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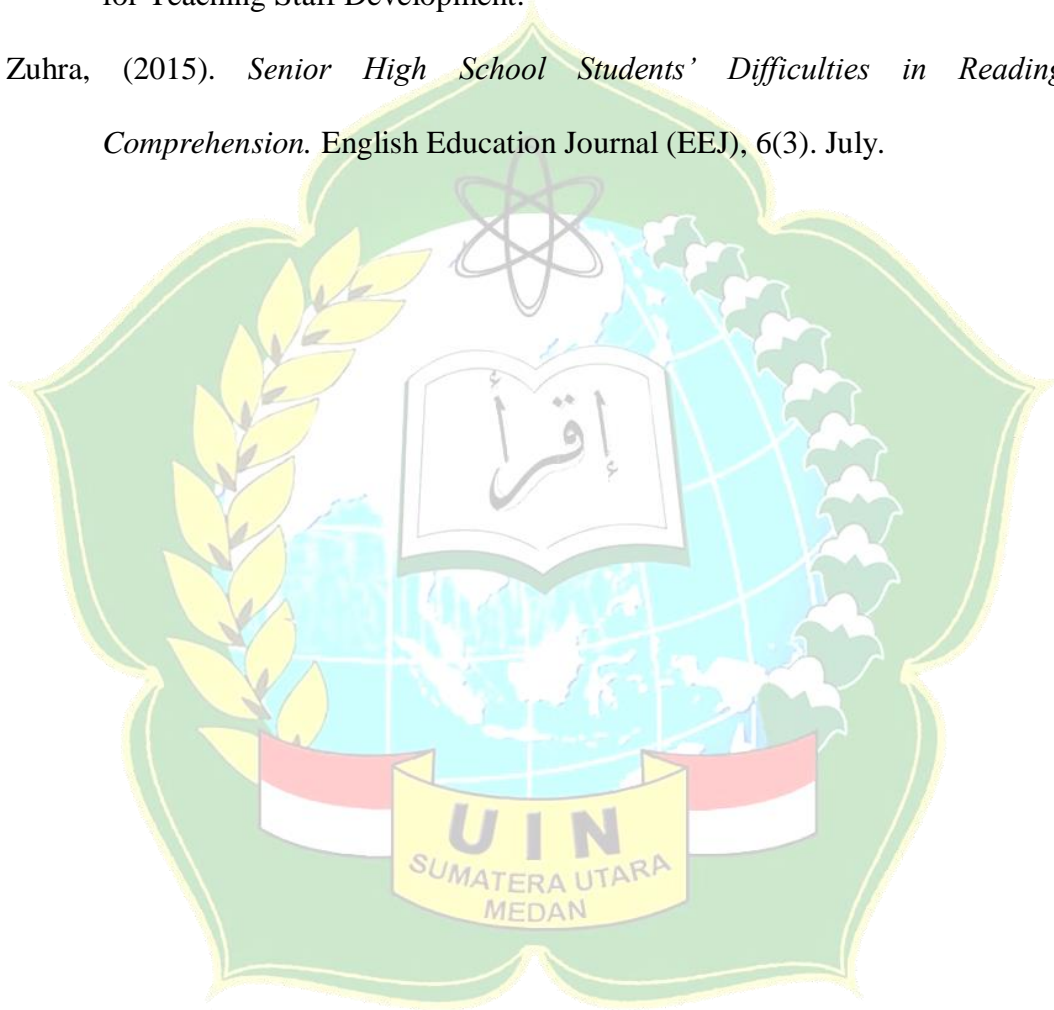
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APPENDIX I

LESSON PLAN (CYCLE-1)

School : Pon-Pes MAS Darul Qurán
 Subject : English
 Class/Semester : X IIK-2/1st Semester
 Material : Narrative Text
 Skill : Reading
 Meeting : 1st and 2rd

A. Standard Competence

Understanding the meaning of the short and essay in *narrative* the contexts of daily life to access the science.

B. Basic Competence

Responding the meaning in the essay from which language correctly and fluently on the daily life context to access the science in the narrative text.

C. Indicators

1. Identifying main idea of narrative text.
2. Identifying the meaning of the word in the text.
3. Identifying the arguments in the text.
4. Identifying the moral lesson from the text
5. Identifying the purpose of narrative text
6. Identifying the case discussed in the text.

D. Learning Objective

1. Students are able to Identify main idea of narrative text.
2. Students are able to Identify the meaning of the word in the text.
3. Students are able to Identify the arguments in the text.
4. Students are able to Identify the moral lesson from the text
5. Students are able to Identify the purpose of narrative text
6. Students are able to Identify the case discussed in the text.

E. Materials

Narrative Text:

Narrative text is one of the types of English text which contains non-fiction stories that can be in the form of fairy tales, myths, folk tales, an animal story. Narrative text is made to build a pleasant imagination for the readers.

The Example of Narrative Text

The Rabbit and the Turtle

One day, a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time, the turtle kept

