile, according to Alma Buchari, et. al. Cooperative means working together and learning means learning, so learning through joint activities. However, not all learning together is cooperative learning, in this case study together is done through certain techniques.

Cooperative learning is an instructional model using small groups, working together. The success of this model depends on the ability of activities of the group members, either individually or in groups. Cooperative learning is not the same as the study group, or work groups, but it has thrust structure and tasks that are cooperative, so that the interaction is an open and effective interdependence relationship. Cooperative learning is a very touching human nature as social beings, are always interacting, helping each other to be the better direction with "getting better together". In the process of learning here really preferred mutual aid among members of the group.

b. **Cooperative Learning Objectives**

There are three central concepts that characterize the cooperative learning as proposed by Slavin, namely[26]:

1) Group awards

Cooperative learning using group goals for the group awarded. Obtained if the group awards group achieved scores above the

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[25] *Lie Anita, Cooperatif learning*, (Jakarta: Alfabeta Grafindo, 2000), p. 20

[26] *Op. Cit.,*

specified criteria. The group's success is based on individual performance as a member of the group in creating interpersonal relationships to support each other, help each other and care for each other.

2) Individual accountability

The success of the group depends on the individual learning of all group members. Accountability is focused on activities of the group members help each other in learning. The existence of individual responsibility also makes each member is ready for the new test and other tasks independently without the help of a group friend.

3) Equal opportunity to achieve success

Cooperative learning using a scoring method that covers the value of the development based on increasing student achievement gained from the previous. By using this scoring method every student achievers either low, medium, or high alike the opportunity to succeed and do the best for the group.

By implementing cooperative learning model, it enables students to achieve success in learning, in addition, it can also train the students to have the skills, good thinking skills (keterampilan berpikir) and social skills (keterampilan sosial), such as the skills to express opinions, to receive advice and input from others, cooperation,

solidarity and reduce the incidence of deviant behavior in the classroom of life.

c. **Characteristics of Cooperative Learning**

There are five states that can distinguish the basic elements of cooperative learning with occupational groups, namely:

1) Positive Interdependence, the reciprocal relationship that is based on a common interest or feelings of the group members where one's success is the success of others as well or vice versa. To create such an atmosphere, teachers need to design the structure and group tasks that allow every student to learn some vital lessons, evaluate himself and a friend in the control group and the ability to understand the learning materials. Such conditions allow every student feels a positive dependence on the rest of the group in learning and completing tasks under his responsibility, which encourages each member of the group to work together.

2) Face to face interaction, the interaction that occurs between students directly without any intermediary. Not the protrusion strength of the individual, only the pattern of interaction and verbal changes among students is enhanced by the presence of mutual reciprocal relationships that are positive so as to affect the outcome of education and teaching.

3) Personal responsibility on the members of the group subject matter so that students are motivated to help his friend, because

the goal of cooperative learning is to make every member of the group into a stronger person. In this context explain when each group was given about the teacher, each student is responsible for resolving the matter. Then students should feel able to help a friend first group who has difficulty in working on the problems so that the students are motivated to do it.

4) Requires flexibility, creating interpersonal relationships, develop group skills, and maintain effective working relationships. Thus, within a group will be established harmony or intimacy between these students well and make students who previously have not been able to be able to as well as foster a sense of cohesion in a group so that the mission is expected to be realized

5) Skills work together in solving the problem (the group), the most important goal can be achieved in a cooperative learning is that students learn the skills to work together and this is related to critical skills and much needed in the community.

d. **The strengths and weaknesses of cooperative learning**

1) The strengths of cooperative learning

Isjoni identifies six primary benefits of cooperative learning for students acquiring English[27]:

b) Positive interdependence.

c) The recognition of individual differences in response.

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[27] Isjoni, *Cooperative Learning Efektivitas Pembelajaran Kelompok*, (Bandung: ALFABETA, 2011), p. 11

d) Students are involved in planning and classroom management.

e) A relax and fun classroom atmosphere.

f) Establishment of a warm and friendly relationship between students and teachers.

g) It has many opportunities to express the experience of pleasant emotions.

2) The weakness of cooperative learning

Beside strengths, cooperative learning has some weaknesses, they are:

a) To make the students understand this method needs much time. So, the improvement of high-achievers hampered because of low achievers.

b) Because, there is not understood from the students, sometime the goal of this method is unsuccessful.

c) The application of this method is repeatedly in order to the understanding of students maximally.

d) Although this method based on the result of group work, but the teacher also must give individual assessment.

e) The students are not only taught to group work, but also how to build the self-confident

Based on the explanation above it can be concluded that each method has its advantages and disadvantages. So a teacher must know how the matter will be given, so it could be distributed to the students well. The teacher had to work hard for it all.

6. Two Stay Two Stray Technique

a. Definition of Two Stay Two Stray Technique

One of the cooperative learning model is two stay two stray model (TSTS). Cooperative learning techniques two stay two stray (TSTS) was developed by Kagan. Lie states that this method is very effective because it can be used in all subjects and for all levels of learners age. This learning method is also commonly called to as the "Two Lives Two Guest".[28]

Cooperative learning method two stay two stray (TSTS) is one part of the cooperative learning method that puts students in small groups of up to 4-5 people. Then they are given the task to discuss the course material with their friends for the next group will also exchange members for a while in order to share mutual discussion and group work to be discussed again with the other group members. Thus, the structure of Two Lives Two guest will provide the opportunity for the group to share information results to other groups.

Many teaching and learning activities are colored with individual activities. Learners themselves and are not allowed to see the work of other learner. Where as in real life outside of school, such as in daily life and in the world of human labor will be interdependent and cooperating with each other. Basically cooperative learning two stay two stray (TSTS) is in accordance with the characteristics of the

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[28] Lie Anita, *Op. Cit.,* p. 61

implementation of cooperative learning methods have been widely described as above.

TSTS method involves learners to participate actively in cooperation between learners who have different characteristics (heterogeneous) in achieving the learning objectives have been designed earlier and here teachers serves as a facilitator and protector. Then this learning is intended to make the students really receive the knowledge of the learning experience together with his friends neither categorized nor still weak categorized in understanding the concept / subject matter.

In this method TSTS learners not only learn and accept what is presented by the teacher in the learning process, but can also learn from other learners, and also have the opportunity to teach other learners. TSTS learning process with this method is able to stimulate and inspire potential learners optimally in an atmosphere of learning in small groups consisting of 4 students. Therefore, when students work in groups will develop an open learning atmosphere in the dimensions of equality, because at that time there will be a collaborative learning process in a personal relationship of mutual need.

b. **The characteristics of the learning model two stay two stray**

1) Students work cooperatively in groups to complete the learning material,

2) Form groups of students who have high ability, medium and low,

3) When the members of group may come from different racial, cultural, ethnic, gender,

4) More oriented towards the group award than individual.

c. **The Steps of Two Stay Two Stray**

The workings of cooperative learning method two stay two stray (TSTS) is as follows[29]:

1) The students work in groups of four as usual

2) After conducting a discussion of the material in the groups finish, two students from each group will leave the group and visit each other in the group while the two boys would remain living in their own group to receive two visitors from other groups,

3) Then the two students who lived in these groups will each be responsible for distributing the work, information and knowledge to the 2 guests who come to the group

4) After exchanging opinions and information felt no more ideas to talk so guests will have excused himself and returned to the group and then also will share their findings back to the group, respectively, and

5) The next match and the group will discuss the results of their work.

d. **The Advantages and Disadvantages of Two Stay Two Stray Technique**

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[29] *Ibid,* p. 61-64

A learning model is selected definitely has advantages and disadvantages. The advantages of cooperative learning model two stay two stray technique, (1) it can be applied to all classes / levels, (2) a tendency to be more meaningful student learning, (3) it is more oriented activity, (4) it is expected that students will dare to express their opinions , (5) it increases the cohesiveness and confidence of students, (6) the ability to speak the students can be improved; (7) it helps increase students interest and achievement.

While the disadvantages of this method are: (1) take a long time, (2) students tend to not want to learn in a group, (3) for teachers, requires a lot of preparation (materials, money and effort), (4) teachers tend to difficulties in classroom management.[30]

7. **Reading Aloud Technique**

a. **Definition of Reading Aloud Technique**

According to Notion, reading aloud technique is a useful activity to practice accurate decoding and it is a useful activity in its own right people gain pleasure from listening to stories and talks and from reading stories to others. [31] It means that reading aloud is useful activity for the reader and the listener in the listening the text and can increase the comprehension in the reading.

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[30] *Sugiyanto*, *Model-model pembelajaran Inovatif*, (Surakarta: Panitia Sertifikasi, 2009), p.54

[31] I. S. P. Nation, *Teaching ESL/EFL Reading and Writing,* (New York: Routledge 270 Madison Ave, NY 10016, 2009), p. 68

According to Richards and Schmidt Reading aloud technique is saying a written text aloud.[32] It means that reading aloud technique is reading text with aloud and the other people around us can listen what we read. In teaching reading this is often done to establish graphemic-phonemic correspondences or to learn to distinguish sense groups in a text.

Based on those theories above, the researcher concluded that reading aloud technique is an activity and a tool for the teachers, students and the readers when they read. Where, when we read the text the other people around us can listen what we read. In the other hand, reading aloud enables learner to develop the skill of reading very well by speaking or expressing ideas, makes reading very enjoyable, improves listening skills, enriches vocabulary, improves reading comprehension, and no less important is the growing interest in reading to students.

b. **Procedure of Reading Aloud Technique**

Below is the procedure of reading aloud technique are as follows:

1) Choose a text is sufficiently interesting to read aloud. Limit yourself to a selection that is less than five hundred words.

2) Introduce the text to the participants, highlighting key points or issues to be raised.

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[32] Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics,* (England: Great Britain, Fourth Edition, 2010), p. 483

3) Section of the text by paragraphs or some other means. Invite volunteers to read aloud different sections.

4) As the reading progresses, stop when appropriate to emphasize certain points, raise or entertain questions, or give examples. Allow brief discussions if participants show an interest in certain portions. Then proceed with the reading.[33]

c. **Advantages and Disadvantages of Reading Aloud Technique**

There are some advantages of reading aloud technique: 1) It enables learner to develop the skill of reading very well by speaking or expressing ideas; 2) It enables learner to develop the skill of pronounce very well; 3) It makes reading very enjoyable while teacher uses reinforcement during reading; 4) Language learning is a kind of imitation. When teacher says anything or read any text, the learner also tries to imitate that. So teacher should have innovative ideas so that it can make this activity very affective.

There are some disadvantages of reading aloud technique: 1) Over crowed class is very big problem. The teacher cannot provide sufficient opportunities to all students; 2) At earlier stage reading aloud is very necessary. If enough training of reading aloud is not given at primary level, it will be difficult to read aloud at secondary

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[33] Melvin L. Silberman, *Active Learning 101 Cara Belajar Siswa Aktif,* (Bandung: Nuansa, 2011), p. 152

stage; 3) Only bright and intelligent students learn to read aloud very well because they get chance frequently while average/students hardly get the chanced of reading. So they become the passive learners.

Reading aloud takes more time so it is time consuming. All students cannot read at a time so managing classroom becomes impossible.[34]

B. Review of Related Findings

In accomplishing this research, the research uses the proviose research dealing with the topic, the first research about The Effect of Two Stay-Two Stray Strategy on Reading Comprehension of The Second Year Student Of SMPN 34 Pekanbaru. The result of data analysis showed that the mean score of pre-test for control class was 58,12 and the post–test was 62,25. While the result of pre-test for experimental group was 62,62 and the post test was 71,38. With the t-Test score was 8,76, it can be concluded that there was a significant effect of using Two Stay Two Stray strategy on reading comprehension of the second year students of SMPN 34 Pekanbaru that it could be seen from the improvement of students' scores in post-test. Therefore, the use of TSTS in teaching reading comprehension is an effective way to improve the students ability. It further increased their self-confidence, social interaction, individual accountability and group skills as well as getting better reading comprehension

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[34] M.F. Patel Praveen M. Jain, *English Language Teaching,* (Jaipur: Sunrise Publishers and Distributors, Vaishali Nagar, 2008), p. 122

because they could understand the materials better by learning together as a team.[35]

Second research about The Use of Two Stay-Two Stray in Teaching Reading Comprehension on Narrative Text. The aim of this research is to find out the effectiveness of the use of two stay-two stray in teaching reading comprehension on narrative text. This research was conducted to the eleventh grade students of SMA Negeri 7 Pontianak in academic year 2014/2015. In this research, a quasi-experimental research with non-equivalent control group design was used by the writer. The samples of this research were class XI MIA 1 as the control group and class XI MIA 4 as the experimental group. The data were collected through pre-test and post-test by using multiple-choice test items and analyzed by using Effect Size (ES) formula. The finding shows that the effect of treatment was 1.19 (> 1.00), it is categorized as strong effect. It indicates that the use of two stay two stray is effective in teaching reading comprehension on narrative text.[36]

Besides, the researcher was research about The Effect of Two Stay Two Stray Strategy on Students' Reading Comprehension Achievement of the Eleventh Grade Students at SMA Negeri 5 Kota Sungai Penuh. This reseach was use experiment research. It was use test as instrument of the research. The researcher was use two class as participant of this research. It was experiment and control class.

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[35] Nurma Febrian, et.al., *The Effect of Two Stay-Two Stray Strategy on Reading Comprehension of The Second Year Student Of SMPN 34 Pekanbaru*, http://nurmafebrian@ymail.com, retrieved on 8 March 2019

[36] Destiyawarni, et.al., *The Use of Two Stay-Two Stray in Teaching Reading Comprehension on Narrative Text*, http://desty3008@gmail.com, retrieved on 8 March 2019

C. Conceptual of Framework

This schema describe about research process in using experimental research. It have experiment and control class, which the reseacher used Two Stay Two Stray Strategy on Students Reading Comprehension Achivement. But control class without learning and practice. It is only use to control class. Next step, each class used pre-test and post-test activities. But, it was difference which experiment class used treatment after pre-test and control class did not. And finally the research found differences result test between experiment and control class.

Chart 1. Conceptual Framework

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   ┌──────────────────┐              ┌──────────────────┐
   │ Experiment Class │              │  Control Class   │
   └──────────────────┘              └──────────────────┘
                        ┌──────────┐
                        │ Pre-test │
                        └──────────┘
┌─────────────────────────┐      ┌─────────────────────────┐
│ Teaching Learning process│      │ Teaching Learning process│
│ using Two Stay Two Stray │      │ using Conventional Method │
│ Strategy in Reading      │      │ (Reading Aloud Technique) │
│ Comprehension Achievement│      │ in Reading Comprehension  │
│                          │      │ Achievement               │
└─────────────────────────┘      └─────────────────────────┘
                        ┌───────────┐
                        │ Post-test │
                        └───────────┘
                ┌──────────────────────────┐
                │ Result of the Test in     │
                │ Experiment and Control    │
                │ Class                     │
                └──────────────────────────┘
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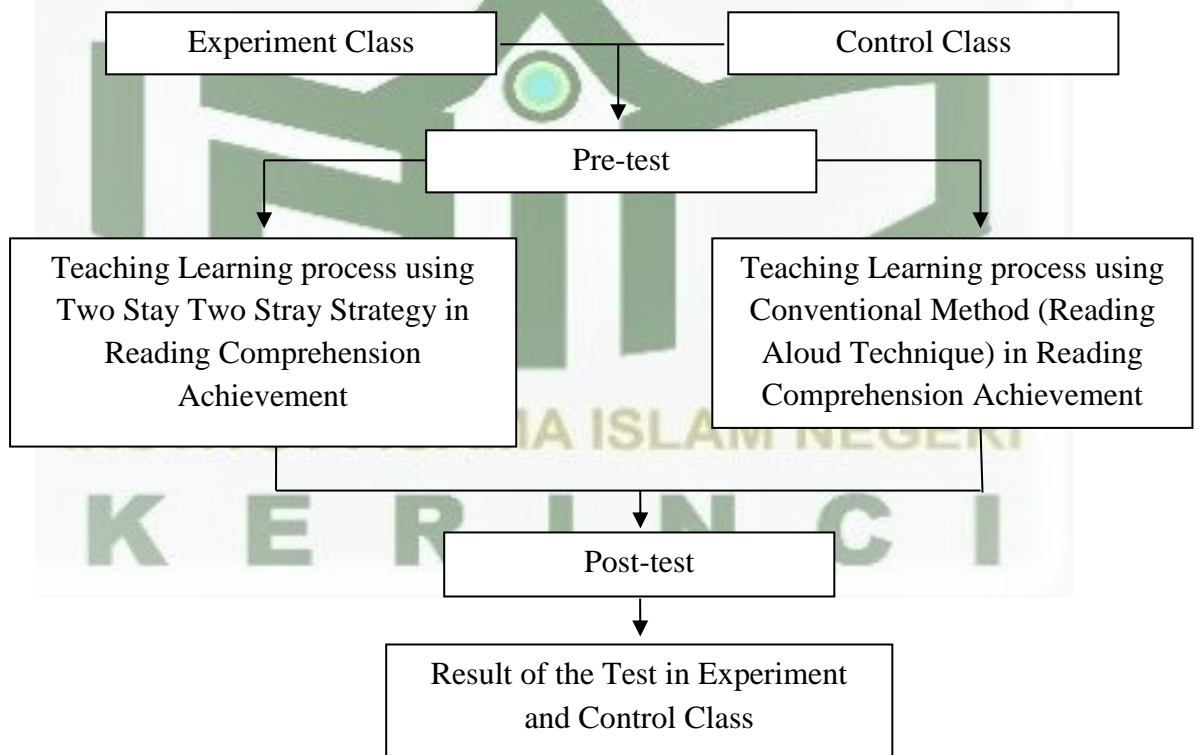
CHAPTER III
METHODOLOGY OF RESEARCH

A. Research Design

In this research, the researcher used an experimental design. An experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusion about the effect of the experimental treatment on the dependent variable. [37] It means that experimental design is a research design that is used to find the effect of one variable to another.

According to Creswell, quasi-experimental introduces considerably more threats to internal validity than the true experiment. Because the investigator does not randomly assign participants to groups, the potential threats of maturation, selection, mortality, and the interaction of selection with other threats are possibilities. [38] The researcher used quasi experimental research design. Especially pre-test and post-test control group design which is used to know the students' reading comprehension achievement by using Two Stay two Stray technique.

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[37] Donald Ary, Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education 8th edition,* (Canada: Wadsworth Cengage Learning), p.301

[38] John W. Creswell, *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition ,*(Boston: Pearson Education, 2012), p.310

Table 3. Design of the Research

Group	Reading Comprehension Test	Treatment	Reading Comprehension Test
Experimental (Y)	Pre-Test	TSTS Technique	Post-Test
Control (X)	pre-Test	Reading Aloud Technique	Post-Test

The researcher applied the pre-test and post-test design approach to a quasi-experimental design. The researcher assigns groups the experimental and control, administers a pre-test to both groups, conducts experimental treatment activities with the experimental group only, and then administers a post-test to assess the differences between the two groups. [39] It means that in quasi experimental design the researcher used the pre-test and post-test design approach. The researcher given pre-test and post-test to the both of class group to know the differences between the two groups. The researcher conducted experimental treatment activities in experimental class. The researcher used Two Stay Two Stray technique as the treatment in experimental class. While in control class the researcher used Reading Aloud as the treatment.

B. **Variables of the Research**

A variable is a characteristic or attribute of an individual or an organization that the researcher can measure or observe and varies among individuals or organization study. [40] The variable of the research were as follows: the independent variable of the research was using Two Stray Two

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[39] *Loc.Cit.,*
[40] *Ibid,* p.112

Stay (X) and the dependent variable of the research was students' Reading Comprehension Achievement (Y).

This operational definition of variable is used to explain the variables which are used in this research to avoid misconception of variables presented in this research. The operational definition of variables are as follows:

1. **Independent variable**

    Two Stay Two Stray is a kind of technique that gives chance to each student in groups to summarize learning materials through sharing the result of discussion and other information with other groups.

2. **Dependent variable**

    Students' reading comprehension achievement is the ability to comprehend the reading material that tells the readers about a story as if the readers take part in the story that is purposed to amuse the readers with good ability to deal with question related to main idea, inference (implied detail), generics structures, detail (scanning for a specifically stated detail), excluding facts not written (unstated details), supporting idea, vocabulary in context.

C. **Population and Sample**

1. **Population**

    Population is the object or subject that has quality and certain characteristic determined by the writer to be learned in order to get the

conclusion. Arikunto states that, "the population is all of subject".[41] Population is defined as all members of any well-defined class of people, events or objects. Population can be small or large and we need to decide what group we would like to study. Therefore, the population of this research was the eleventh grade students of SMA N 5 Sungai Penuh in academic year of 2018/2019 which consists of three classes, and the total member of student was 87 students.

Table 4. The Total Number of the Eleventh Grade Students of SMA N 5 Sungai Penuh in the Academic Year of 2018/2019

Grade	Gender		Number
	Male	Female	
XI IA	16	16	32
XI IS1	17	15	32
XI IS2	12	11	23
Total	**45**	**42**	**87**

2. **Sample**

The representative portions of population is called sample. Sample is sub group of target population that the researcher plans to study for generalizing about the target population. Meanwhile, according to Arikunto sample is small group in population being observed.[42] It mean that sample is part of population is that is taken to represent the population in research. Sample of this research were two classes. One class was an XI IS1 as experimental class and the second one was an XI IA as control class. It was normal and homogen class as sample of the research.