walking step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

F. Method/Strategy of Learning Process

1. Speech, Explanation, Discussion
2. Random Text Strategy

G. Procedure of Learning Process

First Meeting

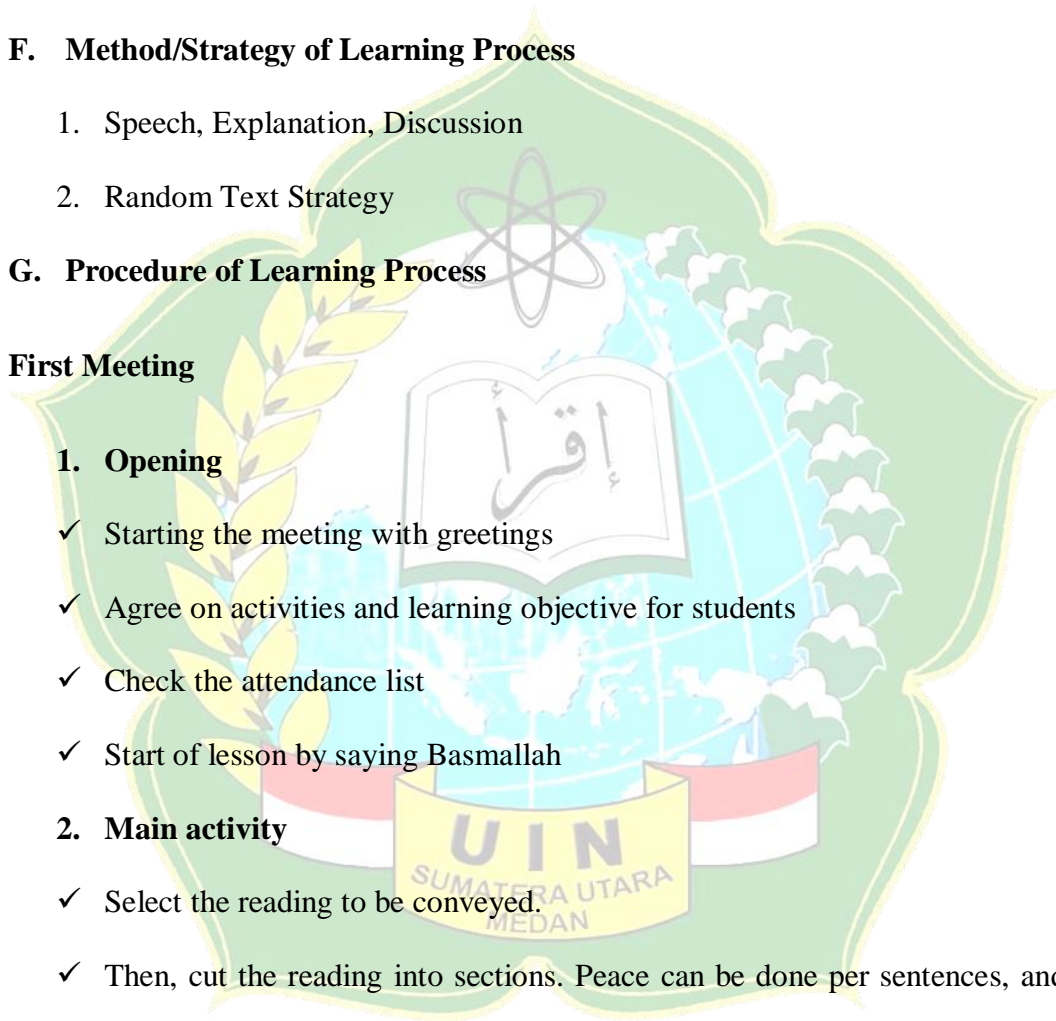
1. Opening

- ✓ Starting the meeting with greetings
- ✓ Agree on activities and learning objective for students
- ✓ Check the attendance list
- ✓ Start of lesson by saying Basmallah

2. Main activity

- ✓ Select the reading to be conveyed.
- ✓ Then, cut the reading into sections. Each can be done per sentence, and two sentences.
- ✓ Divided students into small groups.
- ✓ Give each group one piece of whole reading that has been cut into pieces.
- ✓ The student's task is to arrange the reading so that it can be read in order.

3. Closing



- ✓ The teacher informs that at the next meeting each group presents the result of their respective group collaboration
- ✓ Close the learning process with saying Alhamdulillah greetings.

Second Meeting

1. Opening

- ✓ Starting the meeting with greetings
- ✓ Agree on activities and learning objective for students
- ✓ Check the attendance list
- ✓ Start of lesson by saying Basmallah

2. Main Activity

- ✓ The teacher invites each group to present the results of their group that have been worked on in the previous meeting
- ✓ Teacher tells the correct answer
- ✓ Each group checks their own answer

3. Closing

- ✓ Students make the summary/resume about the material
- ✓ Teacher gives the task for the students
- ✓ Close the learning process with saying Alhamdulillah and greeting

H. Source/Media

- ✓ Dictionary
- ✓ Internet
- ✓ Paper

I. Assessment

- a. Technique : Interview and individual task
- b. Instrument : Interview and written test
- c. Rubric

✓ Classifying students' reading comprehension

No	Classification	Range
1.	Excellent	9.6 – 100
2.	Very good	8.6 – 9.5
3.	Good	7.6 – 8.5
4.	Fairly good	6.6 – 7.5
5.	Fairly	5.6 – 6.5
6.	Poor	3.6 – 5.5
7.	Very poor	0 – 3.5

✓ Scoring students correct answer in reading comprehension

No	Criteria	Score
1.	The meaning and grammar are correct	4
2.	The meaning is correct and some errors of grammar	3
3.	Some errors of meaning and grammar	2
4.	The meaning and grammar are incorrect	1
5.	No answer	0

✓ The students' reading in literal comprehension

1. Scoring Rubric of Main Idea

No	Criteria	Score
1.	The answer includes a clear generalization that states or implies the main idea	4
2.	The answer states or implies the main idea from the story	3
3.	Indicator inaccurate or incomplete understanding of main idea	2
4.	The answer includes minimal no understanding of main idea	1
5.	No answer	0

2. Scoring of Rubric Specific Information

No	Criteria	Score
1.	Students locates and uses all relevant information stated directly in the text to answer question, complete task, or otherwise demonstrate clear understanding	4
2.	Students locates and uses most relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding	3
3.	Students locates and uses some relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding	2
4.	Students locates and uses little or no relevant information	1

	stated directly in the text to answer question, complete tasks, otherwise demonstrate clear understanding	
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$$\text{Score} = \frac{\text{students' correct answer}}{\text{total number of items}} \times 10$$

Medan, October, 2020

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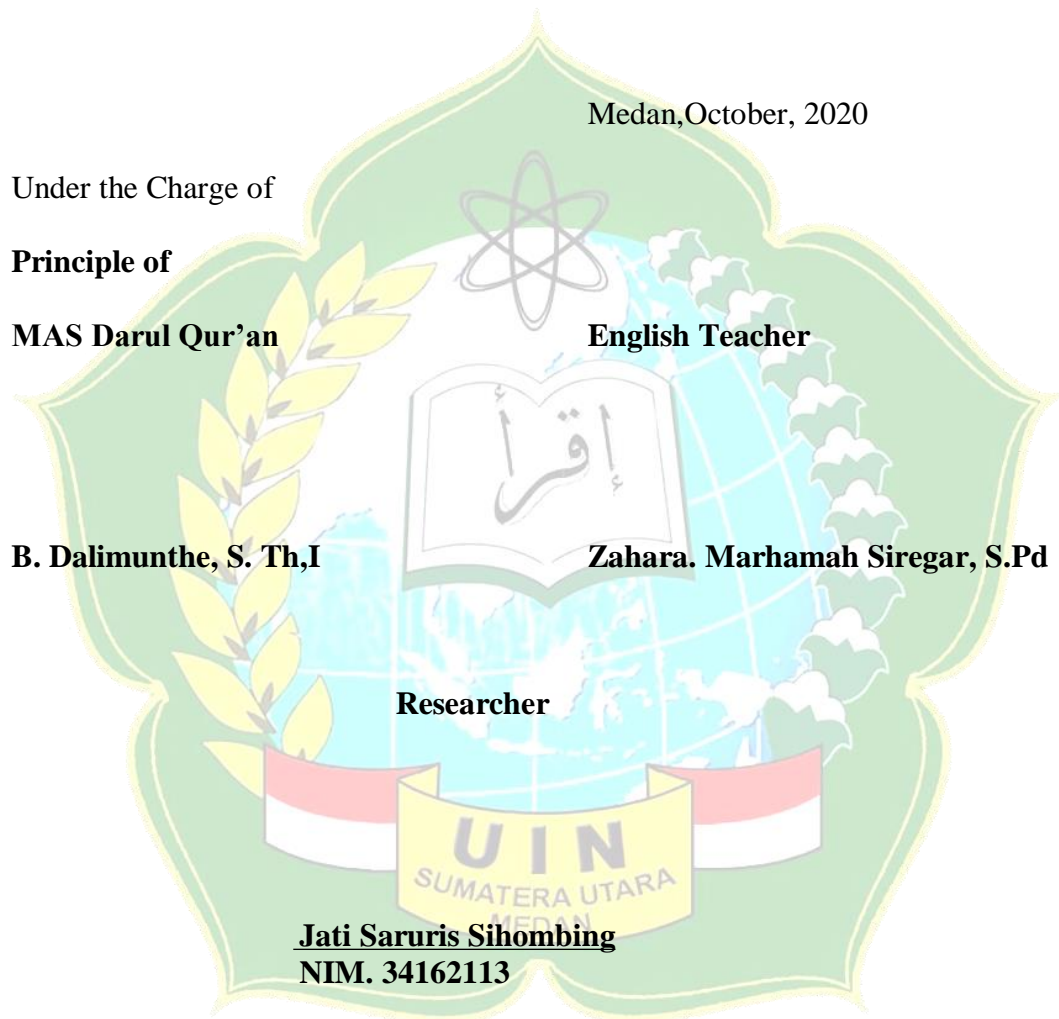
English Teacher

B. Dalimunthe, S. Th, I

Zahara. Marhamah Siregar, S.Pd

Researcher

Jati Saruris Sihombing
NIM. 34162113



Appendix II**LESSON PLAN
(CYCLE-2)**

School : Pon-Pes MAS Darul Qurán
Subject : English
Class/Semester : X IIK-2/1st Semester
Material : Narrative Text
Skill : Reading
Meeting : 3rd and 4th

A. Standard Competence

Understanding the meaning of the short and essay in *narrative* the contexts of daily life to access the science.

B. Basic Competence

Responding the meaning in the essay from which language correctly and fluently on the daily life context to access the science in the narrative text.

C. Indicators

1. Identifying main idea of narrative text.
2. Identifying the meaning of the word in the text.
3. Identifying the arguments in the text.
4. Identifying the moral lesson from the text
5. Identifying the purpose of narrative text
6. Identifying the case discussed in the text.

D. Learning Objective

1. Students are able to Identify main idea of narrative text.
2. Students are able to Identify the meaning of the word in the text.
3. Students are able to Identify the arguments in the text.
4. Students are able to Identify the moral lesson from the text
5. Students are able to Identify the purpose of narrative text
6. Students are able to Identify the case discussed in the text.

E. Materials

Narrative Text:

Narrative text is one of the types of English text which contains non-fiction stories that can be in the form of fairy tales, myths, folk tales, an animal story. Narrative text is made to build a pleasant imagination for the readers.

The Example of Narrative Text

The Legend of Catu Island

A long time ago there was a village in Bali. The people worked as farmers. One of the was Jurna. He was a diligent farmer. He always had a great harvest. However he was never satisfied. He wanted to have better and better harvest. "I will promise to gods. If they give me better harvest than I have now, I will give them offerings and I will share the harvest to the neighbors," said Jurna to his wife. "I agree, But remember, you have to keep your promise," said his wife. Soon, Jurna had better harvest. He had more rice than he had before. He was happy. And as promised, he prepared offerings to the gods and he also shared to his neighbors.

They were very happy. Jurna was not satisfied. He wanted to have better and better and more harvest. Therefore he promised to gods that he would double his offerings and his sharing to the neighbors. His wish came true. His harvest was much better than before. The other farmers were amazed. They were also very thankful because he shared his harvest to them.

One day, Jurna went to his rice field. When he arrived, he saw a pile of soil on the ground. It looked like a catu. Catu was made of coconut shell. People used catu to measure the amount of rice. At home, Jurna talked about a soil which looked like a catu to his wife. She had an idea. "Let's make catu from rice," she said. Jurna agreed. Later they formed the rice just like catu. On the following day, Jurna went to his rice field. He saw the soil catu was getting bigger. "Hmm...I will make rice catu bigger than this," said Jurna himself. He asked his wife to make bigger rice catu. He felt very satisfied. He wanted to show his rice catu to his neighbors. He hoped that his neighbors would praise him as a rich man. And they did! All the neighbors praised him. Jurna became arrogant. On the next day, Jurna went to his rice field. He hoped the soil catu were not getting bigger and bigger. But he was wrong. Strangely, the soil catu was bigger. "Don't worry, I have much rice. I can make rice catu bigger," said Jurna arrogantly. While he was making the rice catu, he was thinking how the neighbors would praise him.

And his wish came true. All the neighbors were so amazed by the size of the rice catu. They all said that Jurna was very rich. Jurna became more arrogant. Then Jurna went to his rice field. He hoped the soil catu would stop growing. But he was wrong. Again, it became much bigger than before. Jurna was really upset. He made rice catu bigger than before. It always repeated. Every time he went to his

rice field he always found the soil catu became bigger and bigger. His wife always reminded him to stop making rice catu. She said that their stock was getting lesser and lesser. She asked him to stop wasting the rice.