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[41] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek,* (Jakarta: Rineka Cipta, 2002), p. 115

[42] *Ibid,* p. 109

In this research, the researcher applied Simple Random Sampling because each element of the entire population is given the same opportunity to be chosen. In order to get a representative sample, the following steps are taken:

a. Providing the entire pre-test to the population, so that the pre-test reading comprehension score is obtained.

b. Perform normality tests using the Liliefors test, to see whether data from each population class is normally distributed or not.[43]

c. Then test the homogeneity to see whether each population has a homogeneous variance, then the homogeneity test is carried out using the two variance similarity test with the F test.[44]

d. Then the average similarity test is better known as the one-way variance test which aims to test whether the sample has the same average. In this study used two-way analysis of variance analysis using the t test.

e. If the population is normally distributed, homogeneous, and has similarities on average, it is taken randomly to become a sample class. Sampling is done by drawing, with the following steps:

    1) Make rolls containing classes.

    2) The two rolls of paper are inserted into the bottle then draw the paper rolls.

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[43]Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2002), h. 406
[44]*Ibid.,* h.406

3) The first roll of paper will be made into a control class and the second roll will be the experimental class in this study.

After being drawn, the results are the control class XI IA and the experiment XI IS1.

D. Data Collecting Technique

In this research, the reseacher used the data which comes from:

1. Pre-test, it was done to know the students' reading comprehension before treatment. The test is done by answering some questions. The researcher scoring based on main idea (topic), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written, supporting idea and vocabulary in context.

2. Post-test, it was done to know the students' reading comprehension after they are taught by using Two Stray Two Stay technique. The system and the difficulty of posttest are same as the pre-test, because both of them are used to measure the students' reading comprehension achievement.

E. Research Procedure

In conducting this research, there are three steps will be done by the reseacher, they are:

1. **Planning**

Before the researcher applied the research procedure, the researcher made some planning to run the application well. There were some steps which was applied by the researcher:

a. Determining the subject

The researcher determined the subject: in this case the researcher chose XI grade of SMA Negeri 5 Sungai Penuh as the subject of the research, one class was experimental class and the other class was the control class.

b. Preparing the Try-out

The reseacher prepared a kind of test (called try-out test) that test would be given to the students at eighth grade out of sample class. The total number of test 40 items. The researcher evaluated the test items to get the good items for pre-test and post-test.

c. Preparing the Pre-test

The researcher prepared a kind of test (called pre-test) that would be given to the students at control and experimental class. This test was given by researcher before the students get treatment. The researcher used the instrument which had already been tried out.

d. Preparing the Post-test

The researcher gave post-test to the students at the control class and experimental class after treatment.

2. **Application**

After making the planning, researcher tried to apply the research procedure that was already planned. There were some steps in doing this research:

a. First meeting, the researcher gave try-out. The question was multiple choice that consist of 40 items with options A, B, C, and D. This test was given to the students which does not become the sample of the research.

b. Second meeting, the researcher gave pre-test to the control class and experimental class. The test was multiple choice, the number of test was taken from the result of try-out test. It means that only the valid and reliable test item that used in the pre-test.

c. After giving the pre-test to the students the researcher conducted the treatment, in experimental class the researcher conducted the treatment through Two Stray Two Stay technique.

d. In the last meeting, the researcher gave post-test. This test was multiple choice test, the total number of test was taken from the result of try-out test. It means that only the valid and reliable test items that used in post test.

3. **Reporting**

The last point that should be done in the research procedure is reporting. There were three steps in reporting. The steps are as follows:

a. The researcher analyzed the data that are already received from try-out test.

b. The researcher analyzed data that are already received from pre-test and post-test.

c. Making a report on the findings.

F. Instrument of the Research

Instrument of this research is a test for reading comprehension. To get a good result of test reading comprehension the researcher consult it with the language assessment theory, especially in reading there are some criteria that commonly used in measuring students' reading comprehension. They are:

1. Main idea (topic).
2. Inference (implied detail).
3. Generics Structures.
4. Detail (scanning for a specifically stated detail).
5. Excluding facts not written (unstated details).
6. Supporting idea(s).
7. Vocabulary in context.[45]

In this research, the researcher used test as an instrument to collect the data. The kind of this test was used for the reading comprehension test, the researcher made two instruments; they were pre-test and post-test. The instrument was multiple choice test. Each instrument consists of 40 questions with 4 options (a, b, c and d). The specification of test for pre-test and post-test items before validity test as follows:

Table 5. The Blueprint of Try Out Pre-Test and Post-Test

No.	Aspect	Item Numbers					
		Pre-test			Post-test		
		odd	even	total	odd	even	total

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[45] H. Douglas Brown, *Language Assessment : Principles and classroom Practices, (*San Fransisco:Longman, 2003), p.206

No.	Aspect						
1.	Main Idea (topic)	21,37,39	6,16,30	6	1,27,37	2,14,30	6
2.	Inference (implied detail)	5,11,15	2,26,38	6	17,31,39	4,22,32	6
3.	Generics Structures	9,17, 29	12,24,34	6	3,15,21	8,18,38	6
4.	Detail (scanning for a specifically stated detail)	3,31,35	10,28	5	7,9,11	6,12	5
5.	Excluding fact not written (unstated details)	1,7	22,32,40	5	5,13	8,34,36	5
6.	Supporting idea(s)	13,23,27	4,14,20	6	19,23,25	16,24,26	6
7.	Vocabulary in context	19,25,33	8,18,36	6	29,33,35	10,20,40	6
	Total			40			40

Based on the table above, it can be concluded that there were 40 questions with 4 options (a,b,c,d) for each instrument, pre-test and post-test before validity test. The researcher measured students' reading comprehension with 7 aspects, such as main idea (topic), inference (implied detail), Generics Structures, detail (scanning for a specially stated detail), excluding facts not written (unstated details), supporting ideas and vocabulary in context. The total items of the instrument were 40 items.

Table 6. The Pre-Test Items

No.	Aspect	Distribution		
		odd	even	total
1.	Main Idea (topic)	9	6, 16	3
2.	Inference	-	10, 4	2

No.		odd	even	total
	(implied detail)			
3.	Generics structures	11, 17	12	3
4.	Detail (scanning for a specifically stated detail)	-	14,18	2
5.	Excluding fact not written (unstated details)	7,19	2, 20	4
6.	Supporting idea(s)	3, 13	8	3
7.	Vocabulary in context	5,15, 1	-	3
	Total			20

Table 7. The Post-test Items

No.	Aspect	Distribution		
		odd	even	total
1.	Main Idea (topic)	1	2	2
2.	Inference (implied detail)	10,19	3	3
3.	Generics structures	11	6,12	3
4.	Detail (scanning for a specifically stated detail)	5	4,8	3
5.	Excluding fact not written (unstated details)	9	18	2
6.	Supporting idea(s)	13,15	14	3
7.	Vocabulary in context	16,17	7, 20	4
	Total			20

G. Scoring System

Before getting the score, the reseacher determined the procedure to be used in scoring the students' work. The highest score was 100. The score of pre-test and post-test was calculated by using the following formula:

$$S = (r/n) \times 100$$

Note

    S : The score of the test
    R : The total of the right answer
    N : The total items.

H. Validity and Reliability of the Test

1. Validity of the Test

A test can be said valid if the test measure the object measured and suitable with the criteria. According to Brown, validity is extent to which inferences made from assessment result are appropriate, meaningful and useful in learn of the purpose of assessment.

From the statement, it can be concluded that the instrument is used to measured the test which test is being appropriate, meaningful, and useful in terms of the purpose of the assessment. To know the validity of the test, the researcher used content validity, construct validity and internal validity.

a. Content Validity

Content validity means that the test becomes representative sample of the subject matter content of what has been taught and of the knowledge that the teacher wants his students to know. To get the content validity of the reading test, the test adapts with the students' book. The researcher consulted to the English teacher of SMA N 5 Sungai Penuh tries to arrange the material based on the objectives of

teaching in the school based curriculum for XI grade of SMA N 5 Sungai Penuh.

b. Validity of Test Question Items

Validity of Test Question Items As for the steps to find validity using SPSS software are as follows:

1) Open the SPSS program, then enter your score table list.

2) Click the Analyze menu → select Correlate → click Bivariate

3) Insert all variables into the Variables column through the ► button

4) Next select the Options menu and then mark (√) on "Means and Standard Deviations"

5) Click Continue-OK, so you will get the SPSS output as a result of the validity of the test questions

6) Conclusion. Based on the results of the calculation of the validity of the test questions then compared with the value of r table, with the testing criteria as follows:

$0,90 \leq r_{xy} \leq 1,00$: Very high
$0,70 \leq r_{xy} < 0,90$: High
$0,40 \leq r_{xy} < 0,70$: Medium
$0,20 \leq r_{xy} < 0,40$: Low
$r_{xy} < 0,20$: Very low

From pre-test try out data analysis there are validity test, can be seen in the table below:

Items	Corelation	Criteria	Explanation	Items	Corelation	Criteria	Explanation
1	0.570	Medium	Valid	21	0.184	Very low	Invalid
2	0.088	Very low	Invalid	22	0.603	Medium	valid

Items	Corelation	Criteria	Explanation	Items	Corelation	Criteria	Explanation
3	0.069	Very low	Invalid	23	0.022	Very low	Invalid
4	0.444	Medium	Valid	24	-0.444	Very low	Invalid
5	0.052	Very low	Invalid	25	0.516	Medium	Valid
6	0.413	Medium	Valid	26	0.026	Very low	Invalid
7	-0.254	Very low	Invalid	27	NAN	Very low	Invalid
8	NAN	Low	Invalid	28	-0.314	Very low	Invalid
9	0.436	Medium	Valid	29	0.526	Medium	Valid
10	0.435	Medium	Valid	30	0.155	Very low	Invalid
11	0.589	Medium	Valid	31	0.709	High	Valid
12	0.022	Very low	Invalid	32	0.526	Medium	Valid
13	-0.103	Very low	Invalid	33	0.276	Low	Invalid
14	-0.335	Very low	Invalid	34	0.608	Medium	Valid
15	0.159	Very low	Invalid	35	0.490	Medium	Valid
16	0.459	Medium	Valid	36	0.413	Medium	Valid
17	0.121	Very low	Invalid	37	0.145	Very low	Invalid
18	0.464	Medium	Valid	38	0.111	Very low	Invalid
19	0.570	Medium	Valid	39	0.473	Medium	Valid
20	0.603	Medium	Valid	40	0.628	Medium	Valid

While, from post-test try out data analysis there are validity test that are accepted and rejected, can be seen in the table below. The result of the analysis can be seen in **appendix 6.1 and 6.2**.

Items	Corelation	Criteria	Explanation	Items	Corelation	Criteria	Explanation
1	0.780	High	Valid	21	0.553	Medium	Valid
2	0.461	Medium	Valid	22	0.237	Low	Invalid
3	0.234	Low	Invalid	23	0.507	Medium	Valid
4	0.780	High	Valid	24	0.675	Medium	Valid
5	0.252	Low	Invalid	25	0.562	Medium	Valid
6	0.519	Medium	Valid	26	0.137	Very Low	Invalid
7	0.562	Mediium	Valid	27	0.296	Low	Invalid
8	0.501	Medium	Valid	28	0.274	Low	Invalid
9	-0.197	Very Low	Invalid	29	0.485	Medium	Valid
10	0.591	High	Valid	30	0.133	Very Low	Invalid
11	0.133	Very Low	Invalid	31	NAN	Very Low	Invalid
12	0.770	High	Valid	32	-0.185	Very Low	Invalid
13	0.559	Medium	Valid	33	0.218	Low	Invalid
14	0.118	Very Low	Invalid	34	0.078	Very Low	Invalid
15	0.173	Very Low	Invalid	35	0.562	Medium	Valid
16	0.052	Very Low	Invalid	36	0.624	Medium	Valid
17	0.562	Medium	Valid	37	0.286	Low	Invalid
18	0.171	Very Low	Invalid	38	-0.031	Very Low	Invalid
19	0.562	Medium	Valid	39	0.738	High	Valid
20	-0.062	Very Low	Invalid	40	0.461	Medium	Valid

2. Reliability of the Test

According to Creswell, Reliability means that scores from an instrument are stable and consistent.[46] Reliability refers to consistency of the test. The researcher used ANATES Version 4 program. ANATES can help analysis of item quickly, easy and accurately. ANATES is necessary in the research to assess the instruments are good or not.

The criteria of reliability as follows :

```
0.800 – 0.1000        = Very High
0.600 – 0.800         = High
0.400 – 0.600         = Medium
0.200 – 0.400         = Low
0.0 – 0.200           = Very low.[47]
```

Bassed on the result of the pre-test try out anaysis get the reliability result (r_{11}=0,70), then it can be said that the question has a high level of reliabelity.

While bassed on the result of the post-test try out anaysis get the reliability result (r_{11}=0,82), then it can be said that the question has a very high level of reliability. The result of the analysis can be seen in **appendix 6.1 and 6.2**.

3. Different Power Test Question

The differentiating power of an item is the ability of a problem to distinguish between high-ability students and low-ability students. To determine the differentiation in this study by using Microsoft Excel. The formulas used are as follows:

---

[46] John W. Creswell, *Op.Cit*, p.159

[47] Ag. Bambang Setiyadi, *Teaching English as A Foreign Language* (Yogyakarta: Graha Imu 2006), p.167

$$DP = \frac{nA - nB}{NA} \text{ atau } DP = \frac{nA - nB}{NB}$$

Note

DP : Item distinguishing index

nA : The number of upper group students who answered the right questions

nB : Number of lower group students who answer the right questions

NA : Number of upper group students

NB : Number of lower group students

The problem has a meaningful difference (significant) if $DP_{count} >$ DP_{table} on the free degrees that have been determined based on the following criteria:

$0,70 \leq DP \leq 1,00$: Very High

$0,40 \leq DP < 0,70$: High

$0,20 \leq DP < 0,40$: Medium

$0,00 \leq DP < 0,20$: Low

$DP < 0,00$: Very Low

From pre-test try out data analysis there are several question that are accepted and rejected, can be seen in the table below:

Items	DP	Criteria	Explanation	Items	DP	Criteria	Explanation
1	0.3	High	Used	21	0.1	low	Rejected
2	0.0	Very low	Rejected	22	0.4	High	Used
3	0.1	low	Rejected	23	0.1	Low	Rejected
4	0.4	High	Used	24	-0.4	Very low	Rejected
5	0.1	Low	Rejected	25	0.6	High	Used
6	0.4	High	Used	26	0.0	Very low	Rejected
7	-0.3	Very low	Rejected	27	0.0	Very low	Rejected
8	0.0	Very low	Rejected	28	-0.3	Very low	Rejected
9	0.9	Very High	Used	29	0.4	High	Used
10	0.4	High	Used	30	0.0	Very low	Rejected
11	0.6	High	Used	31	0.9	Very High	Used
12	0.1	Low	Rejected	32	0.4	High	Used

13	-0.1	Very low	Rejected		33	0.1	Very low	Rejected
14	-0.4	Very low	Rejected		34	0.3	Medium	Used
15	0.1	Low	Rejected		35	0.6	High	Used
16	0.6	High	Used		36	0.4	High	Used
17	0.0	Very low	Rejected		37	0.0	Very low	Rejected
18	0.7	Very High	Used		38	0.0	Very low	Rejected
19	0.3	Medium	Used		39	0.6	High	Used
20	0.9	Very High	Used		40	0.7	Very High	Used

While, from post-test try out data analysis there are several question that are accepted and rejected, can be seen in the table below. The result of the analysis can be seen in **appendix 6.1 and 6.2**.

Items	DP	Criteria	Explanation	Items	DP	Criteria	Explanation
1	0.3	Medium	Used	21	0.6	Very high	Used
2	0.4	High	Used	22	0.1	low	Rejected
3	0.1	Low	Rejected	23	0.3	Medium	Used
4	0.3	Medium	Used	24	0.4	High	Used
5	0.1	Low	Rejected	25	0.4	High	Used
6	0.4	High	Used	26	0.0	Very low	Rejected
7	0.4	High	Used	27	0.0	Very low	Rejected
8	0.6	Very High	Used	28	0.0	Very low	Rejected
9	-0.1	Very Low	Rejected	29	0.4	High	Used
10	0.4	High	Used	30	0.1	low	Rejected
11	0.1	Low	Rejected	31	0.0	Very low	Rejected
12	0.7	Very high	Used	32	0.1	low	Rejected
13	0.6	Very high	Used	33	0.1	low	Rejected
14	0.0	Very low	Rejected	34	0.0	Very low	Rejected
15	0.1	Low	Rejected	35	0.4	High	Used
16	-0.1	very low	Rejected	36	0.3	Medium	Used
17	0.4	High	Used	37	0.0	Very low	Rejected
18	0.0	Very low	Rejected	38	-0.1	Very low	Rejected
19	0.3	Medium	Used	39	0.4	High	Used
20	0.0	Very low	Rejected	40	0.6	Very High	Used

4. **Item Difficulty Index**

The quality or failure of the learning outcomes test items can first be known from the level of difficulty of the item. The learning outcomes test items can be stated as good items, if the items are not too difficult and not

too easy in other words the difficulty level of the questions is moderate or sufficient. To determine the Index the formula (IK) can be used:

$$IK = \frac{nA + nB}{NA + NB}$$

Note

IK : Index of difficulty questions

nA : The number of upper group students who answered the right questions

nB : Number of lower group students who answer the right questions

NA : Number of upper group students

NB : Number of lower group students

Following Criteria:

IK = 1,00   : Very High

$0,70 \leq IK < 1,00$: High

$0,30 \leq IK < 0,70$: Medium

$0,00 < IK \leq 0,30$: Low

IK = 0,00   : Very Low

     As for the index of difficulty questions of the pre test try out question can be seen in the table:

Item	Criteria	Explanation	Item	Criteria	Explanation
1	1.00	Very high	21	0.7	High
2	0.4	Medium	22	0.4	Medium
3	0.1	Low	23	0.4	Medium
4	1.00	Very high	24	0.0	Very low
5	0.1	Low	25	0.4	Medium
6	1.00	Very high	26	0.7	High
7	0.0	Very Low	27	1.00	Very High
8	1.00	Very high	28	0.1	Low
9	0.4	Medium	29	1.00	Very High
10	0.1	Low	30	0.4	Medium
11	0.4	Medium	31	0.4	Medium
12	0.4	Medium	32	1.00	Very High
13	0.7	High	33	0.7	High

Item	Criteria	Explanation		Item	Criteria	Explanation
14	0.1	Low		34	0.4	Moderat
15	1.00	Very High		35	0.7	High
16	0.7	High		36	1.00	Very High
17	0.1	Low		37	1.00	Very High
18	0.4	Medium		38	0.7	High
19	1.00	Very High		39	0.4	Medium
20	0.4	Medium		40	0.7	High

While, as for the index of difficulty questions of the post test try out question can be seen in the table. The result of the analysis can be seen in **appendix 6.1 and 6.2**.

Item	Criteria	Explanation		Item	Criteria	Explanation
1	1.00	Very High		21	0.7	High
2	0.7	High		22	0.1	Low
3	1.00	Very High		23	0.7	High
4	1.00	Very High		24	0.7	High
5	0.4	Medium		25	1.00	Very High
6	1.00	Very High		26	0.4	Medium
7	1.00	Very High		27	0.1	Low
8	1.00	Medium		28	0.1	Low
9	0.1	Low		29	0.7	High
10	0.7	High		30	0.4	Medium
11	0.4	Medium		31	0.0	Very Low
12	0.7	High		32	0.4	Medium
13	0.4	Medium		33	0.0	Very Low
14	0.4	Medium		34	0.0	Very Low
15	1.00	Very High		35	1.00	Very High
16	0.0	Very Low		36	1.00	Very High
17	1.00	Very High		37	0.0	Very Low
18	0.4	Medium		38	0.0	Very Low
19	1.00	Very High		39	0.7	High
20	1.00	Very High		40	0.7	High

I. Data Analysis

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by researcher in many disciplines including, statistic parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied. The

data gained statistically will be analyzed by using SPSS (*Statistical Program for Social Science*) steps as the following formula shows:

1. Normality Test

The researcher used normality test to know whether the data has a normal distribution or not. The steps for testing the normality test using the SPSS program are as follows:

a. Open the SPSS program, then enter your score table list.

For Variable Views you can fill in the column with the following information:

And then, for Data View you can fill in the column with the following information:

b. Click the Analyze menu → select Descriptive Statistics → click explore.
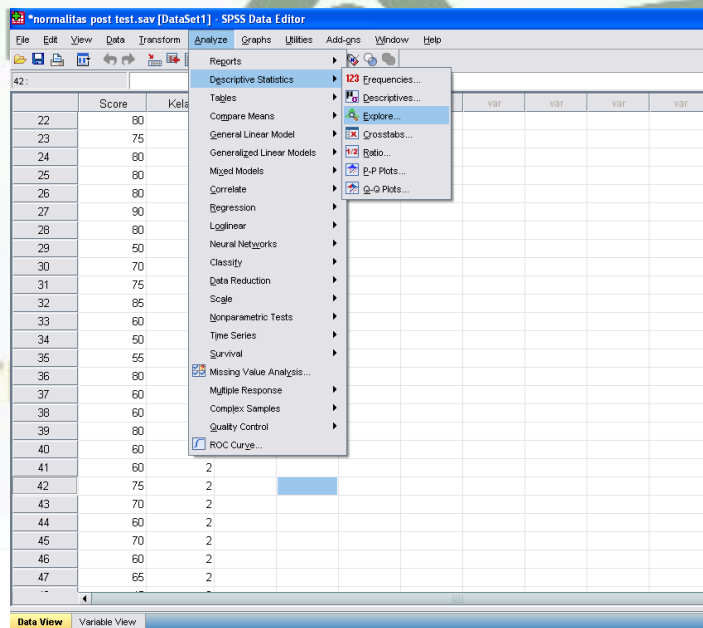

c. Enter all variables into the Dependent List column via the ► button
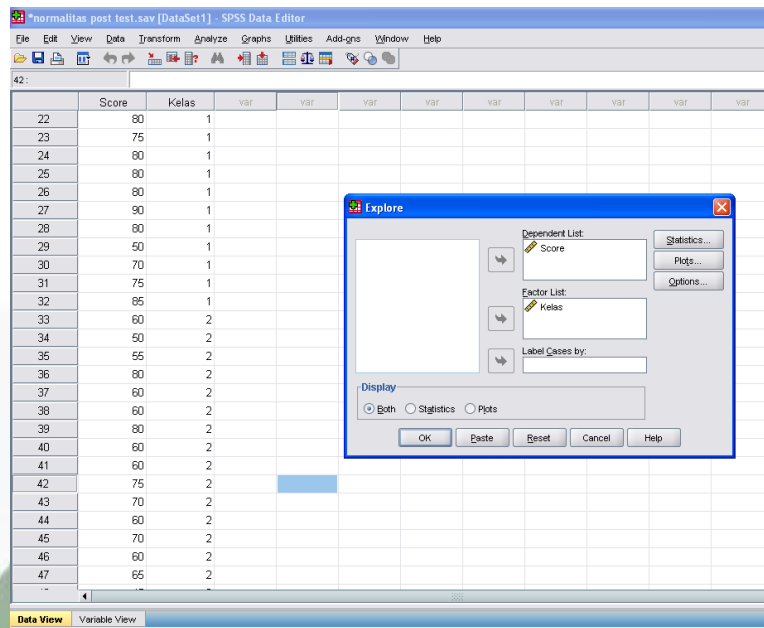
d. Then click the plots button and then mark (√) on the normality plot with the test.

e. Click Continue-OK, so you will get the SPSS output.

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Class		Statistic	df	Sig.	Statistic	df	Sig.
score Experimental		.145	32	.086	.954	32	.192
Control		.152	32	.060	.957	32	.277

a. Lilliefors Significance Correction

When the data has been collected, so the normally test will be as follows:

H_0 = the data are normally distributed

H_a = the data are not normally distributed

The criteria are as follows:

H_0 is accepted if sig. $> \alpha = 0.05$

H_a is accepted if sig. $< \alpha = 0.05$

Based on the Table, it can be seen that *Sig.* (p$_{value}$) for experimental class was 0.192 and *Sig.* (p$_{value}$) for control class was 0.277. Because *Sig.* (p$_{value}$) of experimental class > α 0.05. It means that H$_0$ is accepted. The conclusion is that the population is in the normal distribution. It is calculated based on the gain of the experimental and control class.

2. **Homogeneity Test**

Homogeneity test is used to know whether the data in experimental class and control class are homogeneous or not. The researcher used SPSS (*Statistical Program for Social Science*) and Levene Test analysis technique. The testing steps are as follows:

a. Open the SPSS program.

b. Click open, then enter your score table list.

And then, for Data View you can fill in the column with the following information:

c. Click menu Analyze → choose Compare Means → click One-Way ANOVA.
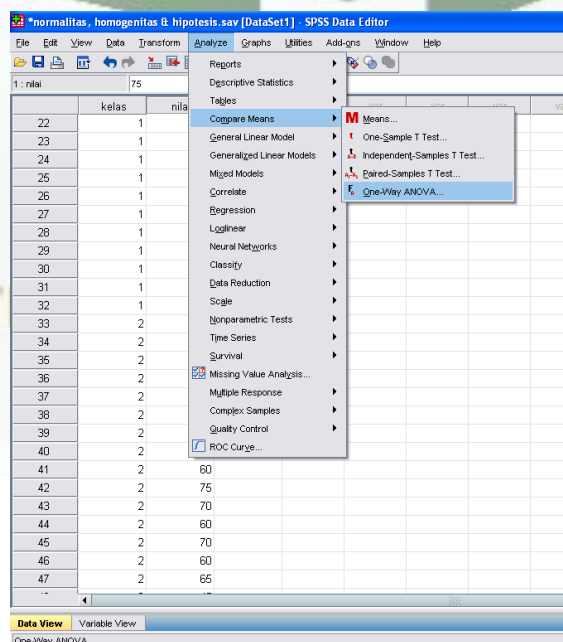
d. Enter all "Score" variables into the Dependent List column, and "Class" variable into the Factor column via the ► button
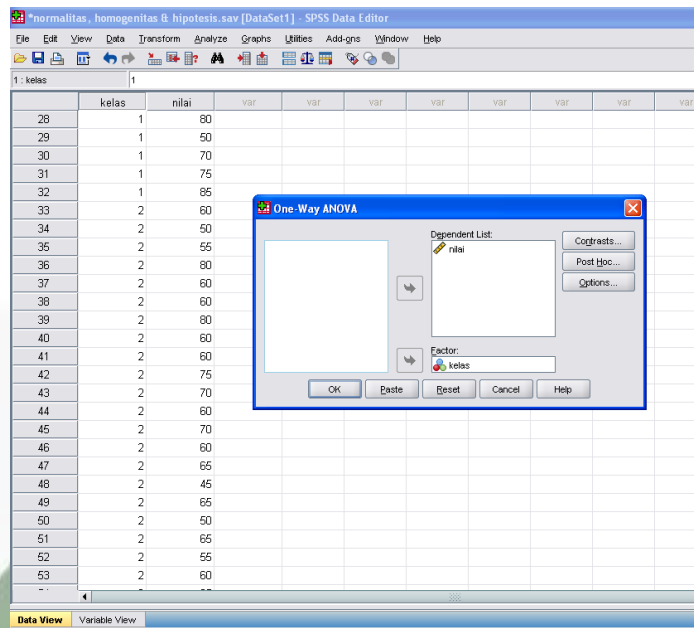
e. Click the option button, then select the homogeneity of variance test box and give a sign (√).
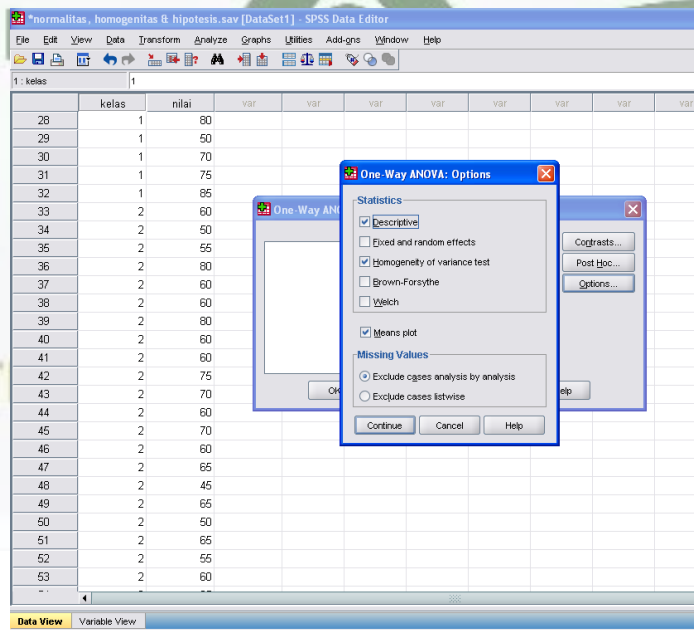
f. Click Continue-OK, so you will get the SPSS output.

Nilai

Levene Statistic	df1	df2	Sig.
1.877	1	62	.176

The hypotheses for the homogeneity test are formulated as follows:

H_0 : The variances of the data are homogenous

H_a : The variances of the data are not homogenous

The criteria for homogeneity test are as follows:

H_0 is accepted if sig. $> \alpha = 0.05$

H_a is accepted if sig. $< \alpha = 0.05$

Based on the results obtained in the test of homogeneity test of variances in the coloumn, it could be seen that *Sig.* (Pvalue) $= 0.176 > \alpha = 0.05$. It demonstrated that H_0 was accepted because *Sig.* (Pvalue) $> \alpha = 0.05$. It means that the variance of the data was homogenous.

3. **Hypothesis Test**

In this research, the researcher analyzed the data by using Independent sample T-test. There are steps for analysis of one-way variance using SPSS as follows:

a. Open the SPSS program.

b. Click open, then enter your score table list.
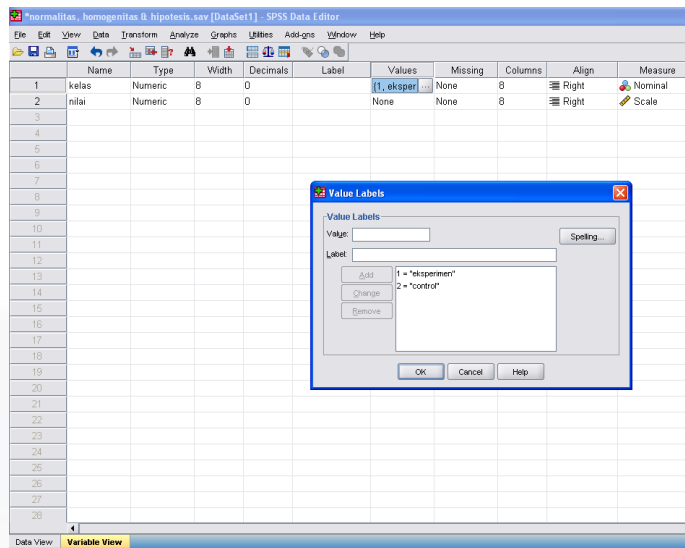
And then, for Data View you can fill in the column with the following information:
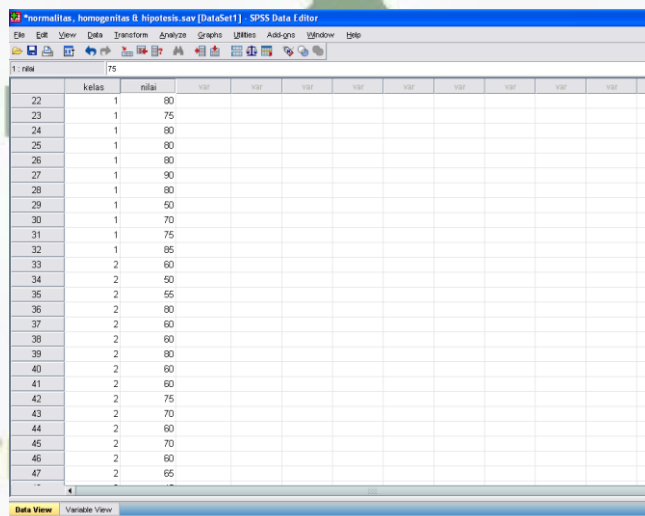
c. Click the Analyze menu → choose independent sample t - test →
click
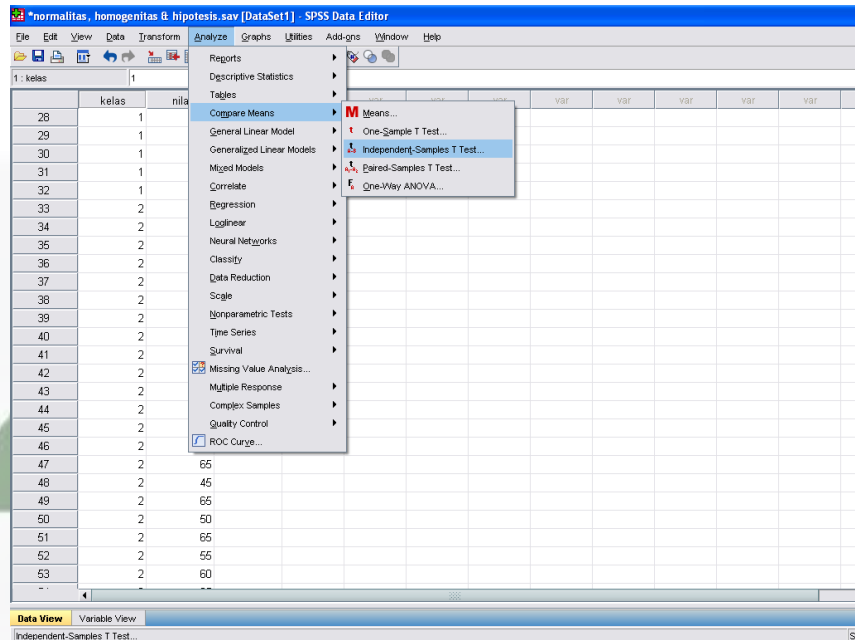
d. Enter "score" variables into the Dependent List column, and "kelas (1
2) variable into the Factor column via the ► button
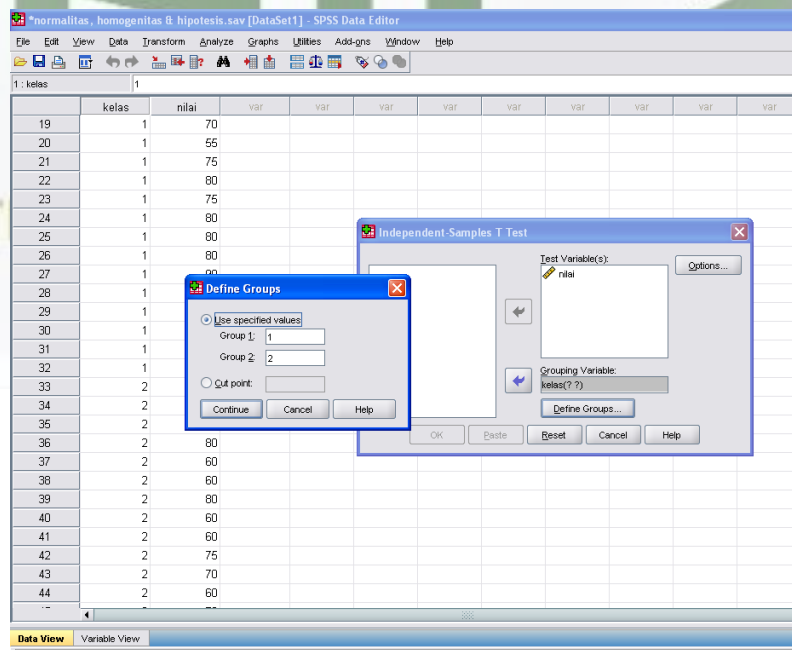
e. Click Continue-OK, so you will get the SPSS output.

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | | | | | | | 95% Confidence Interval of the Difference | |
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai Equal variances assumed	1.877	.176	-3.604	62	.001	-7.34375	2.03744	-11.41654	-3.27096
Equal variances not assumed			-3.604	57.565	.001	-7.34375	2.03744	-11.42279	-3.26471

Where the hypotheses of the research are as follows:

Ho : There is no significant effect on Reading Comprehension Achievement by using Two Stay Two Stray Strategy at Eleventh Grade Students at SMA Negeri 5 Kota Sungai Penuh.

Ha : There is a significant effect on Reading Comprehension Achievement by using Two Stay Two Stray Strategy at Eleventh Grade Students at SMA Negeri 5 Kota Sungai Penuh.

While criteria acceptance or rejection of the test are:

H_a : r $\neq$ 0

H_o : r $=$ 0

or in SPSS

H_o is accepted if sig. > α = 0.05

H_a is accepted if sig. < α = 0.05

Based on the results obtained in independent sample t-test in Table 14, that the value of significant generated *Sig.* (P_{value}) = 0.001 < α = 0.05. It means that, H_a is accepted and H_o is rejected. Based on the computation, it could be concluded that there was significant influence of using Two Stay Two Stray Technique towards students' reading comprehension at XI grade of SMA Negeri 5 Sungai Penuh.

CHAPTER IV
FINDINGS AND DISCUSSION

J. FINDINGS

1. Result of Pre-Test

a. Result of Pre-test in Control Class

The pre-test was conducted in order to know students' reading comprehension in narrative text before the treatments given. The researcher conducted the pre-test in control class on October 12, 2018. After the score of pre-test was anaylzed, the result showed that the mean of pre-test score in control class was 56.41. The score of the students tested in pre-test could be seen in Figure 1.

Figure 1. The Result of Pre-test in Control Class
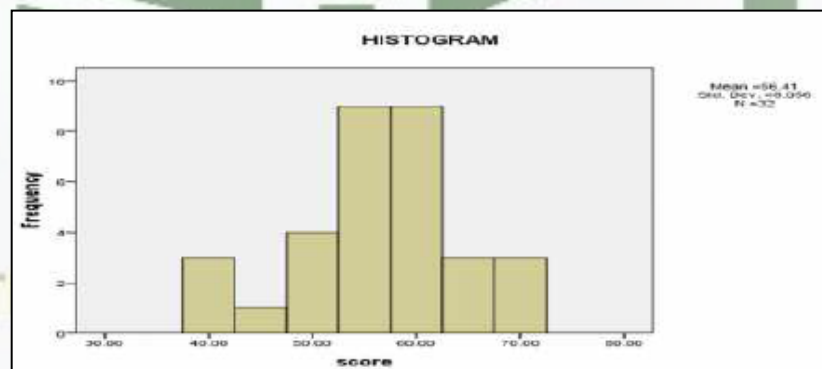
Based on Figure 1, it could be seen that from 32 students, there were 3 students (9%), got score 40; 1 student (3%), got score 45; 4 students (12%), got score 50; 9 students (28%), got score 55; 9 students (28%), got score 60; 3 students (9%), got score 65; 3 student (2%), got score 70; 3 students (9%). It means that before the treatments given there were not any students passed criteria of

minmum mastery (KKM), in this case the standard score of minimum

mastery (KKM) in SMA 5 Sungai penuh is 70.

Table 8. The Result of the Pre-test in Control Class

N	32
Mean	56.41
Median	55.00
Mode	55
Variance	64.894
Std Deviation	8.05569
Minimum	40
Maximum	70

Based on Table, it could be seen that N of pre-test in control

class was 32, mean of was 56.41, median was 55.00, mode was 55,

variance was 64.894, standard deviation was 8.055, minimum score

was 40, maximum score was 70. It showed students' reading

comprehension before they got the treatments.

b. **Result Pre-test in Experimental Class**

The researcher conducted the pre-test in experimental class on

October 12, 2018. The score of the students tested in pre-test could be

seen in Figure 2.

Figure 2. The Result of Pre-test in Experimental Class
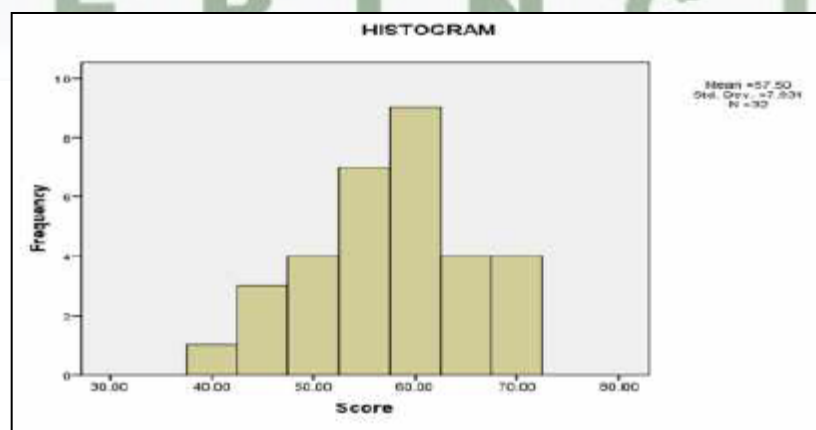
Based on Figure 2, it could be seen that from 32 students, there were got score 40; 1 student (3%), got score 45; 3 students (9%), got score 50; 4 students (12%), got score 55; 7 students (21%), got score 60; 9 students (28%), got score 65; 4 student (12%), got score 70; 4 students (12%). It means that before the treatments given there were not any students passed criteria of minmum mastery (KKM) in SMA N 5 Sungai Penuh is 70.

Table 9. The Result of the Pre-test in Experimental Class

N	32
Mean	57.50
Median	60.00
Mode	60
Variance	62.903
Std Deviation	7.93
Minimum	40
Maximum	70

Based on Table, it could be seen that N of pre-test in control class was 32, mean was 57.50, median was 60.00, mode was 60, variance was 62.903, standard deviation was 7.93, minimum score was 40, maximum score was 70. It showed students' reading comprehension before they got the treatments.

2. **Result of Post-test**

   a. **Result of Post-test in Control Class**

   The researcher administered the post-test in order to know the students' reading comprehension after the treatments given. The post-test was conducted in the control class on November 9, 2018. The

result of post-test showed that the mean score of the post-test in control class was 64.38. It can be seen in Figure 3.