But Jurna ignored her. He was only thinking how he could make his rice catu bigger than the soil catu. Soon he lost all of his rice. He became poor. He regretted his bad behaviour. Meanwhile the soil catu became very big. It was like a hill. People then named it as Catu Hill or Bukit Catu.

F. Method/Strategy of Learning Process

3. Speech, Explanation, Discussion
4. Random Text Strategy

G. Procedure of Learning Process

First Meeting

4. Opening

- ✓ Starting the meeting with greetings
- ✓ Agree on activities and learning objective for students
- ✓ Check the attendance list
- ✓ Start of lesson by saying Basmallah

5. Main activity

- ✓ Select the reading to be conveyed.
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- ✓ The student's task is to arrange the reading so that it can be read in order.

6. Closing

- ✓ The teacher informs that at the next meeting each group presents the result of their respective group collaboration
- ✓ Close the learning process with saying Alhamdulillah greetings.

Second Meeting

4. Opening

- ✓ Starting the meeting with greetings
- ✓ Agree on activities and learning objective for students
- ✓ Check the attendance list
- ✓ Start of lesson by saying Basmallah

5. Main Activity

- ✓ The teacher invites each group to present the results of their group that have been worked on in the previous meeting
- ✓ Teacher tells the correct answer
- ✓ Each group checks their own answer

6. Closing

- ✓ Students make the summary/resume about the material
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✓ Classifying students' reading comprehension

No	Classification	Range
1.	Excellent	96 – 100
2.	Very good	86 – 95
3.	Good	76 – 85
4.	Fairly good	66 – 75
5.	Fairly	56 – 65
6.	Poor	36 – 55
7.	Very poor	0 – 35

✓ Scoring students correct answer in reading comprehension

No	Criteria	Score
1.	The meaning and grammar are correct	4
2.	The meaning is correct and some errors of grammar	3
3.	Some errors of meaning and grammar	2
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5.	No answer	0

✓ The students' reading in literal comprehension

3. Scoring Rubric of Main Idea

No	Criteria	Score
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5.	No answer	0

4. Scoring of Rubric Specific Information

No	Criteria	Score
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2.	Students locates and uses most relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding	3
3.	Students locates and uses some relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding	2
4.	Students locates and uses little or no relevant information stated directly in the text to answer question, complete tasks,	1

	otherwise demonstrate clear understanding	
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$$\text{Score} = \frac{\text{students' correct answer}}{\text{total number of items}} \times 10$$

Medan, October, 2020

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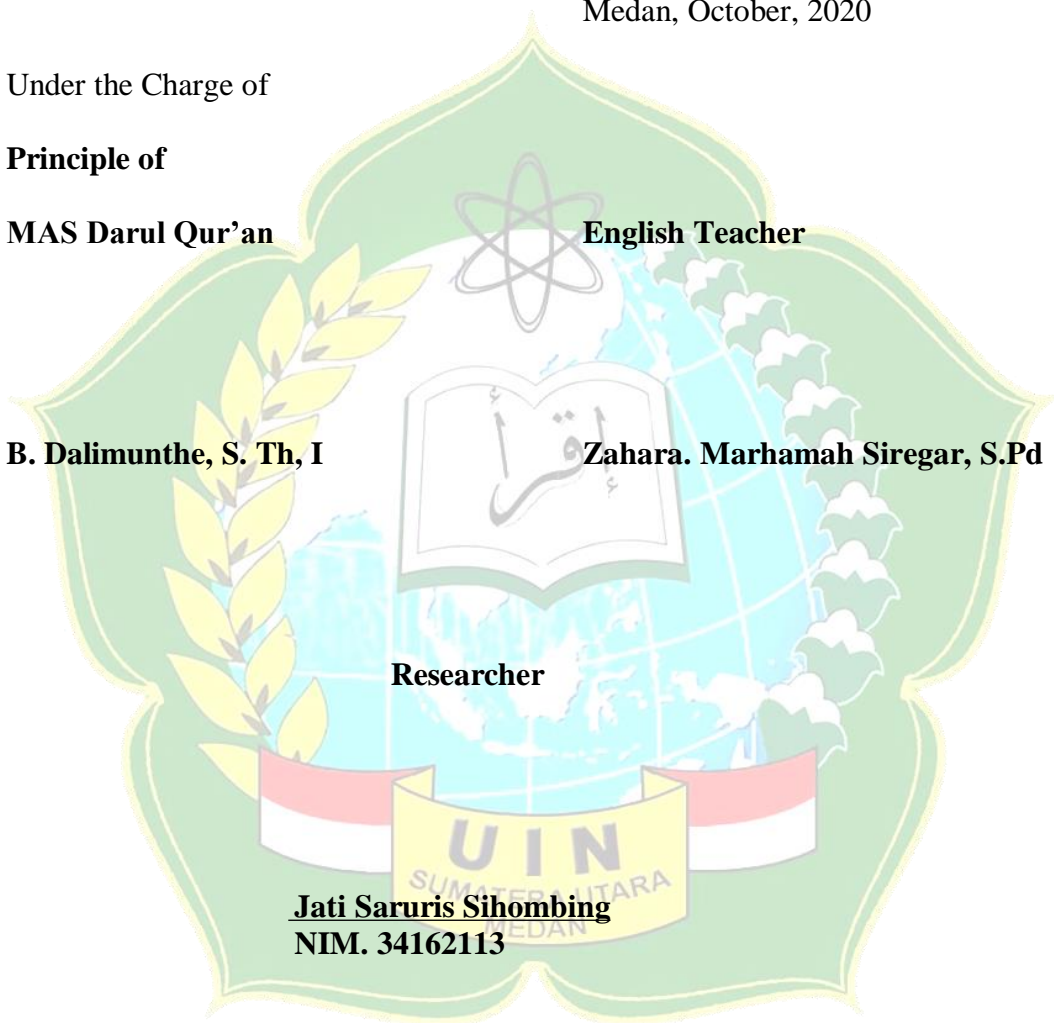
English Teacher