Figure 3. The Result of Post-test in Control Class
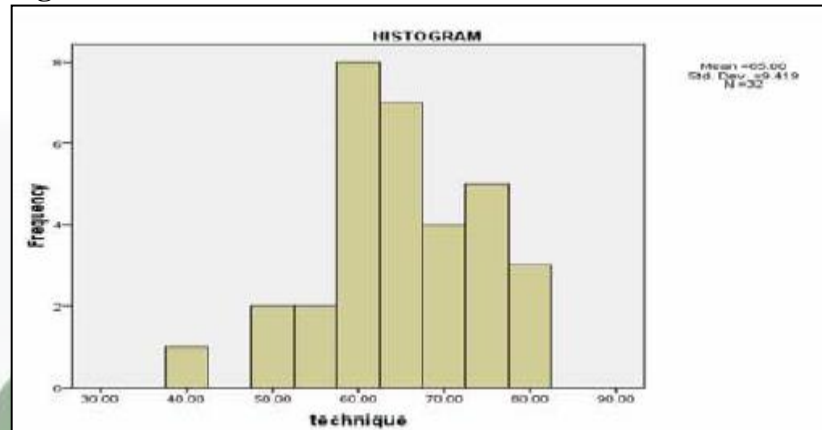
Based on Figure 3, it could be seen that from 32 students, there were 1 student (3%), got score 40; 2 students (6%), got score 50; 2 students (6%), got score 55; 8 students (25%), got score 60; 7 students (21%), got score 65; 4 students (12%), got score 70; 5 students (16%), got score 75; 3 students (9%), got score 80. It means that after the treatments given there were only 8 students who passed the criteria of minimum mastery (KKM) and 24 students did not pass the criteria of minimum mastery.

Table 10. The Result of Post-test in Control Class

N	32
Mean	65.00
Median	60.00
Mode	60.00
Variance	88.710
Std Deviation	9.41858
Minimum	40
Maximum	80

Based on Table, it could be seen that N of pre-test in control class was 32, mean of was 65.00, median was 65.00, mode was 60.00, variance was 88.710, standard deviation was 9.41, minimum score was 40, maximum score was 80. It showed students' reading comprehension after they got the treatments.

b. **Result of Post-test in Experimental Class**

The researcher administered the post-test in order to know the students' reading comprehension in narrative text after the treatments were given. The post-test was conducted in the experimental class on November 9, 2018. The result of post-test showed that the mean score of the post-test in the experimental class was 70.62. It can be seen in Figure 4.

Figure 4. The Result of Post-test in Experimental Class
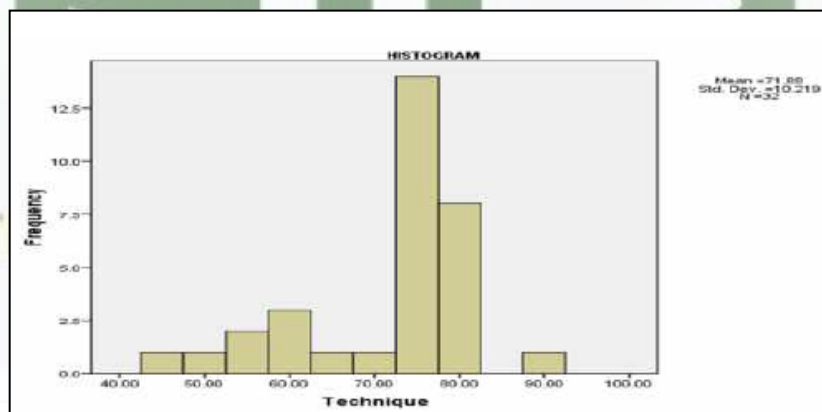
Based on Figure 4, it could be seen that from 32 students, there were 1 Students (3%), got score 45; 1 students (3%), got score 50; 2 students (6%), got score 55; 3 students (9%), got score 60; 1 students (3%), got score 65; 1 student (3%), got score 70; 14 (43%), got 75, 8

students (25%); got score 80; 1 students (3%), got score 90. It means that after the treatmens given there were 23 students passed the criteria of minimum mastery (KKM) and 9 students did not pass the criteria of minimum mastery. In this case, the standard score criteria of minimum mastery (KKM) in SMA N 5 Sungai Penuh is 70.

Table 11. The Result of Post-test in Experimental Class

N	32
Mean	71.87
Median	75.00
Mode	75.00
Variance	104.43
Std Deviation	10.22
Minimum	45
Maximum	90

Based on Table, it could be seen that N of pre-test in control class was 32, mean of was 71.87, median was 75.00, mode was 75.00, variance was 104.43, standard deviation was 10.22, minimum score was 45, maximum score was 90. It showed students' reading comprehension after they got the treatments.

3. **Result of Data Analysis**

1. **Result of Normality Test**

Normality test was used to know the data have normal distribution or not.

a. The hypotheses for normality test formulated as follows:

H_o = the data have normal distribution

H_a = the data do not have normal distribution

b. The test criteria:

H$_o$ was accepted if Sig. $> \alpha = 0.05$

H$_a$ was accepted if Sig. $< \alpha = 0.05$

Table 12. The Normality Test of Experimental and Control Class

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Class	Statistic	df	Sig.	Statistic	df	Sig.
score Experimental	.145	32	.086	.954	32	.192
Control	.152	32	.060	.957	32	.277

a. Lilliefors Significance Correction

Based on the Table, it can be seen that *Sig.* (p$_{value}$) for experimental class was 0.192 and *Sig.* (p$_{value}$) for control class was 0.277. Because *Sig.* (p$_{value}$) of experimental class $> \alpha$ 0.05. It means that H$_0$ is accepted. The conclusion is that the population is in the normal distribution. It is calculated based on the gain of the experimental and control class.

2. **Result of Homogeneity Test**

   a. The hypotheses are:

   H$_0$ = The variance of the data is homogenous

   H$_a$ = The variance of the data is not homogenous

   b. The criteria of the test are as follows:

   H$_o$ is accepted if Sig (p$_{value}$) $> \alpha = 0.05$

   H$_a$ is accepted if Sig (p$_{value}$) $< \alpha = 0.05$

Table 13. The Result Homogeneity Test

Nilai

Levene Statistic	df1	df2	Sig.
1.877	1	62	.176

Based on the results obtained in the test of homogeneity test of variances in the coloumn, it could be seen that *Sig.* (Pvalue) = 0.176 > α = 0.05. It demonstrated that H_o was accepted because *Sig.* (Pvalue) > α = 0.05. It means that the variance of the data was homogenous.

3. **The Result of Hypothesis Test**

After the researcher knew that the data were normal and homogeneous, the data was analyzed by using independent sample test in order to know the significance of the treatment effect. The hypotheses were:

Ha : There is a significant effect on Reading Comprehension Achievement by using Two Stay Two Stray Strategy at Eleventh Grade Students at SMA Negeri 5 Kota Sungai Penuh.

H_0 : There is no significant effect on Reading Comprehension Achievement by using Two Stay Two Stray Strategy at Eleventh Grade Students at SMA Negeri 5 Kota Sungai Penuh.

The criteria of the test are as follows:

Ha is accepted if Sig. (pvalue) < α = 0.05

Ho is accepted if Sig. (p_{value}) > α = 0.05

Table 14. The Result of Hypothesis Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai	Equal variances assumed	1.877	.176	-3.604	62	.001	-7.34375	2.03744	-11.41654	-3.27096
	Equal variances not assumed			-3.604	57.565	.001	-7.34375	2.03744	-11.42279	-3.26471

Based on the results obtained in independent sample t-test in Table 14, that the value of significant generated *Sig.* (P_{value}) = 0.001 < α = 0.05. It means that, H$_a$ is accepted and H$_o$ is rejected. Based on the computation, it could be concluded that there was significant influence of using Two Stay Two Stray Technique towards students' reading comprehension at XI grade of SMA Negeri 5 Sungai Penuh.

K. Discussion

At the beginning, of the research, the researcher explained there were some procedures used to know students' reading comprehension. Some test were conducted to collect the data such as pre-test and post-test. The pre-test was administered to know students' quality in reading comprehension before the students were given treatments by the researcher. The score of pre-test would be used as the students' score before treatments.

The result showed that the mean score of pre-test between experimental class and control class were slightly different. The mean score of pre-test in experimental class was 57.50 and the mean score of pre-test in control class was 56.41. Next, after analyzing the data of normality test score, the researcher got that the data were normal. After the normality test, the researcher analyzing the data of homogeneity test and it showed that the data were homogenous.

Furthermore, the students were taught by using Two Stay Two Stray Technique in the experimental class and guided reading in the control class. Before doing Two Stay Two Stray Technique, the researcher explained about Two Stay Two Stray Technique and how we applied the procedure of Two Stay Two Stray Technique. The last of the research, post-test was given to measure the improvement of students' reading comprehension in both classes after the treatments done. The mean score of post-test in experimental class was 71.87 and the mean score post-test in the control class was 65.00. After analyzing the data of normality test, the researcher got that the data were normal distributed. After normality test, the researcher analyzed the data of homogeneity test and the researcher got that the data were homogenous.

According the result of the students' pre-test and post-test score, it shows that the students' post-test is higher than in pre-test. Besides that, the students who were taught by using Two Stay Two Stray Technique felt more interesting, fun and the students were not bored in the classroom during the process of teaching learning because the students became more active in the class. Based on the calculation of the independent sample test, Sig. (p_{value}) was

0.001 and $\alpha = 0.05$. It means that Sig. (p_{value}) $< \alpha = 0.05$ and Ha is accepted. It means that the treatments had effect of using Two Stay Two Stray Technique towards students' reading comprehension achievement, so alternative hypothesis is accepted.

From the explanation above, it can be concluded that there is Effect of Two Stay Two Stray Strategy on Students' Reading Comprehension Achievement of the Eleventh Grade Students at SMA Negeri 5 Kota Sungai Penuh.
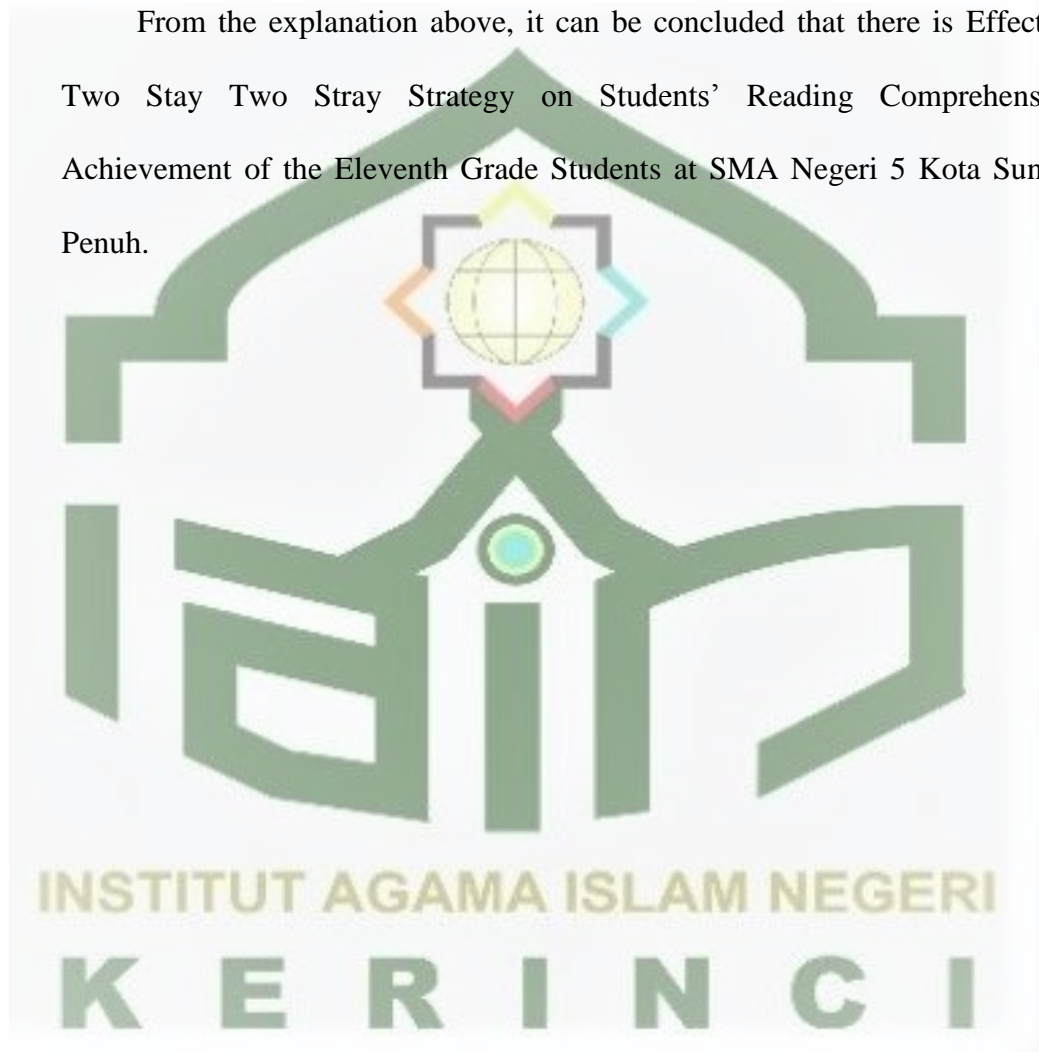
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

The researcher conclude that there are three conclusion in this research. The first, according the result of the students' pre-test and post-test score, it shows that the students' post-test is higher than in pre-test. Besides that, the students who were taught by using Two Stay Two Stray Technique felt more interesting, fun and the students were not bored in the classroom during the process of teaching learning because the students became more active in the class. The second, based on the calculation of the independent sample test, Sig. (p_{value}) was 0.001 and $\alpha = 0.05$. It means that Sig. (p_{value}) < $\alpha = 0.05$ and Ha is accepted. It means that the treatments had effect of using Two Stay Two Stray Technique towards students' reading comprehension achievement, so alternative hypothesis is accepted.

From the explanation above, it can be concluded that there was a significant improvement of Two Stay Two Stray Strategy on Students' Reading Comprehension Achievement of the Eleventh Grade Students at SMA Negeri 5 Kota Sungai Penuh.

B. Suggestion

From the research the researcher recommended some suggestion to improve reading comprehension achievement as follow:

1. The researcher recommended for teacher to use two stay two stray technique in teaching learning process, especially in reading to empower the students creativity and activeness.

2. The researcher recommended for the students to use two stay two stray technique when they comprehend the text, because it was proved that by using two stay two stray technique, students reading comprehension can be improved. Furthermore, by using two stay two stray technique, students not only learn from the teacher, but they also can learn by themselves and each other. It can motivate the students to work together and enable them to solve the problem they could not have solved alone. The students who have not understood the text yet, they can ask other students who already understand.

3. The researcher hopes for the future researcher to conduct the research in similar area or other dimension, especially on using two stay two stray technique, but using other genre or other school.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 1)

Nama sekolah	: SMA N 5 SUNGAI PENUH
Mata Pelajaran	: English
Kelas/Semester	: XI IS1 / I
Text Type	: Narrative Text
Skill	: Reading
Pertemuan	: 1st (Experimental Class)
Alokasi Waktu	: 2 x 45 minutes

Standar Kompetensi

4. Berbicara: Mengungkapkan makna dalam tek fungsional pendek dan monolog berbentuk narrative, analytical exposition dan report dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

2. Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, analytical exposition dan report.

Indikator

1. Mengidentifikasi sebuah topic di dalam text *narrative*
2. Mengidentifikasi informasi dalam text *narrative*

A. **Tujuan Pembelajaran**
   1. Siswa mampu mengidentifikasi topic dalam text *narrative*
   2. Siswa mampu mengidentifikasi informasi text berbentuk *narrative*

B. **Materi Pembelajaran**

The definition, purposes, examples, and generic structure of narrative text

1. Text organization :
   a. Orientation.

      It sets the scene where and when the story happened and introduces the participants of the story: who and what is involved in the story.
   b. Complication

      It is a series of complications or crisis points which arise in the story
   c. Resolution

      The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending
   d. Re-orientation/Coda

      This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

2. Language features:
   a. Specific participant

      Who is the participant in the text /story.
   b. Time connectivity and conjunction

      The time words that connect events to tell when they occur (for example, once upon a time, long time ago, then, later, when, etc.)
   c. Action verbs

      To show the action that occurs in the story. These verbs use the past tense because the events occur in the past. (for example, went, arrived, ate, etc)

Example of Narrative Text

THE HARE AND THE TORTOISE

Once upon a time there lived two closed friend, the hare and the tortoise. They liked to race against each other, but the hare always won.

One day, the hare asked the tortoise to race down to the beach. The tortoise refused, he said that he will loose anyway. The hare laughed at a tortoise for his slowness. Because of that the hare agreed to have a race.

When the race started, the hare ran very fast and was ahead of the tortoise. The day was hot and the tortoise was left far behind him; therefore, the hare decided to sleep for a while. While the hare was sleeping, the tortoise crawled on.

When the hare awoke, he directly ran to the finish line as fast as he could. However, the tortoise was already there. "I am slow but sure." said the tortoise.

C. **Teaching Technique**

Two Stay Two Stray techniuqe

D. **Langkah-langkah kegiatan**

1. **Kegiatan Pendahuluan**

   Apersepsi:

   - Menyapa siswa dengan mengucapkan salam dan mengucapkan selamat pagi
   - Menanyakan kabar siswa
   - Tanya jawab singkat tentang hari ini (saat pengajaran berlangsung)
   - Memberikan pertanyaan untuk menghubungkan ke judul yang akan dipelajari

   Motivasi:

   - Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

2. **Kegiatan Inti**

   Eksplorasi

   Dalam kegiatan eksplorasi, guru:

   - Membagi siswa kedalam sebuah kelompok yang beranggotakan 4 orang secara heterogen
   - Melakukan tanya jawab mengenai gagasan utama dan beberapa informasi yang mereka temukan didalam text *narrative*.

➢ Menjelaskan cara menemukan gagasan pokok dan informasi di dalam text *narrative*.

➢ Memberikan tugas atau uraian materi kepada masing-masing kelompok untuk didiskusikan bersama kelompoknya. Anggota yang sudah mengerti dapat menjelaskan pada anggota lainya sampai semua anggota dalam kelompok tersebut mengerti.

➢ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainya.

➢ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.

Elaborasi

Dalam kegiatan elaborasi, guru:

➢ Membimbing siswa berdiskusi mengerjakan tugas untuk membahas permasalahan yang terdapat dalam uraian materi tersebut.

➢ Menentukan dua orang siswa dari tiap kelompok pergi bertamu ke kelompok yang lain sesuai dengan format yang telah ditentukan oleh guru.

➢ Memastikan dan mengontrol dua orang siswa yang bertukar pendapat dengan kelompok lain mengenai permasalahan dalam uraian materi. Sedangkan anggota kelompok yang tetap tinggal bertugas sebagai tuan rumah yang akan memberikan penjelasan dan tukar pendapat mengenai permasalahan dalam materi yang diberikan guru dengan anggota dari kelompok lain.

➢ Siswa yang bertamu kembali ke kelompok masing-masing dan menjelaskan hasil temuanya kepada temannya yang tetap tinggal dalam kelompok.

➢ Siswa mempresentasikan jawaban hasil diskusi kelompoknya di depan kelas.

➢ Memberi kesempatan untuk berfikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut.

➢ Memfasilitasi peserta didik dalam pembelajaran kooperatif.

➢ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar.

➢ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok.

➢ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

➢ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa.

➢ Guru bersama siswa bertanya jawab meluruskan kesalah pahaman, memberikan penguatan dan penyimpulan.

3. Kegiatan Penutup

Dalam kegiatan pentutup, guru:

➢ Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.

➢ Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.

➢ Memberikan umpan balik terhadap proses dan hasil pembelajaran.

➢ Mengakhiri pertemuan dengan salam.

E. Sumber Belajar

Source   : Reading Book for Junior High School

Tools   : Script of short passage (Narrative Text)

F. Penilaian

1. Teknik   : Meminta siswa untuk menjawab beberapa pertanyaan

2. Bentuk   : Pertanyaan tulisan

3. Instrumen   :

Answers the questions based on the story above!

THE HARE AND THE TORTOISE

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One day, the hare asked the tortoise to race down to the beach. The tortoise refused, he said that he will loose anyway. The hare laughed at a tortoise for his slowness. Because of that the hare agreed to have a race.

When the race started, the hare ran very fast and was ahead of the tortoise. The day was hot and the tortoise was left far behind him; therefore, the hare decided to sleep for a while. While the hare was sleeping, the tortoise crawled on.

When the hare awoke, he directly ran to the finish line as fast as he could. However, the tortoise was already there. "I am slow but sure." said the tortoise.

1. Who were the two friends?
2. What did the hare ask the tortoise?
3. How was the end of the story?
4. Why did the hare decide to sleep for a while
5. What is the lesson which we can take from the text above?

Pedoman Penilaian:

1. Setiap nomor benar diberi skor 20
2. Skor maksimal : 5 x 20 = 100
3. Nilai maksimal 100

Sungai Penuh, 19 Oktober 2018

Guru Mata Pelajaran   Peneliti

HERMANTO, S. Pd   **DEKY LIKARDO**
NIP. -   NIM: 08.802.13

APPENDIX 1.2

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 2)

Nama sekolah : SMA N 5 SUNGAI PENUH

Mata Pelajaran : English

Kelas/Semester : XI IS1 / I

Text Type : Narrative Text

Skill : Reading

Pertemuan : 2nd (Experimental Class)

Alokasi Waktu : 2 x 45 minutes

Standar Kompetensi

4. Berbicara: Mengungkapkan makna dalam tek fungsional pendek dan monolog berbentuk narrative, analytical exposition dan report dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

2. Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, analytical exposition dan report.

Indikator

3. Mengidentifikasi sebuah topic di dalam text *narrative*
4. Mengidentifikasi informasi dalam text *narrative*

A. **Tujuan Pembelajaran**

1. Siswa mampu mengidentifikasi topic dalam text *narrative*
2. Siswa mampu mengidentifikasi informasi text berbentuk *narrative*

B. **Materi Pembelajaran**

The definition, purposes, examples, and generic structure of narrative text

1. Text organization:
   a. Orientation

      It sets the scene where and when the story happened and introduces the participants of the story: who and what is involved in the story.

   b. Complication

      It is a series of complications or crisis points which arise in the story

   c. Resolution

      The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

   d. Re-orientation/Coda

      This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer

2. Language features:
   a. Specific participant.

      Who is the participant in the text/story.

   b. Time connectivity and conjunction

      The time words that connect events to tell when they occur (for example, once upon a time, long time ago, then, later, when, etc.)

   c. Action verbs

      To show the action that occurs in the story. These verbs use the past tense because the events occur in the past. (for example, went, arrived, ate, etc)

Example of narrative text

THE LEGEND OF LAKE TOBA

Once, a fisherman named Batara Guru Sahala lived in Batak land. One day e caught a fish. He was surprised to find that the fish could talk. It begged Sahala to set it free. He did accordingly.

As soon as the fish was free, it changed into a woman. She was so beautiful that Sahala fell in love with her at once. He asked her to marrry him. The woman agreed to marry Sahala. However, she told him that he must never

let out the secret that she was once a fish. Sahala promised her that he would not tell anyone about it.

They were happily merried, and had two daughters. Every morning Sahala went out fishing. His daugthers would bring him his lunch. Once day, however, instead of bringing the food to their father, the two girls ate it. When Sahala knew what they had done with the meal, he very angry. He shouted at the saying. "You behaved exactly like the daughters of a fish!".

The girls did not know what their father meant. They went home and asked their mother about it. Their mother was very annoyed. Although Sahala apologized ti her later, she would not forgive him for breaking his promise.

Then the earth began to shake, and volcanoes started to erupt. The earth cracked and formed a big hole. People said that hole become Lake Toba.

C. **Teaching Technique**

Two Stay Two Stray techniuqe

D. **Langkah-langkah kegiatan**

1. **Kegiatan Pendahuluan**

Apersepsi :

- Menyapa siswa dengan mengucapkan salam dan mengucapkan selamat pagi

- Menanyakan kabar siswa

- Tanya jawab singkat tentang hari ini (saat pengajaran berlangsung)

- Memberikan pertanyaan untuk menghubungkan ke judul yang akan dipelajari

Motivasi :

- ☐Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

2. **Kegiatan Inti**

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Membagi siswa kedalam sebuah kelompok yang beranggotakan 4 orang secara heterogen

- Melakukan tanya jawab mengenai gagasan utama dan beberapa informasi yang mereka temukan didalam text *narrative*.

- Menjelaskan cara menemukan gagasan pokok dan informasi didalam text *narrative*.

- Memberikan tugas atau uraian materi kepada masing-masing kelompok untuk didiskusikan bersama kelompoknya. Anggota yang sudah mengerti dapat menjelaskan pada anggota lainya sampai semua anggota dalam kelompok tersebut mengerti.

- Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainya.

- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.

Elaborasi

Dalam kegiatan elaborasi, guru:

- Membimbing siswa berdiskusi mengerjakan tugas untuk membahas permasalahan yang terdapat dalam uraian materi tersebut.

- Menentukan dua orang siswa dari tiap kelompok pergi bertamu ke kelompok yang lain sesuai dengan format yang telah ditentukan oleh guru.

- Memastikan dan mengontrol dua orang siswa yang bertukar pendapat dengan kelompok lain mengenai permasalahan dalam uraian materi. Sedangkan anggota kelompok yang tetap tinggal bertugas sebagai tuan rumah yang akan memberikan penjelasan dan tukar pendapat mengenai permasalahan dalam materi yang diberikan guru dengan anggota dari kelompok lain.

- Siswa yang bertamu kembali ke kelompok masing-masing dan menjelaskan hasil temuanya kepada temannya yang tetap tinggal dalam kelompok.

- Siswa mempresentasikan jawaban hasil diskusi kelompoknya didepan kelas.

- Memberi kesempatan untuk berfikir, menganalisis, menyelesaikan maslah, dan bertindak tanpa rasa takut.
- Memfasilitasi peserta didik dalam pembelajaran kooperatif.
- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar.
- Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok.
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa.
- Guru bersama siswa bertanya jawab meluruskan kesalah pahaman, memberikan penguatan dan penyimpulan.

3. **Kegiatan Penutup**

Dalam kegiatan pentutup, guru:

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Mengakhiri pertemuan dengan salam.

E. **Sumber Belajar**

Source   : Reading Book for Junior High School

Tools   : Script of short passage (Narrative Text)

F. **Penilaian**

1. Teknik   : Meminta siswa untuk menjawab beberapa pertanyaan
2. Bentuk   : Pertanyaan tulisan
3. Instrumen   :

Chose the correct answer by crossing a, b, c, d.

THE LEGEND OF LAKE TOBA

Once, a fisherman named Batara Guru Sahala lived in Batak land. One day e caught a fish. He was surprised to find that the fish could talk. It begged Sahala to set it free. He did accordingly.

As soon as the fish was free, it changed into a woman. She was so beautiful that Sahala fell in love with her at once. He asked her to marrry him. The woman agreed to marry Sahala. However, she told him that he must never let out the secret that she was once a fish. Sahala promised her that he would not tell anyone about it.

They were happily married, and had two daughters. Every morning Sahala went out fishing. His daugthers would bring him his lunch. Once day, however, instead of bringing the food to their father, the two girls ate it. When Sahala knew what they had done with the meal, he very angry. He shouted at the saying. "You behaved exactly like the daughters of a fish!".

The girls did not know what their father meant. They went home and asked their mother about it. Their mother was very annoyed. Although Sahala apologized ti her later, she would not forgive him for breaking his promise. Then the earth began to shake, and volcanoes started to erupt. The earth cracked and formed a big hole. People said that hole become Lake Toba.

1. Batara Guru Sahala was a....
2. Batara Guru Sahala had.......daughter.
3. How did they fell when Batara Guru Sahala were married and have two daughters?
4. His wife was annoyed because.....
5. What happened when the earth shook?

Pedoman Penilaian:
1. Setiap nomor benar diberi skor 20

2. Skor maksimal : 5 x 5 = 100

3. Nilai maksimal 100

4. Nilai Siswa = (*Skor Perolehan / Skor Maksimal*) *x 10*

Sungai Penuh, 26 Oktober 2018

Guru Mata Pelajaran   Peneliti

HERMANTO, S. Pd   **DEKY LIKARDO**
NIP. -   NIM : 08.802.13

APPENDIX 1.3

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 3)

Nama sekolah	: SMA N 5 SUNGAI PENUH
Mata Pelajaran	: English
Kelas/Semester	: XI IS1 / I
Text Type	: Narrative Text
Skill	: Reading
Pertemuan	: 3th (Experimental Class)
Alokasi Waktu	: 2 x 45 minutes

Standar Kompetensi

4. Berbicara: Mengungkapkan makna dalam tek fungsional pendek dan monolog berbentuk narrative, analytical exposition dan report dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

2. Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, analytical exposition dan report.

Indikator

5. Mengidentifikasi sebuah topic di dalam text *narrative*
6. Mengidentifikasi informasi dalam text *narrative*

A. **Tujuan Pembelajaran**

1. Siswa mampu mengidentifikasi topic dalam text *narrative*
2. Siswa mampu mengidentifikasi informasi text berbentuk *narrative*

B. **Materi Pembelajaran**

The definition, purposes, examples, and generic structure of narrative text

1. Text organization:
   a. Orientation

      It sets the scene where and when the story happened and introduces the participants of the story: who and what is involved in the story.

   b. Complication

      It is a series of complications or crisis points which arise in the story.

   c. Resolution

      The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

   d. Re-orientation/Coda

      This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer

2. Language features:
   a. Specific participant. Who is the participant in the text /story.
   b. Time connectivity and conjunction.
   c. The time words that connect events to tell when they occur (for example, once upon a time, long time ago, then, later, when, etc.)
   d. Action verbs.
   e. To show the action that occurs in the story. These verbs use the past tense because the events occur in the past. (for example, went, arrived, ate, etc)

Example of narrative text

THE PRINCE AND HIS BEST FRIENDS

Once upon a time, there lived a kind young Prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat. One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house.

They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house. Franklin was very terrified and asked the Prince to surrender immediatly, but Peter was not affraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realised that he would become a hostage for the bandits tto ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behaviour. So he quietly made up a plan for him and Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses. It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going bac to the Capital.

C. Teaching Technique
Two Stay Two Stray techniuqe

D. Langkah-langkah kegiatan

1. Kegiatan Pendahuluan
Apersepsi :

- Menyapa siswa dengan mengucapkan salam dan mengucapkan selamat pagi
- Menanyakan kabar siswa
- Tanya jawab singkat tentang hari ini (saat pengajaran berlangsung)
- ☐Memberikan pertanyaan untuk menghubungkan ke judul yang akan dipelajari

Motivasi :

- ☐Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

2. **Kegiatan Inti**

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Membagi siswa kedalam sebuah kelompok yang beranggotakan 4 orang secara heterogen
- Melakukan tanya jawab mengenai gagasan utama dan beberapa informasi yang mereka temukan didalam text *narrative*.
- Menjelaskan cara menemukan gagasan pokok dan informasi didalam text *narrative*.
- Memberikan tugas atau uraian materi kepada masing-masing kelompok untuk didiskusikan bersama kelompoknya. Anggota yang sudah mengerti dapat menjelaskan pada anggota lainya sampai semua anggota dalam kelompok tersebut mengerti.
- Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainya.
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.

Elaborasi

Dalam kegiatan elaborasi, guru:

- Membimbing siswa berdiskusi mengerjakan tugas untuk membahas permasalahan yang terdapat dalam uraian materi tersebut.
- Menentukan dua orang siswa dari tiap kelompok pergi bertamu ke kelompok yang lain sesuai dengan format yang telah ditentukan oleh guru.
- Memastikan dan mengontrol dua orang siswa yang bertukar pendapat dengan kelompok lain mengenai permasalahan dalam uraian materi. Sedangkan anggota kelompok yang tetap tinggal bertugas sebagai tuan rumah yang akan memberikan penjelasan dan tukar pendapat

mengenai permasalahan dalam materi yang diberikan guru dengan anggota dari kelompok lain.

- Siswa yang bertamu kembali ke kelompok masing-masing dan menjelaskan hasil temuanya kepada temannya yang tetap tinggal dalam kelompok.

- Siswa mempresentasikan jawaban hasil diskusi kelompoknya didepan kelas.

- Memberi kesempatan untuk berfikir, menganalisis, menyelesaikan maslah, dan bertindak tanpa rasa takut.

- Memfasilitasi peserta didik dalam pembelajaran kooperatif.

- ☐Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar.

- Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok.

- ☐Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa.

- Guru bersama siswa bertanya jawab meluruskan kesalah pahaman, memberikan penguatan dan penyimpulan.

3. **Kegiatan Penutup**

Dalam kegiatan pentutup, guru:

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.

- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.

- Memberikan umpan balik terhadap proses dan hasil pembelajaran.

- Mengakhiri pertemuan dengan salam.

E. **Sumber Belajar**

Source   : Reading Book for Junior High School

Tools   : Script of short passage (Narrative Text)

F. Penilaian

1. Teknik   : Meminta siswa untuk menjawab beberapa pertanyaan

2. Bentuk   : Pertanyaan tulisan

3. Instrumen   :

THE PRINCE AND HIS BEST FRIENDS

Once upon a time, there lived a kind young Prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the Prince to surrender immediatly, but Peter was not affraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realised that he would become a hostage for the bandits tto ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behaviour. So he quietly made up a plan for him and Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses.

It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very

angry at Franklin and took him with them while the Prince and Peter went safely going bac to the Capital.

Answers the questions based onthe story above!

1. What kind of person was Prince Jinathan?
2. Who were Prince Jonathan's friends?
3. What happened when the Prince and his two friends were walking in theforest?
4. Why did Franklin try to persuade the Prince to surrender?
5. What did Peter Piper do when Franklin tried to persuade the Prince to surrender?

Pedoman Penilaian:

1. Setiap nomor benar diberi skor 20
2. Skor maksimal : 5 x 5 = 100
3. Nilai maksimal 100
4. Nilai Siswa *(Skor perolehan / Skor Maksimal) x 10*

Sungai Penuh, 2 November 2018

Guru Mata Pelajaran   Peneliti

HERMANTO, S. Pd   **DEKY LIKARDO**
NIP. -   NIM : 08.802.13

APPENDIX 2.1

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 1)

Nama sekolah : SMA N 5 SUNGAI PENUH

Mata Pelajaran : English

Kelas/Semester : XI IA / I

Text Type : Narrative Text

Skill : Reading

Pertemuan : 1st (Control Class)

Alokasi Waktu : 2 x 45 minutes

Standar Kompetensi

4. Berbicara: Mengungkapkan makna dalam tek fungsional pendek dan monolog berbentuk narrative, analytical exposition dan report dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

2. Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, analytical exposition dan report.

Indikator

7. Mengidentifikasi sebuah topic di dalam text *narrative*
8. Mengidentifikasi informasi dalam text *narrative*

A. **Tujuan Pembelajaran**

1. Siswa mampu mengidentifikasi topic dalam text *narrative*
2. Siswa mampu mengidentifikasi informasi text berbentuk *narrative*

B. **Materi Pembelajaran**

The definition, purposes, examples, and generic structure of narrative text

1. Text organization:
   a. Orientation

      It sets the scene where and when the story happened and introduces the participants of the story: who and what is involved in the story.

   b. Complication

      It is a series of complications or crisis points which arise in the story

   c. Resolution

      The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

   d. Re-orientation/Coda

      This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer

2. Language features:
   a. Specific participant

      Who is the participant in the text /story.

   b. Time connectivity and conjunction

      The time words that connect events to tell when they occur (for example, once upon a time, long time ago, then, later, when, etc.)

   c. Action verbs

      To show the action that occurs in the story. These verbs use the past tense because the events occur in the past. (for example, went, arrived, ate, etc)

Example of Narrative Text

THE HARE AND THE TORTOISE

Once upon a time there lived two closed friend, the hare and the tortoise. They liked to race against each other, but the hare always won.

One day, the hare asked the tortoise to race down to the beach. The tortoise refused, he said that he will loose anyway. The hare laughed at a tortoise for his slowness. Because of that the hare agreed to have a race.

When the race started, the hare ran very fast and was ahead of the tortoise. The day was hot and the tortoise was left far behind him; therefore, the hare decided to sleep for a while. While the hare was sleeping, the tortoise crawled on.

When the hare awoke, he directly ran to the finish line as fast as he could. However, the tortoise was already there. "I am slow but sure." said the tortoise.

C. **Teaching Technique**

Reading Aloud

D. **Langkah-langkah kegiatan**

1. **Kegiatan Pendahuluan**

Apersepsi :

- Menyapa siswa dengan mengucapkan salam dan mengucapkan selamat pagi
- Menanyakan kabar siswa
- Tanya jawab singkat tentang hari ini (saat pengajaran berlangsung)
- Memberikan pertanyaan untuk menghubungkan ke judul yang akan dipelajari

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

2. **Kegiatan Inti**

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Guru memilih sebuah text *narrative* yang cukup menarik untuk dibaca dengan keras
- Guru menjelaskan text *narrative* pada peserta didik secara singkat
- Guru meminta siswa untuk membaca keras bagian-bagian yang Berbeda

- Ketika pembacaan sedang berlangsung, guru menghentikan bacaan siswa di beberapa bagian untuk menekankan poin-poin tertentu, kemudian memunculkan beberapa pertanyaan, atau memberikan contoh-contoh
- Guru melakukan kesimpulan, klarifikasi, dan tindak lanjut.

Elaborasi

Dalam kegiatan elaborasi, guru:

- Guru bersama siswa berdiskusi tentang jawaban atas pertanyaan yang telah diberikan.
- Guru mengevaluasi jawaban tersebut

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa.
- Guru bersama siswa bertanya jawab meluruskan kesalah pahaman, memberikan penguatan dan penyimpulan.

3. Kegiatan Penutup

Dalam kegiatan pentutup, guru:

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Mengakhiri pertemuan dengan salam.

E. Sumber Belajar

Source   : Reading Book for Junior High School

Tools   : Script of short passage (Narrative Text)

F. Penilaian

1. Teknik : Meminta siswa untuk menjawab beberapa pertanyaan
2. Bentuk : Pertanyaan tulisan
3. Instrumen :

Answers the questions based on the story above!

THE HARE AND THE TORTOISE

Once upon a time there lived two closed friend, the hare and the tortoise. They liked to race against each other, but the hare always won.

One day, the hare asked the tortoise to race down to the beach. The tortoise refused, he said that he will loose anyway. The hare laughed at a tortoise for his slowness. Because of that the hare agreed to have a race.

When the race started, the hare ran very fast and was ahead of the tortoise. The day was hot and the tortoise was left far behind him; therefore, the hare decided to sleep for a while. While the hare was sleeping, the tortoise crawled on.

When the hare awoke, he directly ran to the finish line as fast as he could. However, the tortoise was already there. "I am slow but sure." said the tortoise.

1. Who were the two friends?
2. What did the hare ask the tortoise?
3. How was the end of the story?
4. Why did the hare decide to sleep for a while
5. What is the lesson which we can take from the text above?

Pedoman Penilaian:

1. Setiap nomor benar diberi skor 20

2. Skor maksimal : 5 x 20 = 100

3. Nilai maksimal 100

Sungai Penuh, 19 Oktober 2018

Guru Mata Pelajaran   Peneliti

HERMANTO, S. Pd   **DEKY LIKARDO**
NIP. -   NIM : 08.802.13

APPENDIX 2.2

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 2)

Nama sekolah	: SMA N 5 SUNGAI PENUH
Mata Pelajaran	: English
Kelas/Semester	: XI IA / I
Text Type	: Narrative Text
Skill	: Reading
Pertemuan	: 2nd (Control Class)
Alokasi Waktu	: 2 x 45 minutes

Standar Kompetensi

4. Berbicara: Mengungkapkan makna dalam tek fungsional pendek dan monolog berbentuk narrative, analytical exposition dan report dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

2. Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, analytical exposition dan report.

Indikator

1. Mengidentifikasi sebuah topic di dalam text *narrative*
2. Mengidentifikasi informasi dalam text *narrative*

A. **Tujuan Pembelajaran**

1. Siswa mampu mengidentifikasi topic dalam text *narrative*
2. Siswa mampu mengidentifikasi informasi text berbentuk *narrative*

B. **Materi Pembelajaran**

The definition, purposes, examples, and generic structure of narrative text

1. Text organization:
    a. Orientation

        It sets the scene where and when the story happened and introduces the participants of the story: who and what is involved in the story.

    b. Complication

        It is a series of complications or crisis points which arise in the story

    c. Resolution

        The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

    d. Re-orientation/Coda

        This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer

2. Language features:
    a. Specific participant

        Who is the participant in the text /story.

    b. Time connectivity and conjunction

        The time words that connect events to tell when they occur (for example, once upon a time, long time ago, then, later, when, etc.)

    c. Action verbs

        To show the action that occurs in the story. These verbs use the past tense because the events occur in the past. (for example, went, arrived, ate, etc)

Example of narrative text

THE LEGEND OF LAKE TOBA

Once, a fisherman named Batara Guru Sahala lived in Batak land. One day caught a fish. He was surprised to find that the fish could talk. It begged Sahala to set it free. He did accordingly.

As soon as the fish was free, it changed into a woman. She was so beautiful that Sahala fell in love with her at once. He asked her to marrry him.

The woman agreed to marry Sahala. However, she told him that he must never let out the secret that she was once a fish. Sahala promised her that he would not tell anyone about it.

They were happily merried, and had two daughters. Every morning Sahala went out fishing. His daugthers would bring him his lunch. Once day, however, instead of bringing the food to their father, the two girls ate it. When Sahala knew what they had done with the meal, he very angry. He shouted at the saying. "You behaved exactly like the daughters of a fish!".

The girls did not know what their father meant. They went home and asked their mother about it. Their mother was very annoyed. Although Sahala apologized her later, she would not forgive him for breaking his promise.

Then the earth began to shake, and volcanoes started to erupt. The earth cracked and formed a big hole. People said that hole become Lake Toba.

C. Teaching Technique

Reading Aloud

D. Langkah-langkah kegiatan

   1. Kegiatan Pendahuluan

     Apersepsi :

- Menyapa siswa dengan mengucapkan salam dan mengucapkan selamat pagi
- Menanyakan kabar siswa
- Tanya jawab singkat tentang hari ini (saat pengajaran berlangsung)
- Memberikan pertanyaan untuk menghubungkan ke judul yang akan dipelajari

     Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

   2. Kegiatan Inti

     Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Guru memilih sebuah text *narrative* yang cukup menarik untuk dibaca dengan keras
- Guru menjelaskan text *narrative* pada peserta didik secara singkat
- Guru meminta siswa untuk membaca keras bagian-bagian yang berbeda
- Ketika pembacaan sedang berlangsung, guru menghentikan bacaan siswa di beberapa bagian untuk menekankan poin-poin tertentu, kemudian memunculkan beberapa pertanyaan, atau memberikan contoh-contoh
- Guru melakukan kesimpulan, klarifikasi, dan tindak lanjut.

Elaborasi

Dalam kegiatan elaborasi, guru:

- Guru bersama siswa berdiskusi tentang jawaban atas pertanyaan yang telah diberikan.
- Guru mengevaluasi jawaban tersebut

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa.
- Guru bersama siswa bertanya jawab meluruskan kesalah pahaman, memberikan penguatan dan penyimpulan.