B. Dalimunthe, S. Th, I

Zahara. Marhamah Siregar, S.Pd

Researcher

Jati Saruris Sihombing
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Appendix III

Pre-Test

Name :

Date :

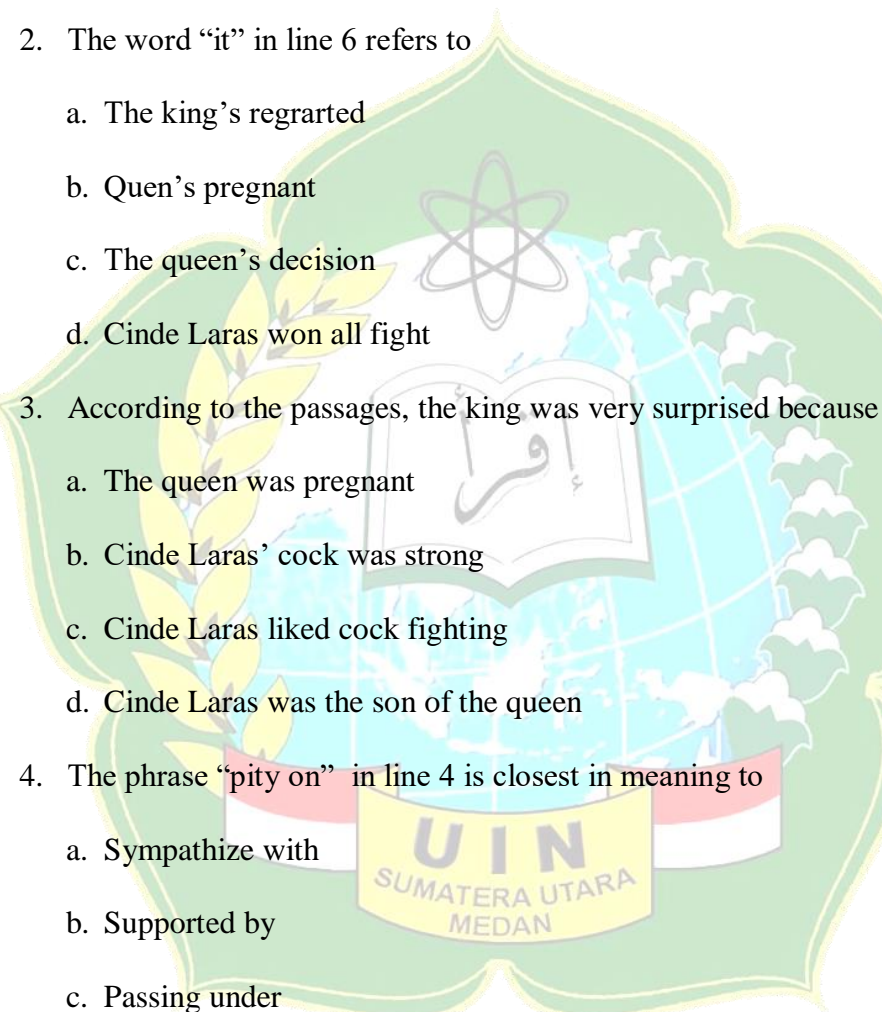
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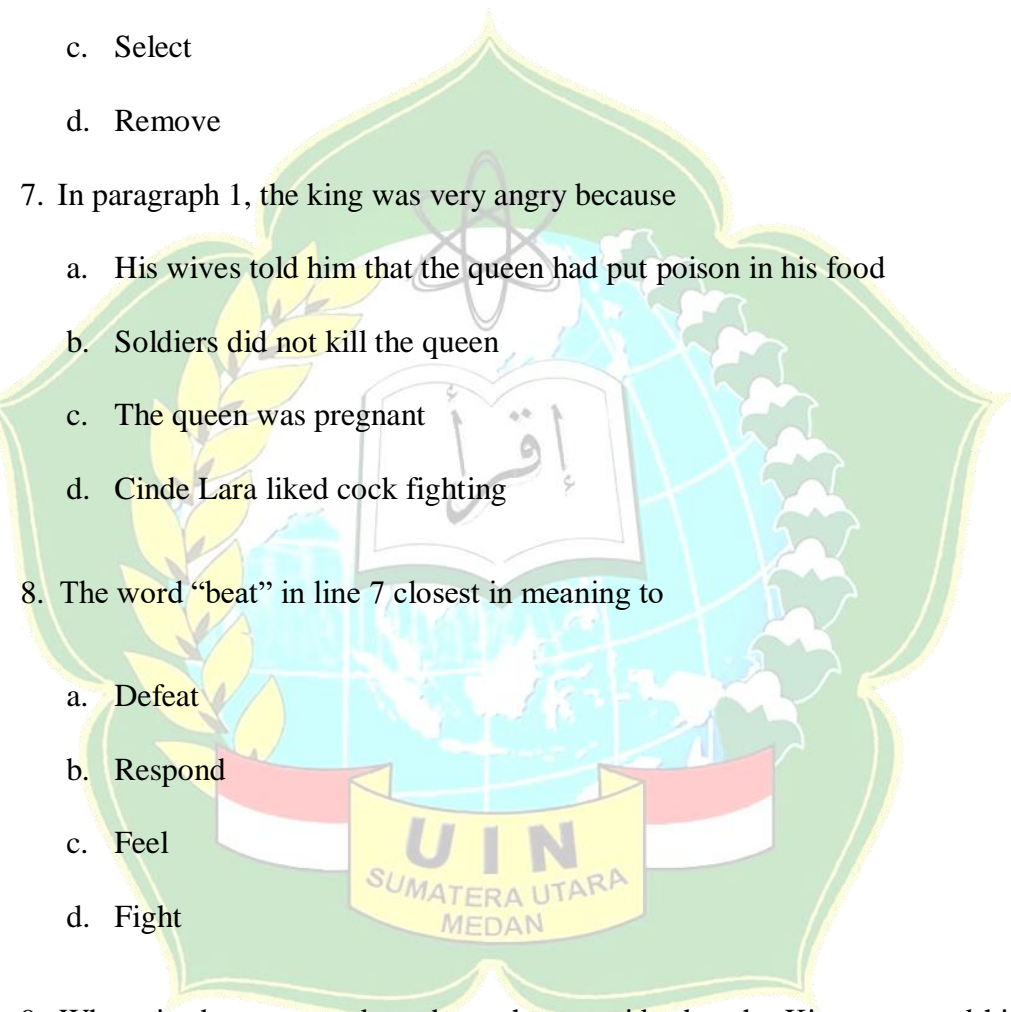
Read the following text to answer questions number 1 to 10

Long time ago there lived a king of a kingdom of Kediri, Raden Putra. He liked cock fighting. One of his wives told him that the queen had put poison in his food. The king was very angry. Without thinking deeply, he ordered his soldiers to bring the queen to a wood and kill her. But the soldiers took a pity on her as at that time she was pregnant. They did not kill her.