3. **Kegiatan Penutup**

Dalam kegiatan pentutup, guru:

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Mengakhiri pertemuan dengan salam.

E. **Sumber Belajar**

Source : Reading Book for Junior High School

Tools : Script of short passage (Narrative Text)

F. Penilaian

1. Teknik : Meminta siswa untuk menjawab beberapa pertanyaan

2. Bentuk : Pertanyaan tulisan

3. Instrumen :

Chose the correct answer by crossing a, b, c, d.

THE LEGEND OF LAKE TOBA

Once, a fisherman named Batara Guru Sahala lived in Batak land. One day e caught a fish. He was surprised to find that the fish could talk. It begged Sahala to set it free. He did accordingly.

As soon as the fish was free, it changed into a woman. She was so beautiful that Sahala fell in love with her at once. He asked her to marrry him. The woman agreed to marry Sahala. However, she told him that he must never let out the secret that she was once a fish. Sahala promised her that he would not tell anyone about it.

They were happily merried, and had two daughters. Every morning Sahala went out fishing. His daugthers would bring him his lunch. Once day, however, instead of bringing the food to their father, the two girls ate it. When Sahala knew what they had done with the meal, he very angry. He shouted at the saying. "You behaved exactly like the daughters of a fish!".

The girls did not know what their father meant. They went home and asked their mother about it. Their mother was very annoyed. Although Sahala apologized ti her later, she would not forgive him for breaking his promise.

Then the earth began to shake, and volcanoes started to erupt. The earth cracked and formed a big hole. People said that hole become Lake Toba.

1. Batara Guru Sahala was a....

A. Farmer

B. Villager

C. Sailor

D. Fisherman

2. Batara Guru Sahala had.......daughter.

A. Two

B. Three

C. Four

D. Five

3. How did they fell when Batara Guru Sahala were married and have two daughters?

A. Happy

B. Doubt

C. Said

D. Angry

4. His wife was annoyed because.....

A. Sahala apologized to her

B. He forgave her for the mistake she made

C. Sahala broke his promise

D. His daughters ate Sahala's meal

5. What happened when the earth shook?

A. The earth began to shake

B. The earth cracken and made a big hole

C. The earth became Lake Toba

D. Volcanoes started to erupt

Pedoman Penilaian:

1. Setiap nomor benar diberi skor 20

2. Skor maksimal : 5 x 5 = 100

3. Nilai maksimal 100

4. Nilai Siswa (*Skor perolehan / Skor Maksimal) x 10*

Sungai Penuh, 26 Oktober 2018

Guru Mata Pelajaran   Peneliti

HERMANTO, S. Pd   **DEKY LIKARDO**
NIP. -   NIM : 08.802.13

APPENDIX 2.3

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 3)

Nama sekolah : SMA N 5 SUNGAI PENUH

Mata Pelajaran : English

Kelas/Semester : XI IA / I

Text Type : Narrative Text

Skill : Reading

Pertemuan : 3th (Control Class)

Alokasi Waktu : 2 x 45 minutes

Standar Kompetensi

4. Berbicara: Mengungkapkan makna dalam tek fungsional pendek dan monolog
   berbentuk narrative, analytical exposition dan report dalam konteks kehidupan
   sehari-hari.

Kompetensi Dasar

2. Mengungkapkan makna dalam teks monolog dengan menggunakan ragam
   bahasa lisan secara akurat, lancar, dan berterima yang menggunakan ragam
   bahasa lisan dalam konteks kehidupan sehari-hari dalam teks berbentuk:
   narrative, analytical exposition dan report.

Indikator

3. Mengidentifikasi sebuah topic di dalam text *narrative*
4. Mengidentifikasi informasi dalam text *narrative*

A. **Tujuan Pembelajaran**

   1. Siswa mampu mengidentifikasi topic dalam text *narrative*
   2. Siswa mampu mengidentifikasi informasi text berbentuk *narrative*

B. **Materi Pembelajaran**

   The definition, purposes, examples, and generic structure of narrative text

1. Text organization :
   a. Orientation

      It sets the scene where and when the story happened and introduces the participants of the story: who and what is involved in the story.
   b. Complication

      It is a series of complications or crisis points which arise in the story
   c. Resolution

      The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending
   d. Re-orientation/Coda

      This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer
2. Language features:
   a. Specific participant

      Who is the participant in the text /story.
   b. Time connectivity and conjunction

      The time words that connect events to tell when they occur (for example, once upon a time, long time ago, then, later, when, etc.)
   c. 18. Action verbs

      To show the action that occurs in the story. These verbs use the past tense because the events occur in the past. (for example, went, arrived, ate, etc)

Example of narrative text

THE PRINCE AND HIS BEST FRIENDS

Once upon a time, there lived a kind young Prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the Prince to surrender immediatly, but Peter was not affraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realised that he would become a hostage for the bandits tto ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behaviour. So he quietly made up a plan for him and Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses. It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going bac to the Capital.

C. **Teaching Technique**

Reading Aloud

D. **Langkah-langkah kegiatan**

1. **Kegiatan Pendahuluan**

Apersepsi :

- Menyapa siswa dengan mengucapkan salam dan mengucapkan selamat pagi
- Menanyakan kabar siswa
- Tanya jawab singkat tentang hari ini (saat pengajaran berlangsung)
- Memberikan pertanyaan untuk menghubungkan ke judul yang akan dipelajari

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

2. **Kegiatan Inti**

   Eksplorasi

   Dalam kegiatan eksplorasi, guru:

   - Guru memilih sebuah text *narrative* yang cukup menarik untuk dibaca dengan keras
   - Guru menjelaskan text *narrative* pada peserta didik secara singkat
   - Guru meminta siswa untuk membaca keras bagian-bagian yang berbeda
   - Ketika pembacaan sedang berlangsung, guru menghentikan bacaan siswa di beberapa bagian untuk menekankan poin-poin tertentu, kemudian memunculkan beberapa pertanyaan, atau memberikan contoh-contoh
   - Guru melakukan kesimpulan, klarifikasi, dan tindak lanjut.

   Elaborasi

   Dalam kegiatan elaborasi, guru:

   - Guru bersama siswa berdiskusi tentang jawaban atas pertanyaan yang telah diberikan.
   - Guru mengevaluasi jawaban tersebut

   Konfirmasi

   Dalam kegiatan konfirmasi, guru:

   - Guru bertanya jawab tentang hal-hal yang belum diketahui siswa.
   - Guru bersama siswa bertanya jawab meluruskan kesalah pahaman, memberikan penguatan dan penyimpulan.

3. **Kegiatan Penutup**

   Dalam kegiatan pentutup, guru:

   - Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.
   - Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
   - Memberikan umpan balik terhadap proses dan hasil pembelajaran.

- Mengakhiri pertemuan dengan salam.

E. Sumber Belajar

Source   : Reading Book for Junior High School

Tools   : Script of short passage (Narrative Text)

F. Penilaian

1. Teknik   : Meminta siswa untuk menjawab beberapa pertanyaan
2. Bentuk   : Pertanyaan tulisan
3. Instrumen :

THE PRINCE AND HIS BEST FRIENDS

Once upon a time, there lived a kind young Prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

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They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house. Franklin was very terrified and asked the Prince to surrender immediatly, but Peter was not affraid. He urged and supported the Prince not to give up.

The Prince decided not to surrender because he realised that he would become a hostage for the bandits tto ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behaviour. So he quietly made up a plan for him and Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The

bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there.

Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses.

It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going bac to the Capital.

Answers the questions based onthe story above!

1. What kind of person was Prince Jinathan?
2. Who were Prince Jonathan's friends?
3. What happened when the Prince and his two friends were walking in theforest?
4. Why did Franklin try to persuade the Prince to surrender?
5. What did Peter Piper do when Franklin tried to persuade the Prince to surrender?

Pedoman Penilaian:

1. Setiap nomor benar diberi skor 20
2. Skor maksimal : 5 x 5 = 100
3. Nilai maksimal 100
4. Nilai Siswa (*Skor perolehan / Skor Maksimal) x 10*

Guru Mata Pelajaran

Sungai Penuh, 2 November 2018
Peneliti

HERMANTO, S. Pd
NIP. -

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Appendix 3.1

Pre Test Item Before Validity

Answer these questions by crossing (X) the correct answer in your answer sheet!
PASSAGE ONE (QUESTION 1-5)

> **Snow White**
>
> Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and aunt talking about leaving Snow Whitein the castle because they both wanted to go to America and they didn't have enough money to take Snow White.
>
> Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.
>
> Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" snow white said, "My name is Snow White."Then, Snow White told the dwarfs the whole story. The dwarfs said, "if you want, you may live here with us."Snow White answered, "Oh,could I? Thank you. "Finally, Snow White and the seven dwarfs lived happily ever after.

1. Which of the following is TRUE according to text?
    a. Snow white lives with her uncle because her parents arepassed away.
    b. Snow white lives with her uncle and her aunt
    c. Snow white lives with her uncle because her parents leave her.
    d. Snow white live with her family.

2. It can be inferred from the passage, why did Snow White ran away to the woods? Because…..
    a. Her parents passed away
    b. Her uncle was angry with her
    c. Her uncle and aunt would go to America

d.   Snow White was happy to run away

3.   According to the passage, Snow White run away to the woods………… Than in the castle alone.

   a.   In the afternoon
   b.   In the morning
   c.   In the evening
   d.   In the full moon

4.   Why did snow white run from home?

   a.   Because she want to take a nap
   b.   Because she want to play
   c.   Because Snow White didn't want her uncle and aunt leave her in castle
   d.   Because she want go to the wood

5.   According to the text, it can be inferred that Snow White live with her uncle and aunt…….

   a.   Because she loved them very much
   b.   As a result of forcing attitude from them
   c.   Because her parents were dead
   d.   Because she were afraid of the dwarfs

PASSAGE TWO (QUESTION 6-9)

The King of the Jungle

   One day a tiger saw a fox walking alone. Then, he intended to attack the fox. When tiger jumped on Fox, Fox cried out, "How dare you attack the king of the jungle?" Tiger looked at him in amazement. "Non sense! You are not King!" "Certainly I am,"replied the Fox. "All the animals run from me in terror! If you want proof, come with me." Fox went into the forest with tiger in heels. When they came to a herd of deer, the deer saw Tiger behind the Fox and ran in all direction.

   They came to a group of monkey, the monkey saw the tiger behind fox and they fled. Fox looked to tiger and said,"Do you need more proof than that? See how the animals flee at the first sight of me?" "I am surprised, but I've seen it with

my own eyes. Forgive me attacking you, Great King."

Tiger bowed low with great ceremony, he let the fox go.

6. What does the next actually tell us about?
   a. Where the tiger and fox meet
   b. Who the king of the forest is
   c. What the king is
   d. Why the fox still exist

7. Which of the following is true according to the text, EXCEPT……
   a. Tiger saw a fox walking alone
   b. The monkey saw the tiger behind fox
   c. Tiger and cat are best friend
   d. Fox went into the forest with tiger in heels.

8. Tiger bowed low with great ceremony, he let the fox go. (last sentences) The synonym of under line word is?
   a. Respect
   b. Appreciate
   c. Dare
   d. Hunched

9. What the paragraf 1 tell about?
   a. Orientasi
   b. Complication
   c. Resolusi
   d. Re-orientation

PASSAGE THREE (QUESTION 10-19)

The Story of the Smart Parrot

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

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

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

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the

fourth chicken, "Say Catano, or I'll kill you!

10. According to the passage, where does the story take place?
    a. London
    b. Jakarta
    c. Puerto Rico
    d. Buenos Aires

11. It can be inferred from the passage that the Parrot…..
    a. The Parrot cannot say the word Catano
    b. The Parrot often say the word Catano
    c. The Parrot cannot say the word Tacano
    d. The Parrot like to say the word Nacato

12. Where is orientation in the paragraph?
    a. 1st
    b. 2rd
    c. 3th
    d. 4th

13. How many chicken in chicken house?
    a. There are three old chickens

b. There are four old chickens

c. There are five old chickens

d. There are six old chickens

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

a. The man ate the bird

b. The man sold the bird

c. The man killed the bird

d. The man taught the bird

15. It is most likely that…..

a. The bird killed the three chickens

b. The three chickens killed the bird

c. The bird played with the chicken

d. The bird killed one of the three chickens

16. What is the story about?

a. A parrot and a cat

b. A parrot and a chicken

c. A parrot and the owner

d. A parrot, the owner, and chickens

17. What the paragraf 1 tell about?

a. Orientasi

b. Complication

c. Resolusi

d. Re-orientation

18. "The parrot was very, very smart" The word 'smart' has similar meaning….

a. Stupid

b. Stubborn

c. Clever

d. Beautiful

19. "The parrot was screaming at the fourth chickens". What does the under lined word mean?

a. Smiling

b. Shouting

c. Crying

d. Laugh

PASSAGE FOUR (QUESTION 20-29)

A kangaroo is an animal found only in Australia, although it has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and also in New Guinea.

Kangaroos eat grass and plants. They have short front legs, but very long, and very strong back legs and a tail. These they use for sitting up on and for jumping. Kangaroos have been known to make forward jumps of over eight meters, and leap across fences more than three meters high. The soy can also run at speeds of over 45 kilometers per hour.

The largest kangaroos are the great Grey kangaroo and the Red kangaroo. Adults grow to a length of 160 meters and weigh over 90 kilos. Kangaroos are marsupials. This means that the female kangaroo has an external paunch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into this paunch where it spends its first five months of life.

20. Where is kangaroo found?

a. In Japan

b. In Austria

c. In Australia

d. In London

21. What is the best tittle of the text?

a. Kangaroo

b. Australia island

c. Wallaby

d. Animal

22. The followings are what the kangaroo can do, EXCEPT…

a. They have been known to make forward jumps of over eight meters

b. They can leap across fences more than three meters high

c. They can also run at speeds of over 45 kilometers per hour

d. They can't walk

23. Adult grow to a weigh over…… kilos

a. 90

b. 60

c. 40

d. 50

24. Where is resolition in the paragraph?

a. 1st

b. 2rd

c. 3th

d. 4th

25. "A baby kangaroo is very tiny when it is born". The underline word has the same meaning with….?

a. A small

b. An infant

c. Very child

d. Adult

26. It can inferred that the title about the text above is….

a. What is the kangaroo?

b. Kangaroo is marsupials

c. What the animal?

d. What the buffalo?

27. The largest kangaroos are…..

a. The great grey kangaroo and the white kangaroo

b. The great blue kangaroo and the red kangaroo

c. The great grey kangaroo and the red kangaroo

d. The great red kangaroo and the green kangaroo

28. What is the mean from first paragraph….. ?

a. Kangaroo's live

b. Kangaroo's job

c. Kangaroo's species

d. Kangaroo's hobby

29. " A baby kangaroo is very tiny when it is born?". The underline word "it" (last paragraph) refers to?

a. Baby kangaroo

b. Kangaroo

c. Old kangaroo

d. Kangaroo can run like zebra

PASSAGE FIVE (QUESTION 30-33)

A time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea. Once Sura and Baya were looking for some food. Suddenly saw a goat. "Yummy, this is my lunch," said Baya. "No way! This my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again. One day, Sura went to the land nd looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and Awent back to the sea. Baya was happy.

30. What is the title of a narrative text above?

a. Sura and Baya

b. Sura

c. Baya

d. Buaya

31. How many characters in the story?

a. 1 characters

b. 4 characters

    c.   3 characters

    d.   2 characters

32. What is the food that suraa saw in the river?

    a.   Goat

    b.   Fish

    c.   Not include in the text

    d.   Snake

33. No way! This is my lunch. You are greedy" said Sura. The synonym of under line word is?

    a.   Avaricious

    b.   Conceited

    c.   Unkempt

    d.   Envious

PASSAGE SIX (QUESTION 34-37)

A long time ago, there lived an old man in the Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a beautiful daughter named Dewi Walangangin who was not married yet. Kiai Gede Penanggungan prayed days and nights for her daughter to have a husband. One day, a young handsome man came to his place. The name of the man was Jaka Pandelengan.

He wanted to be Kiai Gede Penanggulangan's student. Kiai Gede agreed to have Jaka as his student with one condition that he would marry her daughter. Jaka Pandelengan and Dewi Walangangin soon got married. Kiai Gede Penanggungan taught Jaka many things.

After several years, now it was time for the couple to live separately from Kiai Gede Penanggungan. They would move to another village. Kiai Gede gave some needs of pari or paddy to the couple. He asked the couple to plant the seeds. He also warned the couple not to be arrogant when they were rich. He wanted to couple to help poor people. The couple started a new life. They planted the seed. Soon, the seeds grew and became a lot of rice. Now the couple became very rich.

The poor neighbors came to the couple to ask for some pari seeds, but the couple refused to help them. Kiai Gede heard about the couple's bad behavior. Soon he visited the couple.

He met them when the couple was working in the field. Kiai Gede talked to the couple. He reminded the couple not to be arrogant, but the couple ignored him. They said nothing to Kiai Gede. Kiai Gede got very angry. Then he said, "You two are like temples. You do not listen to me". Right after he said those words, an incredible thing happened. Slowly, Jaka and Dewi turned into temples. Because the temples stood among the pari, people then named them as Pari Temples.

34. Where is orientation in the paragraph?

   a. 1st
   b. 2rd
   c. 3th
   d. 4th

35. The couple becomes temples because?

   a. They were rich
   b. Kiai Gede said so
   c. Kiai Gede liked them
   d. They were good people

36. "……, an incredible thing happened. " (last paragraph). The underlined word means….

   a. Untouchable
   b. Unbelievable
   c. Common
   d. Usual

37. What is the best title of the story?

   a. Pari tample
   b. Penanggung mountain
   c. Jaka pandelengan
   d. Dewi walangangin

PASSAGE SEVEN (QUESTION 38-40)

A poor boy sold goods from door to door to pay his school fee. One day he had only a little money left and he was very hungry. He decided to ask for some food at the next house he visited. However he was so nervous when a lovely young woman opened the door. He only asked for a glass of water. The woman thought that the boy was hungry so she gave him a large glass of milk. He drank it slowly, and the asked. "How much do owe you?" "You don't owe me anything, "she replied, "Mother has taught us never to accept pay for a kindness. "He said, "Then u thank you from my heart. "As the poor boy left that house, he felt stronger. His faith in God was getting stronger too. He had been ready to stop his study but now he got a spirit to continue it until he became a doctor.

Some years later that young woman became critically ill. She was sent to the big city to cure her disease. The poor boy was the doctor. When he knew the name of the town she came from. He went to meet her. He recognized her at once. He tried hard to save the woman's life. From then on he gave special attention to the sick woman.

After a long struggle, the woman could be cured. The poor boy paid all the bill. He wrote "Paid in full with one glass of milk" under the bill. When the women opened the bill, tears of joy flooded her eyes as her happy heart prayed, "thank you God that your has spread abroad through human hearts and hands.

38. What can we learn after reading the story above?
    a. Kindness won't be forgotten
    b. Poverty is the source of misery
    c. Help is needed to be successful.
    d. Health is important in life

39. What did the main idea of paragraph two?
    a. The poor boy asked the women for food
    b. The women came to the town where the boy live
    c. The pure boy cured the women and repaid her kindness
    d. The women gave a large glass of milk to the poor boy.

40. The statement is true according to the text, **EXCEPT?**
    a. The women gave him a large glass of milk

b. The poor boy was the doctor

c. A poor boy sold goods from door to door to buy some foods

d. The young woman became critically

APPENDIX 3.2

Post Test Items before Validity

Answer the questions by crossing(X) the correct answer in your answer sheet!
PASSAGE ONE (QUESTION 1-5)

The Rats and The Elephants
Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death. Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

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

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

1. What does the story tell about? It is…..
   a. About a group of big mice and elephants
   b. About elephant and the jungle
   c. About a mouse and his friend
   d. About elephant and his friend

2. What is the main idea of the second paragraph?
   a. The elephant-hunter did
   b. The rats ask elephant to look for another route
   c. The trapped elephants did
   d. A group of king did

3. What the paragraf 2 tell about?

a. Orientasi
b. Complication
c. Resolusi
d. Re-orientation

4. Who is trapped a group of elephant in huge nets?

    a. The group of rats

    b. Elephant hunter

    c. Rat hunter

    d. Mice

5. The following are about the rat and the elephant story, **EXCEPT?**

    a. There lived a group of mice under a tree in peace

    b. One day elephant-hunters came to the jungle and trapped a group of elephants

    c. The elephant's king apologized and agreed to take another route

    d. The king of rats does not want to help the king of elephant

PASSAGE TWO (QUESTION 6-11)

The Girl and Her Bucket

A young girl was going to market with a bucket of milk on her head. "With the gold that I get from the sale of this milk, I'll buy a red hen," she said. "Then hen will lay eggs, they'll hatch and then I'll have many chicks to be raised. I'll feed them well and when they're grown, they will lay eggs. And those eggs will hatch and I will have more hens that will lay more eggs that will hatch into chicks.

I'll be rich and I'll wear fine clothes with emeralds and rubies from my collar to my toes and one day perhaps, I shall visit the Queen. I shall bring her rare gifts from queen, I shall say, "For your majesty's pleasure!" And she bow low. With that sweep of her arm, she knocked off the bucket and spilled her fantasy load. "Oh dear," she cried, "My dreams are splattered in puddles of milk on the road."

---

6. What does she want to buy if she get gold from the sale of milk?

    a. Long dress

    b. Diamond

  c. A red hen

  d. Jewelry

7. What does the girl bring in her bucket?

  a. Water

  b. Egg

  c. Fruit

  d. Milk

8. Where is orientation in the paragraph?

  e. 1st
  f. 2rd
  g. 3th
  h. 4th

9. What does she want to wear if she has become rich?

  a. An up to date clothes

  b. Fine clothes with emeralds

  c. Expensive dress

  d. Expensive jewelry

10. "She knocked off the bucket and spilled her fantasy load."(line 10). The underline word has similar meaning?

  a. Disgorge

  b. Restrain

  c. Contain

  d. Stream

11. Who would she visit if she was rich?

  a. The Queen

  b. Her father

  c. Her friends

  d. Her family

PASSAGE TWO (QUESTION 12-17)

<div align="center">

A Poor Boy

</div>

  A poor boy sold goods from door to door to pay his school fee. One day he had only a little money left and he was very hungry. He decided to ask for some

food at the next house he visited. However he was so nervous when a lovely young woman opened the door. He only asked for a glass of water. The woman thought that the boy was hungry so she gave him a large glass of milk. He drank it slowly, and then asked.

"How much do owe you?" "You don't owe me anything," she replied, "Mother has taught us never to accept pay for a kindness." He said, "Then u thank you from my heart." As the poor boy left that house, he felt stronger. His faith in God was getting stronger too. He had been ready to stop his study but now he got a spirit to continue it until he became a doctor.

Some years later that young woman became critically ill. She was sent to the big city to cure her disease. The poor boy was the doctor. When he knew the name of the town she came from. He went to meet her. He recognized her at once. He tried hard to save the woman's life. From then on he gave special attention to the sick woman. After a long struggle, the woman could be cured. The poor boy paid all the bill. He wrote "Paid in full with one glass of milk" under the bill. When the woman opened the bill, tears of joy flooded her eyes as her happy heart prayed," thank you God that your love has spread abroad through human hearts and hands.

12. What did the poor boy asks when he is meeting the woman?
    a. Some food
    b. A glass of water
    c. A large of milk
    d. Health is important in life

13. What can we learn after reading the story above?
    a. Kindness won't be forgotten
    b. Poverty is the source of misery
    c. Help is needed to be successful
    d. Health is important in life.

14. What did the main idea of paragraph two?
    a. The poor boy asked the woman for food.

b. The woman came to the town where the boy lived.

c. The poor boy cured the woman and repaid her kindness

d. The woman gave a large glass of milk to the poor boy

15. What the paragraf 3 tell about?

   a. Orientasi
   b. Complication
   c. Resolusi
   d. Re-orientation

16. Why did the poor boy sold goods?

   a. To buy some foods

   b. To pay his dept

   c. To buy books

   d. To pay his school fee

17. According to the text, it can be inferred that she (the young girl) was sent to the big city to……….. ???

   a. Cure her disease

   b. Go shopping

   c. Spent her holiday

   d. Go to her friend house

PASSAGE TWO (QUESTION 18-22)

The Town Mouse and the Country Mouse

Once upon a time, a Country Mouse had a visit from his cousin in the country. He was so happy. He loved his cousin and made him heartily welcome. Beansmand bacon, cheese and bread, were all he had to offer, but he offered themmfreely.

The Town Mouse said: "I cannot understand, Cousin, how you can put up with such poor food as this, but of course you cannot expect anything better in the country; come you with me and I will show you how to live. When you have been in town a week you will wonder how you could ever have stood a country life."

Next, the two mice set off for the town and arrived at the Town Mouse's residence late at night. "You will want some refreshment after our long journey,"

---

said the polite Town Mouse, and took his friend into the grand dining-room. There they found the remains of food, and soon the two mice were eating up jellies and cakes and all that was nice. Suddenly they heard growling and barking. "What is that?" said the Country Mouse. "It is only the dogs of the house," answered the other. "Only!" said the Country Mouse. "I do not like that music at my dinner."

Just at the moment the door flew open, in came two dogs, and the two mice had to run away. "Good-bye, Cousin," said the Country Mouse, "What! Going so soon?" said the other. "Yes," he replied; "Better beans and bacon in peace than cakes and beer in fear."

18. Where is Complication in the paragraph?
    a. 1st
    b. 2rd
    c. 3th
    d. 4th

19. When the two mice arrive at the Town Mouse's residence?
    a. Morning
    b. Afternoon
    c. Evening
    d. Late at night

20. When you have been in town a week you will wonder how you could ever have stood a country life." The antonym of the underline word is?
    a. Awesome
    b. Unimpressive
    c. Amazing
    d. Admiration

21. What the paragraf 2 tell about?
    a. Orientasi
    b. Complication
    c. Resolusi
    d. Re-orientation

22. According to the text we can inference the passage that…..
    a. Everyone has different choice for their pleasure

b. Every animal likes eating too much

c. The country mouse angry with the town mouse

d. We should be a rich people

PASSAGE TWO (QUESTION 23-30)

The Necessity of Salt

Once upon a time there was a king who had three daughters. Because they were good and beautiful he loved them all sincerely. He did not know which one he should appoint as queen. As his birthday approached he summoned his daughters and said to them, "My dear children, I love all three of you sincerely, and for a long time have not know which one of you I should name to be the heir to my throne. But I have now decided that the one of you shall become queen who brings to me a birthday present that is most necessary in human life. Go and make your plans accordingly and with utmost diligence."

The old king's birthday arrived, and the two oldest daughters brought him present that were very necessary, but at the same time extremely expensive. However, the youngest daughter brought him nothing more than a little pile of salt in a decorated container. When the king saw her present, he became very angry, and he drove his daughter out of the castle, forbidding her even again to let herself be seen by him. With deep sorrow the rejected daughter went out into the unknown world, comforted only by her faith in her own good sense. After walking a good while she came to an inn. There she found a female innkeeper who thoroughly understood cooking. News spread far and wide of the excellent cook in this inn, and everyone who came this way and who still had a few Kreutzer's left in his pocket stopped to be served a roast or something even more elegant.

The king heard of the cook's reputation, and he hired her as court cook. Now it came to pass that the oldest princess was getting married, and the famous cook was assigned the preparation of the wedding feast, with no expenses to be spared. Thus on the wedding day one elegant dish after the other was served until the table almost cracked. Everything was excellently prepared, and everyone praised the cook.

Finally the king's favorite dish arrived. Quickly taking a spoon he tasted it.

"This has not been salted!" he cried out angrily. "Have the cook brought before me!" They quickly ran for the cook, who entered the hall undaunted. "Why did you forget to salt my favorite dish, you careless girl?" snapped the king at her.

The cook answered, "You drove away your youngest daughter because she thought that salt was so necessary. Perhaps you can now see that your child was not so

wrong." When the king heard these words he recognized his daughter, begged her for forgiveness, asked her to be seated at his side, and accepted her once again as his dear child. Then the wedding became doubly joyful. The king lived happily with his children for many years thereafter.

23. Why did the King ask his daughters to bring him a birthday present that was the most necessary thing in human life?
    a. To show that he was the most powerful man in the kingdom
    b. To decide who would be the next queen
    c. To decide who would be his cook
    d. To decide who would marry with the prince.

24. Why did the King drive his youngest daughter out of his castle?
    a. Because she wanted to become a cook
    b. Because he thought that she did not respect him
    c. Because the King did not want her got married with the prince
    d. Because she did not want to give him any birthday gift

25. Where did the King's daughter learn to cook?
    a. In the castle
    b. In a villager's house
    c. In a famous restaurant
    d. In an inn

26. Why did the King ask the famous cook to prepare the wedding fest?
    a. Because the King knew that is was his daughter
    b. Because people believed that she was the best cook in the kingdom
    c. Because she applied for the position of King's cook

d. Because the King wanted to prove that salt was not so importance

27. The text is about?

    a. A princess who wanted to celebrate her birthday

    b. A king who become a famous cook

    c. A princess who proved that salt was so necessary

    d. A princess who finally got married with a famous cook

28. How did the king's daughter prove that salt is the most necessary thing in human live?

    a. By serving dishes cooked without salt

    b. By serving very sweet dishes

    c. By telling the king that she is the famous cook

    d. By giving the king a container of salt

29. The word "undaunted" in paragraph 8 is contradictory in meaning to……

    a. Curious

    b. Fearless

    c. Doubt

    d. Afraid

30. What is the main idea of the text……?

    a. A princess who wanted to celebrate her birthday

    b. A king who became a famous cook

    c. A princess who proved that salt was so necessary

    d. A princess who finally got married with a famous cook

PASSAGE TWO (31-40)

The Story of the Smart Parrot

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

At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say catano, or I will kill you!" but the parrot

would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird would not talk.

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

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

31. What is the resolution from the text?
    a. The parrot could talk the word which the man wanted. The parrot said the word with higher degree than the man taught the word do it.
    b. A man in Puerto Rico had a wonderful parrot. It was very, very smart. This parrot would say any word-except one
    c. The man got so angry because the bird would not say Catano
    d. The man picked up bird and threw him into the chicken house.

32. It can be inferred from the passage that the parrot……..
    a. The parrot cannot say the word Catano
    b. The parrot often say the word Catano
    c. The parrot cannot say the word Caatano
    d. The parrot like to say the word Nacato

33. "You are a **stupid** bird"! (line 5). The antonym of the underline word is?
    a. Obtuse
    b. Dull
    c. Smart
    d. Follish

34. Which statement is true according to the text?.....
    a. The parrot could say Catano

b. At last the parrot could say Catano

c. Catano was the name at the parrot

d. The man never got angry at the parrot

35. Then the man got to **so angry** that the shouted over and over, "Say Catano, or. I'll kill you!" but the bird would not talk. (line 6). The antonym of the underline word is?

a. Mad

b. Livid

c. Calm

d. Irate

36. It is most likely that…..

a. The bird killed the three chickens

b. The three chickens killed the bird

c. The bird played with the chicken

d. The bird killed one of the three chickens

37. What is the story about?

a. A parrot and a cat

b. A parrot and a chicken

c. A parrot and the owner

d. A parrot, the owner, and the chickens

38. Where is re-orientation in the paragraph?

a. 1st

b. 2rd

c. 3th

d. 4th

39. The moral value that we can learn after read the story, **EXCEPT….**

a. We should not impose our will to others

b. We have to make everyone obey us

c. Don't be proud of all that we have

d. Don't feel the most perfect

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

a. Smiling

b.   Shouting

c.   Crying

d.   Laugh

APPENDIX 3.3

Key answer for tryout pretes

1 A	11 A	21 A	31 C
2 C	12 C	22 D	32 C
3 B	13 B	23 A	33 A
4 D	14 D	24 D	34 B
5 C	15 A	25 B	35 B
6 C	16 C	26 B	36 B
7 C	17 B	27 C	37 A
8 D	18 C	28 A	38 A
9 C	19 B	29 A	39 C
10 C	20 C	30 A	40 C

Key answer for tryout postest

1 A	11 A	21 B	31 A
2 B	12 B	22 A	32 A
3 A	13 A	23 B	33 C
4 B	14 C	24 B	34 B
5 D	15 D	25 D	35 C
6 C	16 D	26 B	36 A
7 D	17 A	27 C	37 C
8 C	18 B	28 A	38 B
9 B	19 D	29 D	39 B
10 A	20 B	30 C	40 B

APPENDIX 4.1

The Result of Validation form for Reading Test for Pre-test

Direction: For each statement, please give your response by ticking (√) a box representing your choice.

No	Questions	Yes	No	Comments
1	Do the indicators cover the aspects you want to measure?	√		All aspects of the items question have been arranged accaording to indicators reading comprehension achievement.
2	Are the instructions for work clear?	√		The charging instruction are clear.
3	Is time allocation enough?		√	Student find it difficult to answer for 100 minutes.
4	Is the item number in accordance with aspect no 1?		√	Item number 37, 16 and 30 is repaired
5	Is the item number in accordance with aspect no 2?		√	Item number 5, 11, and 15 is repaired
6	Is the item number in accordance with aspect no 3?		√	Item number 9 is repaired
7	Is the item number in accordance with aspect no 4?		√	Item number 3, 31, and 28 is repaired
8	Does the item number match aspect no5?		√	Item number 22 and 32 is repaired
9	Is the item number in accordance with aspect no 6?		√	Item number 27, 14, and 20 is repaired
10	Did the item number match aspect no7?		√	Item number 33 and 18 is repaired

Sungai Penuh, September 2018

Validator

HERMANTO, S. Pd
NIP. -

APPENDIX 4.2

The Result of Validation form for Reading Test for Post-test

Direction: For each statement, please give your response by ticking (√) a box representing your choice.

No	Questions	Yes	No	Comments
1	Do the indicators cover the aspects you want to measure?	√		All aspects of the items question have been arranged accoarding to indicators reading comprehension achievement.
2	Are the instructions for work clear?	√		The charging instruction are clear.
3	Is time allocation enough?	√		-
4	Is the item number in accordance with aspect no 1?		√	Item number 27, 37, 14 and 30 is repaired
5	Is the item number in accordance with aspect no 2?		√	Item number 31, 22, and 32 is repaired
6	Is the item number in accordance with aspect no 3?		√	Item number 3, 15, 18, and 38 is repaired
7	Is the item number in accordance with aspect no 4?		√	Item number 9 and 11 is repaired
8	Does the item number match aspect no5?		√	Item number 5 and 34 is repaired
9	Is the item number in accordance with aspect no 6?		√	Item number 16 and 26 is repaired
10	Did the item number match aspect no7?		√	Item number 33, 20, and 40 is repaired

Sungai Penuh, September 2018

Validator

HERMANTO, S. Pd
NIP. -

APPENDIX 5.1

Students' Reading Score of XI Grade of SMA Negeri 5 Sungai Penuh

XI IA

No	Names	Score
1	A-1	65
2	A-2	55
3	A-3	75
4	A-4	55
5	A-5	50
6	A-6	55
7	A-7	45
8	A-8	65
9	A-9	75
10	A-10	70
11	A-11	75
12	A-12	65
13	A-13	60
14	A-14	55
15	A-15	70
16	A-16	55
17	A-17	50
18	A-18	65
19	A-19	60
20	A-20	75
21	A-21	65
22	A-22	50
23	A-23	80
24	A-24	55
25	A-25	40
26	A-26	45
27	A-27	50
28	A-28	65
29	A-29	70
30	A-30	60
31	A-31	60
32	A-32	65

XI IS1

No	Names	Score
1	B-1	80
2	B-2	65
3	B-3	60
4	B-4	70
5	B-5	75
6	B-6	65
7	B-7	60
8	B-8	60
9	B-9	65
10	B-10	50
11	B-11	55
12	B-12	75
13	B-13	60
14	B-14	65
15	B-15	60
16	B-16	65
17	B-17	65
18	B-18	70
19	B-19	50
20	B-20	85
21	B-21	45
22	B-22	55
23	B-23	45
24	B-24	75
25	B-25	55
26	B-26	65
27	B-27	70
28	B-28	60
29	B-29	55
30	B-30	65
31	B-31	60
32	B-32	65

XI IS2

No	Names	Score
1	C-1	70
2	C-2	50
3	C-3	65
4	C-4	65
5	C-5	70
6	C-6	55
7	C-7	50
8	C-8	45
9	C-9	70
10	C-10	50
11	C-11	55
12	C-12	75
13	C-13	55
14	C-14	60
15	C-15	70
16	C-16	70
17	C-17	60
18	C-18	75
19	C-19	65

Sungai   Penuh,
September 2018
English Teacher

HERMANTO, S. Pd
NIP. -

APPENDIX 6.1

Recapitulation Item of Pre-Test Try-Out

Mean = 24.00   Standard Intersection = 3.96   Corelation XY = 0.53

Realibility Test = 0.70   Items = 40   Total Subject = 19

Items	Different Power Test Question	Item Difficulty Index	Corelation	Sign. Corelation
1	0.3	Very Easy	0.570	Very Significance
2	0.0	Moderat	0.088	-
3	0.1	Difficult	0.069	-
4	0.4	Very Easy	0.444	Very Significance
5	0.1	Difficult	0.052	-
6	0.4	Very Easy	0.316	Significance
7	-0.3	Very Difficult	-0.254	-
8	0.0	Very Easy	NAN	NAN
9	0.9	Moderat	0.436	Very Significance
10	0.4	Difficult	0.335	Very Significance
11	0.6	Moderat	0.589	Very Significance
12	0.1	Moderat	0.222	-
13	-0.1	Easy	-0.103	-
14	-0.4	Difficult	-0.335	-
15	0.1	Very Easy	0.159	-
16	0.6	Easy	0.459	Very Significance
17	0.0	Difficult	0.121	-
18	0.7	Moderat	0.464	Very Significance
19	0.3	Very Easy	0.570	Very Significance
20	0.9	Moderat	0.603	Very Significance
21	0.1	Easy	0.184	-

22	0.4	Moderat	0.603	Signifikan
23	0.1	Moderat	0.222	-
24	-0.4	Very Difficult	-0.444	-
25	0.6	Moderat	0.516	Very Significance
26	0.0	Easy	0.026	-
27	0.0	Very Easy	NAN	NAN
28	-0.3	Difficult	-0.314	-
29	0.4	Very Easy	0.526	Very Significance
30	0.0	Moderat	0.155	-
31	0.9	Moderat	0.709	Very Significance
32	0.4	Very Easy	0.526	Very Significance
33	0.1	Easy	0.276	-
34	0.3	Moderat	0.608	Very Significance
35	0.6	Easy	0.490	Very Significance
36	0.4	Very Easy	0.413	Very Significance
37	0.0	Very Easy	0.145	-
38	0.0	Easy	0.111	-
39	0.6	Moderat	0.473	Very Significance
40	0.7	Easy	0.628	Very Significance

APPENDIX 6.2

Recapitulation Item of Post-Test Try-Out

Mean = 25.00   Standard Intersection = 4.72   Corelation XY = 0.70

Realibility Test = 0.82   Items = 40   Total Subject = 19

Items	Different Power Test Question	Item Difficulty Index	Corelation	Sign. Corelation
1	0.3	Very Easy	0.780	Very Significance
2	0.4	Easy	0.461	Very Significance
3	0.1	Very Easy	0.234	-
4	0.3	Very Easy	0.780	Very Significance
5	0.1	Moderate	0.252	-
6	0.4	Very Easy	0.519	Very Significance
7	0.4	Very Easy	0.562	Very Significance
8	0.6	Moderate	0.501	Very Significance
9	-0.1	Difficult	-0.197	-
10	0.4	Easy	0.591	Very Significance
11	0.1	Moderate	0.133	-
12	0.7	Easy	0.770	Very Significance
13	0.6	Moderate	0.559	Very Significance
14	0.0	Moderate	0.118	-
15	0.1	Very Easy	0.173	-
16	-0.1	Very Difficult	0.052	-
17	0.4	Very Easy	0.562	Very Significance
18	0.0	Moderate	0.171	-
19	0.3	Very Easy	0.562	Very Significance

20	0.0	Very Easy	-0.062	-
21	0.6	Easy	0.553	Very Significance
22	0.1	Difficult	0.237	-
23	0.3	Easy	0.507	Very Significance
24	0.4	Easy	0.675	Very Significance
25	0.4	Very Easy	0.562	Very Significance
26	0.0	Moderate	0.137	-
27	0.0	Difficult	0.296	-
28	0.0	Difficult	0.274	-
29	0.4	Easy	0.485	Very Significance
30	0.1	Moderate	0.133	-
31	0.0	Very Difficult	NAN	NAN
32	0.1	Moderate	-0.185	-
33	0.1	Very Difficult	0.218	-
34	0.0	Very Difficult	0.078	-
35	0.4	Very Easy	0.562	Very Significance
36	0.3	Very Easy	0.624	Very Significance
37	0.0	Very Difficult	0.286	-
38	-0.1	Very Difficult	-0.031	-
39	0.4	Easy	0.738	Very Significance
40	0.6	Easy	0.461	Very Significance

Appendix 7.1

Pre Test Item

Answer these questions by crossing (X) the correct answer in your answer sheet!

PASSAGE ONE (QUESTION 1-3)

Juhha's Wonders

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

One day a poor old man was walking in the street passing the bakery and he stopped to smell the scent of the bread which was spreading out of the bakery. Suddenly, the baker caught the old man and shouted at him demanding the price of bread's scent. He almost drag him to the police.

A very famous wise man named Juhha heard the baker shouting. So he went to him and asked about the problem. Juhha stood calmly listening to the baker and he thought for a solution.

After a few minutes Juhha's eyes glistened and an amused smile was on his face. He asked the baker "How much money do you want?". The baker and poor man were astonished, but the baker answered "3 dinars". Juhha took the money out of his wallet and put it in his pocket and shook the money. "Did you hear the sound of the money?" Juhha asked. "Yes, I did", the baker replied, and with big smile Juhha said

"Well then, this is the price of your bread's scent!"

1. " ….., which was popular for its delicious bread" (paragraph 1) What does the word "delicious" mean?
   a. Sour
   b. Tasty
   c. Bitter
   d. Unpleasant
2. What can we learn from the story above?
   a. We must help poor people.
   b. We must take the benefit of what we offer.
   c. We should pay nothing for things we use.
   d. We shouldn't ask other to pay for what they don't get.
3. What did the baker do to the old man?
   a. He wanted to hear the sound of the old man money.
   b. He demanded the old man to pay for the scent.
   c. He shouted his problem to the old man.
   d. He gave the old man some solution.