When the queen gave birth to a baby boy, she named him Cinde Laras. In his 15, he had a cock. Cinde Laras liked cock fighting, too. His cock was strong, so it won all fight. Hearing it, the king invited Cinde Laras to the palace for a cock fighting. In a fight, his cock could easily beat the king's cock. Everybody was surprised when Cinde Laras' cock crowed "Cockledo, I am Cinde Laras' cock, who lived in the wood, the son of Raden Putra"

The king was very surprised. Cinde Laras told him that he was the son of the queen who now lived in the wood. It made the king regretted his unwise decision. The King regretted his unwise decision. After that the king met the queen in the wood. Then he brought them back to palace and he punished his evil wife

1. What does the text tell us about?
 - a. CindeLaras.
 - b. Raden Putra.
 - c. A cock fighting.
 - d. A King of Kediri Kingdom
 2. The word “it” in line 6 refers to
 - a. The king’s regrated
 - b. Quen’s pregnant
 - c. The queen’s decision
 - d. Cinde Laras won all fight
 3. According to the passages, the king was very surprised because
 - a. The queen was pregnant
 - b. Cinde Laras’ cock was strong
 - c. Cinde Laras liked cock fighting
 - d. Cinde Laras was the son of the queen
 4. The phrase “pity on” in line 4 is closest in meaning to
 - a. Sympathize with
 - b. Supported by
 - c. Passing under
 - d. Protected with
 5. Why did the soldiers bring the queen to the forest?
 - a. Because the soldiers did not like the queen.
 - b. Because the soldiers are asked by the King.
- 

- c. Because the queen put poison into the King's.
- d. Because the queen wanted to live in the forest.
6. The word "unwise" in line 11 is closest in meaning to
- Folly
 - Attempt
 - Select
 - Remove
7. In paragraph 1, the king was very angry because
- His wives told him that the queen had put poison in his food
 - Soldiers did not kill the queen
 - The queen was pregnant
 - Cinde Lara liked cock fighting
8. The word "beat" in line 7 closest in meaning to
- Defeat
 - Respond
 - Feel
 - Fight
9. Where in the passage does the author provide that the King regretted his
unwise decision
- Line 1 and 2
 - Line 4 and 5
 - Line 6 and 7
- 

d. Line 11 and 12

10. What can we learn from the story?

- a. Be wise in every decision you make.
- b. Honest is the best attitude in our life.
- c. Patient will give us a peaceful life.
- d. Don't worry about your future.

11. Arrange these jumbled sentences to make a meaningful narrative text.

1. When he returned home, his father told him that if he had helped the miners to dig, they would have bought his salt.
2. The man next went to a house where a wedding was taking place.
3. A stupid man was sent by his father to sell salt.
4. There he dug a huge hole.
5. He first went to a mining area but nobody there wanted his salt.
6. This made the people angry and they chased him away.

The best arrangement is

- a. 3 – 5 – 1 – 2 – 4 – 6
- b. 1 – 2 – 3 – 5 – 4 – 6
- c. 5 – 6 – 3 – 1 – 3 – 4
- d. 6 – 1 – 3 – 5 – 2 – 4

Read the following text to answer questions number 12 to 20

One day, a mouse deer was walking by the river. He was starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate those branches,". Across the river, there was green grassland, with young leaves. 'Hmm, it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

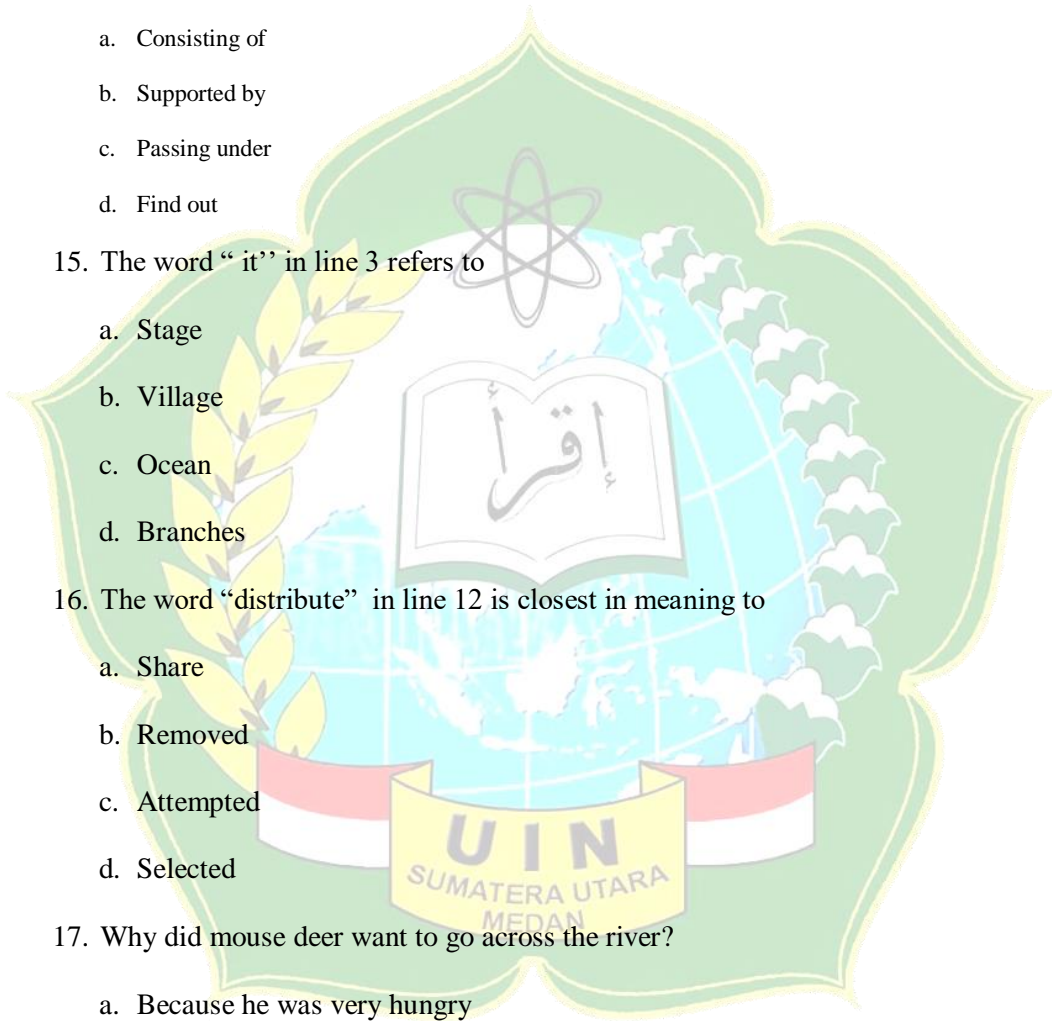
The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air, 'aha.: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, you will be my tasty lunch!" said the crocodile. "Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightened. Then, the other crocodiles approached moving slowly. They approached the edge of the river. "But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly, "said the mouse deer.

"Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

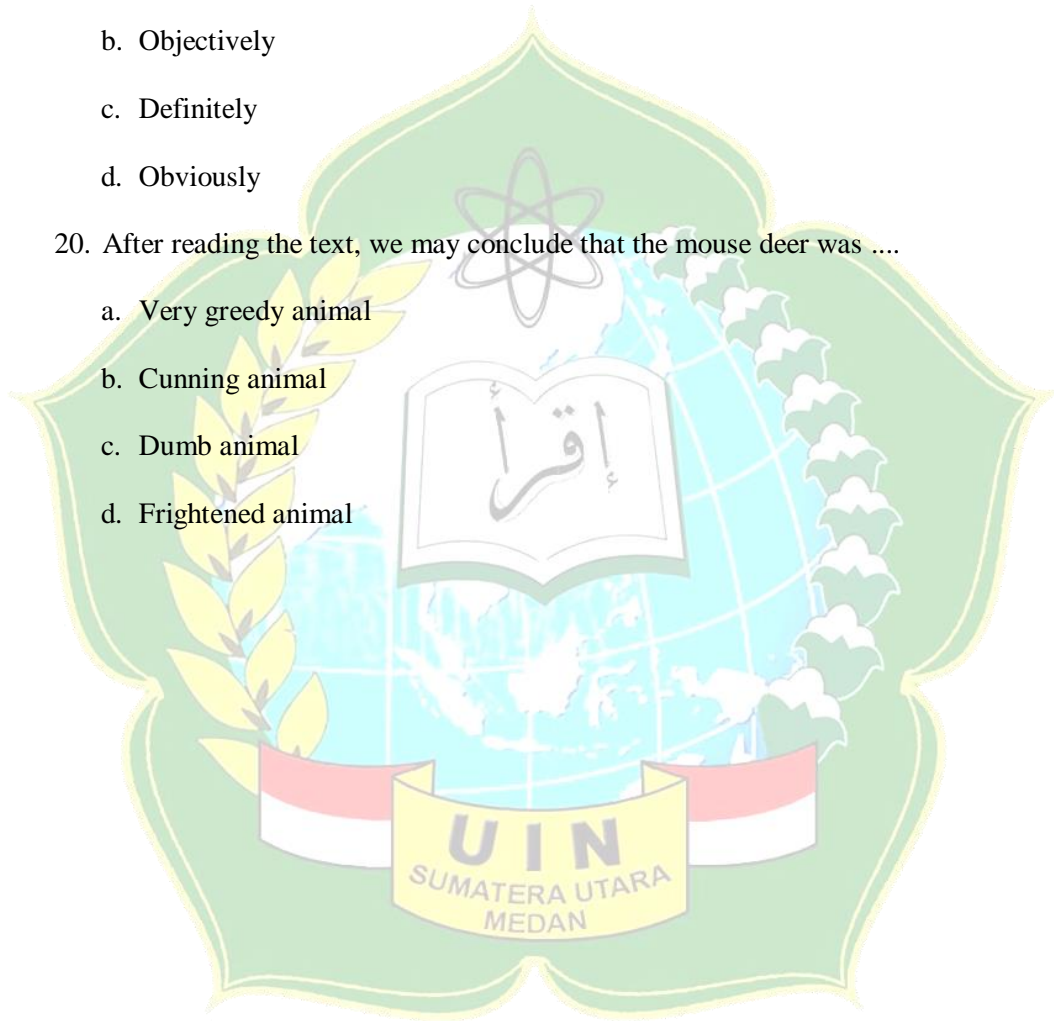
12. What does the text tell us about?

- a. Mouse Deer and Mr. Crocodile
- b. Mr. Croco
- c. Crocodiles
- d. Mouse Deer

13. The word “starving” in line 1 is closest in meaning to
- Be famished
 - Stunning
 - Cold
 - Fatigue
14. The phrase “figuring out” in line 5 is closest in meaning to
- Consisting of
 - Supported by
 - Passing under
 - Find out
15. The word “it” in line 3 refers to
- Stage
 - Village
 - Ocean
 - Branches
16. The word “distribute” in line 12 is closest in meaning to
- Share
 - Removed
 - Attempted
 - Selected
17. Why did mouse deer want to go across the river?
- Because he was very hungry
 - Because he wanted to cheat Mr. Crocodile
 - He wanted to eat some dying trees
 - He was afraid of the current of the river
18. How many crocodiles were there in the story above?
- Three crocodiles



- b. Ten crocodiles
 - c. Thirteen crocodiles
 - d. Not mentioned
19. But we are a large group, I can't count it precisely," The underlined word has closest meaning with
- a. Accurately
 - b. Objectively
 - c. Definitely
 - d. Obviously
20. After reading the text, we may conclude that the mouse deer was
- a. Very greedy animal
 - b. Cunning animal
 - c. Dumb animal
 - d. Frightened animal



APPENDIX IV**Post-Test I****Name :****Date :****Class :****Read the following text to answer questions number 1 to 10**

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you special present. If you are female. I will consider you as my sister if you are male, I will marry you suddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy. Sangkuriang liked hunting very much, especially deer. He often hunted to the wood using his arrow. When he went hunting , Tumang was always with him.