PASSAGE TWO (QUESTION 4-7)

The Legend of Pari Temple

A long time ago, there lived an old man in the Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a beautiful daughter named Dewi Walangangin who was not married yet. Kiai Gede Penanggungan prayed days and nights for her daughter to have a husband. One day, a young handsome man came to his place. The name of the man was Jaka Pandelengan. He wanted to be Kiai Gede Penanggungan's student. Kiai Gede agreed to have Jaka as his student with one condition that he would marry her daughter. Jaka Pandelengan and Dewi Walangangin soon got married.. Kiai Gede Penanggungan taught Jaka many things.

After several years, now it was time for the couple to live separately from Kiai Gede Penanggungan. They would move to another village. Kiai Gede gave some seeds of pari or paddy to the couple. He asked the couple to plant the seeds. He also warned the couple not to be arrogant when they were rich. He wanted the couple to help poor people. The couple started a new life. They planted the seed. Soon, the seeds grew and became a lot of rice. Now the couple became very rich. The poor neighbours came to the couple to ask for some paddy seeds, but the couple refused to help them.

Kiai Gede heard about the couple's bad behavior. Soon he visited the couple. He met them when the couple was working in the field. Kiai Gede talked to the couple. He reminded the couple not to be arrogant, but the couple ignored him. They said nothing to Kiai Gede. Kiai Gede got very angry. Then he said, "You two are like temples. You do not listen to me". Right after he said those words, an incredible thing happened. Slowly, Jaka and Dewi turned into temples. Because the temples stood among the pari, people then named them as Pari Temples.

---

4. What did Jaka Pandelengan and his wife do to be rich?
   A. Helped poor people.
   B. Had a great power.
   C. Planted pari seeds.
   D. Built a temple.

5. " ... , an incredible thing happened." The underlined word means ....
   A. untouchable
   B. unbelievable
   C. common
   D. usual

6. What can we learn from the story?
   A. We should live separately from our parents.
   B. We have to listen to our parent's advice.

C. We have to prepare a good paddy field.

D. We should refuse other people's help

7. What did Jaka Pandelengan and his wife do to be rich?

A. Helped poor people.

B. Had a great power.

C. Planted pari seeds.

D. Built a temple.

PASSAGE THREE (QUESTION 8-10)

Once upon a time, people in Kawar Village were happy. They held and enjoyed a party because of their best harvest. They were singing, laughing, and eating delicious food, except an old woman who still stayed in her house. She is too old and weak to go to the party. Her on and her daughter-in-law did not take her there.

At home, the old woman felt very sad and lonely. She was hungry, but he found no food in the kitchen. Her daughter-in-law did not cook that day. At the party, the son asked her wife to take some food from the party to his mother at home. His wife did so. Then, she asked her son to deliver it.

The old woman was so happy that she finally got something to eat. However her happiness turned into sadness because she found that someone had eaten the food. There was only little rice left. The fish jut had the bones. She couldn't stay any longer. She cried and cried. She thought her son had disrespected and neglected her.

The old woman didn't know that it was her grandson who had eaten the food. He did that on the way from the party to the house.

In her anger, the old woman cursed her son. Suddenly, there was a great earthquake! Thunder struck the village and heavy rain started to fall. Slowly, the field turned into a lake. Finally, the whole village turned into a lake. People named the lake Lau Kawar.

8. Which statement is NOT TRUE according to the story?

a. Kawar people were happy because they got good crops

b. Kawar people were singing, laughing, and eating delicious food during the party

c. There was one old woman who was neglected by her family. She didn't come to the party

d. A little boy cried and cried because someone ate hi lunch

9. That the old woman cursed her son because he had neglected her is the main idea of paragraph ….

a. One   b. Three   c. Two   d. Four

10. The story is about ….

a. The legend of Lau Kawar

b. A poor old woman

c. Rich people of Kawar

d. Kawar people's harvesting party

PASSAGE FOUR (QUESTION 11-16)

> I have some pets. There are male and female pets. However, my favorite pet is Timmy. Timmy is a male cat. He is very adorable with his soft stripes. I love my Timmy. He makes me happy when I spend my time with him. He is one of the best pet between the others.
>
> Timmy is smooth cat with round eyes and feeble sweet voice. He always meows when he hungry, until his voice is not suitable with his giant body. When I come, he usually gives me a kiss.
>
> Timmy is a nice playmate. I am happy to spend time with him. Most of the time, he is good boy. It is impossible for me to be angry at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quietly besides my bed until I wake up.

11. What the paragraf 1 tell about?
    e. Orientasi
    f. Complication
    g. Resolusi
    h. Re-orientation

12. Where is orientation in the paragraph?
    i. 1st
    j. 2rd
    k. 3th
    l. 4th

13. Why is the writer almost impossible to be angry at his cat?
    a. Because Timmy is a male tabby cat
    b. Because Timmy is very adorable
    c. Because Timmy is a good boy
    d. Because Timmy always gives the writer kiss

14. According to the passage, we know that Timmy is ….
    a. A fat cat
    b. A small cat
    c. Old cat
    d. Short cat

15. I am happy to spend time with him. The expression the underline word has similiar meaning . . .
    a. He is unhappy to play with his pet
    b. He is discouraged to play with his pet
    c. He is joyful to play with his pet
    d. He is depressed to play with his pet

16. What is the main idea of paragraph one?
    a. The favorite pet is Timmy

b. I have some pets

c. He is very adorable

d. Timmy is a cat

PASSAGE FIVE (QUESTION 17-20)

There was a girl named Bawang Putih, she lived with her step mother and her step sister named Bawang Merah. Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Finally she met an old woman. The old woman returned the clothes. She also gave Bawang Putih a small pumpkin. At home,

Suddenly Bawang putih and her step mother and step sister were surprised. Inside the pumpkin they found jewelries. "Bawang Merah, hurry up. Go to the river then found the old woman and took big pumpkin. They were screaming. There were a lot of snakes inside the pumpkin!

Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them.

17. What the paragraf 4 tell about?
    a. Orientasi
    b. Complication
    c. Resolusi
    d. Re-orientation

18. Who is Bawang Merah?
    a. Bawang Putih's mother
    b. Bawang Putih's step sister
    c. The old woman
    d. The pumpkin's owner

19. Why did Bawang Merah and mother say apologize to Bawang Putih?
    a. They found jewelries
    b. Mother's clothes fell down to the river
    c. Both of them realized their mistakes
    d. There were a lot of snakes inside the pumpkin

20. Why were Bawang Merah and mother screaming?
    a. They found jewelries
    b. Mother's clothes fell down to the river
    c. Both of them realized their mistakes
    d. There were a lot of snakes inside the pumpkin

APPENDIX 7.2

Post Test Items

Answer the questions by crossing(X) the correct answer in your answer sheet!
PASSAGE ONE (QUESTION 1-3)

The Rats and The Elephants
Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death. Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved. One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants. The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thankthe rats.

41. What does the story tell about? It is…..
    e. About a group of big mice and elephants
    f. About elephant and the jungle
    g. About a mouse and his friend
    h. About elephant and his friend
42. What is the main idea of the second paragraph?
    e. The elephant-hunter did
    f. The rats ask elephant to look for another route
    g. The trapped elephants did
    h. A group of king did
43. Who is trapped a group of elephant in huge nets?
    e. The group of rats
    f. Elephant hunter
    g. Rat hunter
    h. Mice

PASSAGE TWO (QUESTION 4-7)

The Girl and Her Bucket
A young girl was going to market with a bucket of milk on her head. "With the gold that I get from the sale of this milk, I'll buy a red hen," she said. "Then

hen will lay eggs, they'll hatch and then I'll have many chicks to be raised. I'll feed them well and when they're grown, they will lay eggs. And those eggs will hatch and I will have more hens that will lay more eggs that will hatch into chicks.

I'll be rich and I'll wear fine clothes with emeralds and rubies from my collar to my toes and one day perhaps, I shall visit the Queen. I shall bring her rare gifts from queen, I shall say, "For your majesty's pleasure!"

And she bow low. With that sweep of her arm, she knocked off the bucket and spilled her fantasy load. "Oh dear," she cried, "My dreams are splattered in puddles of milk on the road."

44. What does she want to buy if she get gold from the sale of milk?
    e. Long dress
    f. Diamond
    g. A red hen
    h. Jewelry
45. What does the girl bring in her bucket?
    e. Water
    f. Egg
    g. Fruit
    h. Milk
46. What the paragraf 3 tell about?
    i. Orientasi
    j. Complication
    k. Resolusi
    l. Re-orientation
47. "She knocked off the bucket and spilled her fantasy load."(line 10). The underline word has similar meaning?
    e. Disgorge
    f. Restrain
    g. Contain
    h. Stream

PASSAGE TWO (QUESTION 8-10)

A Poor Boy

A poor boy sold goods from door to door to pay his school fee. One day he had only a little money left and he was very hungry. He decided to ask for some food at the next house he visited. However he was so nervous when a lovely young woman opened the door. He only asked for a glass of water. The woman thought that the boy was hungry so she gave him a large glass of milk. He drank it slowly, and then asked.

"How much do owe you?" "You don't owe me anything," she replied, "Mother has taught us never to accept pay for a kindness." He said, "Then u thank you from my heart." As the poor boy left that house, he felt stronger. His faith in God was getting stronger too. He had been ready to stop his study but now he got a spirit to continue it until he became a doctor.

Some years later that young woman became critically ill. She was sent to the big city to cure her disease. The poor boy was the doctor. When he knew the name of the town she came from. He went to meet her. He recognized her at once. He tried hard to save the woman's life. From then on he gave special attention to the sick woman. After a long struggle, the woman could be cured. The poor boy paid all the bill. He wrote "Paid in full with one glass of milk" under the bill. When the woman opened the bill, tears of joy flooded her eyes as her happy heart prayed," thank you God that your love has spread abroad through human hearts and hands.

48. What did the poor boy asks when he is meeting the woman?
    a. Some food
    b. A glass of water
    c. A large of milk
    d. Health is important in life
49. What can we learn after reading the story above?
    a. Kindness won't be forgotten
    b. Poverty is the source of misery
    c. Help is needed to be successful
    d. Health is important in life.
50. According to the text, it can be inferred that she (the young girl) was sent to the big city to……….. ???
    a. Cure her disease
    b. Go shopping
    c. Spent her holiday
    d. Go to her friend house

PASSAGE TWO (QUESTION 11-12)

The Town Mouse and the Country Mouse

Once upon a time, a Country Mouse had a visit from his cousin in the country. He was so happy. He loved his cousin and made him heartily welcome. Beansmand bacon, cheese and bread, were all he had to offer, but he offered themmfreely.

The Town Mouse said: "I cannot understand, Cousin, how you can put up with such poor food as this, but of course you cannot expect anything better in the

country; come you with me and I will show you how to live. When you have been in town a week you will wonder how you could ever have stood a country life."

Next, the two mice set off for the town and arrived at the Town Mouse's residence late at night. "You will want some refreshment after our long journey," said the polite Town Mouse, and took his friend into the grand dining-room. There they found the remains of food, and soon the two mice were eating up jellies and cakes and all that was nice. Suddenly they heard growling and barking. "What is that?" said the Country Mouse. "It is only the dogs of the house," answered the other. "Only!" said the Country Mouse. "I do not like that music at my dinner."

Just at the moment the door flew open, in came two dogs, and the two mice had to run away. "Good-bye, Cousin," said the Country Mouse, "What! Going so soon?" said the other. "Yes," he replied; "Better beans and bacon in peace than cakes and beer in fear."

51. Where is complication in the paragraph?
    m. 1st
    n. 2rd
    o. 3th
    p. 4th
52. What the paragraf 2 tell about?
    a. Orientasi
    b. Complication
    c. Resolusi
    d. Re-orientation

PASSAGE TWO (QUESTION 13-16)

The Necessity of Salt

Once upon a time there was a king who had three daughters. Because they were good and beautiful he loved them all sincerely. He did not know which one he should appoint as queen. As his birthday approached he summoned his daughters and said to them, "My dear children, I love all three of you sincerely, and for a long time have not know which one of you I should name to be the heir to my throne. But I have now decided that the one of you shall become queen who brings to me a birthday present that is most necessary in human life. Go and make your plans accordingly and with utmost diligence."

The old king's birthday arrived, and the two oldest daughters brought him present that were very necessary, but at the same time extremely expensive. However, the youngest daughter brought him nothing more than a little pile of salt in a decorated container. When the king saw her present, he became very angry, and he drove his daughter out of the castle, forbidding her even again to let herself be seen by him. With deep sorrow the rejected daughter went out into the

unknown world, comforted only by her faith in her own good sense. After walking a good while she came to an inn. There she found a female innkeeper who thoroughly understood cooking. News spread far and wide of the excellent cook in this inn, and everyone who came this way and who still had a few Kreutzer's left in his pocket stopped to be served a roast or something even more elegant.

The king heard of the cook's reputation, and he hired her as court cook. Now it came to pass that the oldest princess was getting married, and the famous cook was assigned the preparation of the wedding feast, with no expenses to be spared. Thus on the wedding day one elegant dish after the other was served until the table almost cracked. Everything was excellently prepared, and everyone praised the cook.

Finally the king's favorite dish arrived. Quickly taking a spoon he tasted it. "This has not been salted!" he cried out angrily. "Have the cook brought before me!" They quickly ran for the cook, who entered the hall undaunted. "Why did you forget to salt my favorite dish, you careless girl?" snapped the king at her.

The cook answered, "You drove away your youngest daughter because she thought that salt was so necessary. Perhaps you can now see that your child was not so wrong." When the king heard these words he recognized his daughter, begged her for forgiveness, asked her to be seated at his side, and accepted her once again as his dear child. Then the wedding became doubly joyful. The king lived happily with his children for many years thereafter.

53. Why did the King ask his daughters to bring him a birthday present that was the most necessary thing in human life?
    a. To show that he was the most powerful man in the kingdom
    b. To decide who would be the next queen
    c. To decide who would be his cook
    d. To decide who would marry with the prince.

54. Why did the King drive his youngest daughter out of his castle?
    a. Because she wanted to become a cook
    b. Because he thought that she did not respect him
    c. Because the King did not want her got married with the prince
    d. Because she did not want to give him any birthday gift

55. Where did the King's daughter learn to cook?
    a. In the castle
    b. In a villager's house
    c. In a famous restaurant
    d. In an inn

56. The word "undaunted" in paragraph 8 is contradictory in meaning to……
    a. Curious

b. Fearless
c. Doubt
d. Afraid

PASSAGE TWO (17-20)

The Story of the Smart Parrot
A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word.
At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird would not talk.
One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at was he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

57. Then the man got to **so angry** that the shouted over and over, "Say Catano, or. I'll kill you!" but the bird would not talk. (line 6). The antonym of the underline word is?
    a. Mad
    b. Livid
    c. Calm
    d. Irate
58. It is most likely that…..
    a. The bird killed the three chickens
    b. The three chickens killed the bird
    c. The bird played with the chicken
    d. The bird killed one of the three chickens
59. The moral value that we can learn after read the story, **EXCEPT….**
    a. We should not impose our will to others
    b. We have to make everyone obey us
    c. Don't be proud of all that we have
    d. Don't feel the most perfect

60. "The parrot was screaming at the fourth chickens"
    a. Smiling
    b. Shouting
    c. Crying
    d. Laugh

APPENDIX 7.3

Key answer for pre-tes		Key answer for pos-test	
1. D	11. D	1. A	11. D
2. C	12. B	2. B	12. B
3. A	13. C	3. B	13. B
4. C	14. C	4. C	14. B
5. C	15. A	5. D	15. D
6. C	16. A	6. C	16. D
7. A	17. C	7. A	17. C
8. C	18. B	8. B	18. A
9. C	19. C	9. A	19. B
10. A	20. C	10. A	20. B

APPENDIX 8.1

The Score of Pre-test and Post-test in Experimental Class (XI IS1)

No	Names	Pre	Post	Gain
1	B-1	55	75	20
2	B-2	60	60	0
3	B-3	45	45	0
4	B-4	70	75	5
5	B-5	50	55	5
6	B-6	70	80	10
7	B-7	70	75	5
8	B-8	60	75	15
9	B-9	60	75	15
10	B-10	55	65	10
11	B-11	50	70	20
12	B-12	55	75	20
13	B-13	70	80	10
14	B-14	45	60	15
15	B-15	55	80	25
16	B-16	60	75	15
17	B-17	65	80	15
18	B-18	60	80	20
19	B-19	50	70	20
20	B-20	45	55	10
21	B-21	60	75	15
22	B-22	60	80	20
23	B-23	65	75	10
24	B-24	60	80	20
25	B-25	55	80	25
26	B-26	65	80	15
27	B-27	65	90	25
28	B-28	55	80	25
29	B-29	40	50	10
30	B-30	50	70	10
31	B-31	60	75	15
32	B-32	55	85	30

APPENDIX 8.2

The Score of Pre-test and Post-test in Control Class (XI IA)

No	Names	Pre	Post	Gain
1	A-1	65	60	-5
2	A-2	55	50	-5
3	A-3	65	55	-10
4	A-4	65	80	15
5	A-5	60	60	0
6	A-6	55	60	5
7	A-7	70	80	10
8	A-8	55	60	5
9	A-9	55	60	5
10	A-10	70	75	5
11	A-11	60	70	10
12	A-12	70	60	-10
13	A-13	60	70	10
14	A-14	55	60	5
15	A-15	55	65	10
16	A-16	40	45	5
17	A-17	60	65	5
18	A-18	50	50	0
19	A-19	60	65	5
20	A-20	40	55	15
21	A-21	50	60	10
22	A-22	50	65	15
23	A-23	55	55	0
24	A-24	60	70	10
25	A-25	45	70	25
26	A-26	60	70	10
27	A-27	55	80	25
28	A-28	60	75	15
29	A-29	40	60	20
30	A-30	55	70	25
31	A-31	65	75	10
32	A-32	50	75	25

APPENDIX 9.1

Result of Pre-test in Control Class

Statistics

N	Valid	32
	Missing	0
Mean		56.5625
Std. Error of Mean		1.44519
Median		55.0000
Mode		55.00
Std. Deviation		8.17525
Variance		66.835
Skewness		-.399
Std. Error of Skewness		.414
Kurtosis		.-068
Std. Error of Kurtosis		.809
Range		30.00
Minimum		40.00
Maximum		70.00
Sum		1810.00

score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	3	9.4	9.4	9.4
	45	1	3.1	3.1	12.5
	50	4	12.5	12.5	25.0
	55	9	28.1	28.1	53.1
	60	8	25.0	25.0	78.1
	65	4	12.5	12.5	90.6
	70	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

APPENDIX 9.2

Result of Pre-test in Experimental Class

Statistics

Score

N	Valid	32
	Missing	0
Mean		57.5000
Std. Error of Mean		1.40204
Median		60.0000
Mode		60.00
Std. Deviation		7.93116
Variance		62.903
Skewness		-.233
Std. Error of Skewness		.414
Kurtosis		-.438
Std. Error of Kurtosis		.809
Range		30.00
Minimum		40.00
Maximum		70.00
Sum		1840.00

Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	3.1	3.1	3.1
	45	3	9.4	9.4	12.5
	50	4	12.5	12.5	25.0
	55	7	21.9	21.9	46.9
	60	9	28.1	28.1	75.0
	65	4	12.5	12.5	87.5
	70	4	12.5	12.5	100.0
	Total	32	100.0	100.0	

APPENDIX 9.3

Result of Post-test in Control Class

Statistics

Technique

N	Valid	32
	Missing	0
Mean		64.5312
Std. Error of Mean		1.60894
Median		65.0000
Mode		60.00[a]
Std. Deviation		9.10152
Variance		82.838
Skewness		-.023
Std. Error of Skewness		.414
Kurtosis		.-532
Std. Error of Kurtosis		.809
Range		35.00
Minimum		45.00
Maximum		80.00
Sum		2065.00

a. Multiple modes exist. The smallest value is shown

Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	3.1	3.1	3.1
	50	2	6.2	6.2	9.4
	55	3	9.4	9.4	18.8
	60	9	28.1	28.1	46.9
	65	5	15.6	15.6	62.5
	70	5	15.6	15.6	78.1
	75	4	12.5	12.5	90.6
	80	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

APPENDIX 9.4

Result of Post-test in Experimental Class

Statistics

Technique

N	Valid	32
	Missing	0
Mean		72.5000
Std. Error of Mean		1.82390
Median		75.0000
Mode		75.00
Std. Deviation		10.0317e1
Variance		106.452
Skewness		-1.128
Std. Error of Skewness		.414
Kurtosis		884
Std. Error of Kurtosis		.809
Range		45.00
Minimum		45.00
Maximum		90.00
Sum		2320.00

Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	3.1	3.1	3.1
	50	1	3.1	3.1	6.2
	55	2	6.2	6.2	12.5
	60	2	6.2	6.2	18.8
	65	1	3.1	3.1	21.9
	70	3	9.4	9.4	31.2
	75	11	34.4	34.4	65.6
	80	9	28.1	28.1	93.8
	85	1	3.1	3.1	96.9
	90	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

APPENDIX 10.1

The Result of Normality Test of the Experimental Class and Control Class

Tests of Normality

	Tekhnik	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Nilai	1	.145	32	.086	.954	32	.192
	2	.152	32	.060	.957	32	.277

a. Lilliefors Significance Correction

APPENDIX 10.2

The Result Homogeneity Test

Test of Homogeneity of Variances

Nilai

Levene Statistic	df1	df2	Sig.
1.877	1	62	.176

APPENDIX 10.3

The Result of Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai	Equal variances assumed	1.877	.176	-3.604	62	.001	-7.34375	2.03744	-11.41654	-3.27096
	Equal variances not assumed			-3.604	57.565	.001	-7.34375	2.03744	-11.42279	-3.26471

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