One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang when to the wood with his arrow and his faithful dog. Tumang, but after several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he

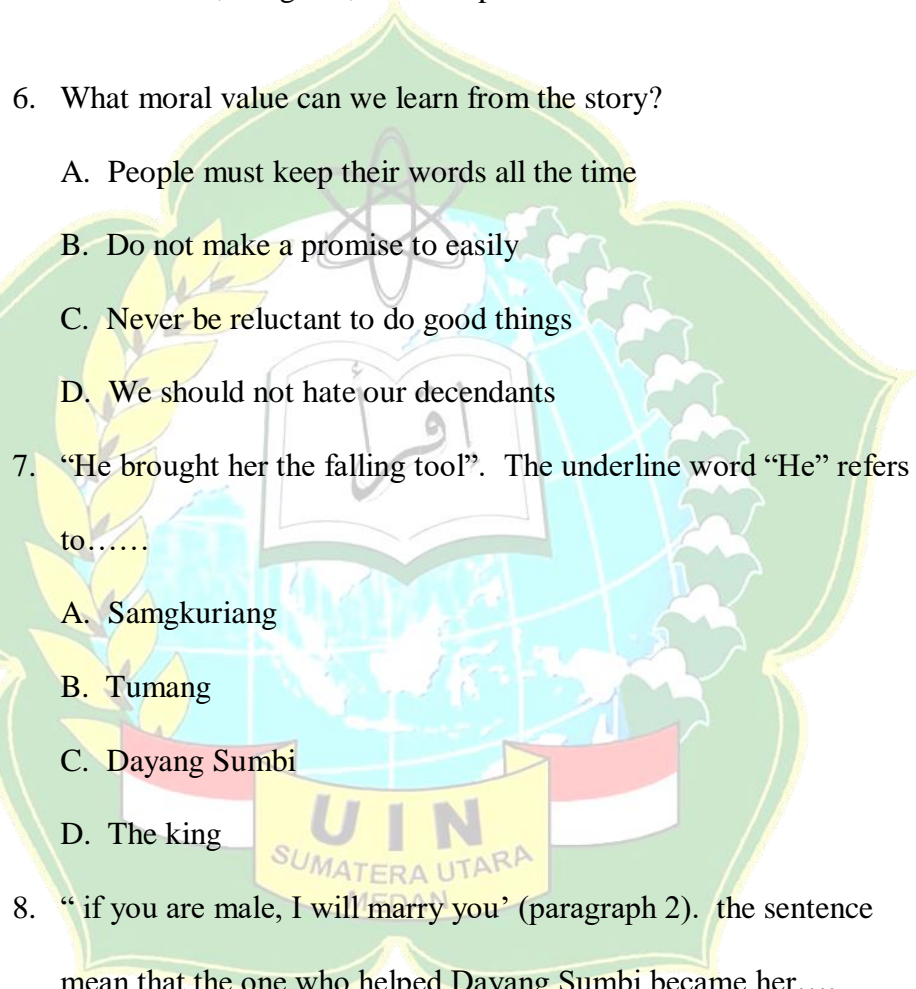
killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did know each other. So they fall in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not believe her. He wished that they marry soon. So Dayang Sumbi gave very difficult condition. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon.

Sangkuriang agreed. With the help of genie and spiritis, Sangkuriang tired to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spiritis thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat.

Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It, later, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside down boat.

1. What is the text about?
 - A. A wrath son
 - B. West java's tales
 - C. Tumang a Dog husband
 - D. The legend of Tangkuban Perahu
2. According to he story, Tumang was....
 - A. actually a handsome prince
 - B. married to Dayang Sumbii
 - C. Sangkuriang pet dog
 - D. good at hunting deer
3. What did Dayang Sumbi look like?
 - A. She liked weaving clothers
 - B. She looked for the heart of a deer
 - C. She was beautiful
 - D. She was looking at her fallen too
4. What made Dayang Sumbi stay young?
 - A. She set up conditions in doing things
 - B. A young man fall in love with her
 - C. She married a dog
 - D. God gave her an eternal beauty
5. Who are the main caracters in the story?

- A. Dayang Sumbi and Sangkuriang
- B. The king Dayang Sumbi, the dog and Sangkuriang
- C. The king, Dayang Sumbi, the dog, Sangkuriang, the genie, and the spiritis
- D. D. The king, Dayang Sumbi, the dog, Sangkuriang, the mount, the boat, the genie, and the spiritis
6. What moral value can we learn from the story?
- A. People must keep their words all the time
- B. Do not make a promise to easily
- C. Never be reluctant to do good things
- D. We should not hate our decendants
7. “He brought her the falling tool”. The underline word “He” refers to.....
- A. Samgkuriang
- B. Tumang
- C. Dayang Sumbi
- D. The king
8. “ if you are male, I will marry you’ (paragraph 2). the sentence mean that the one who helped Dayang Sumbi became her....
- A. Husband
- B. Maid
- C. Boss
- D. Son
9. The complication starts when....
- 
- The image contains a large, semi-transparent watermark of the logo for UIN Sumatera Utara. The logo is a shield-shaped emblem with a green border. Inside the shield, there is a blue and white map of Indonesia. Above the map is an open book with Arabic calligraphy. Below the map is a yellow banner with the text 'UIN SUMATERA UTARA' and a red and white Indonesian flag. The watermark is centered on the page and partially overlaps the text of the questions.

- A. Sangkuriang arrived at his own village
- B. Tumang came bringing Dayang Sumbi fallen thing
- C. Dayang Sumbi asked Sangkuriang to find deer's heart
- D. Dayang Sumbi asked Sangkuriang to build a lake and a boat in one night

10. "once upon a time, in west java, Indonesia lived a wise king who had beautiful daughter." (paragraph 1). What is the function of the above sentence?

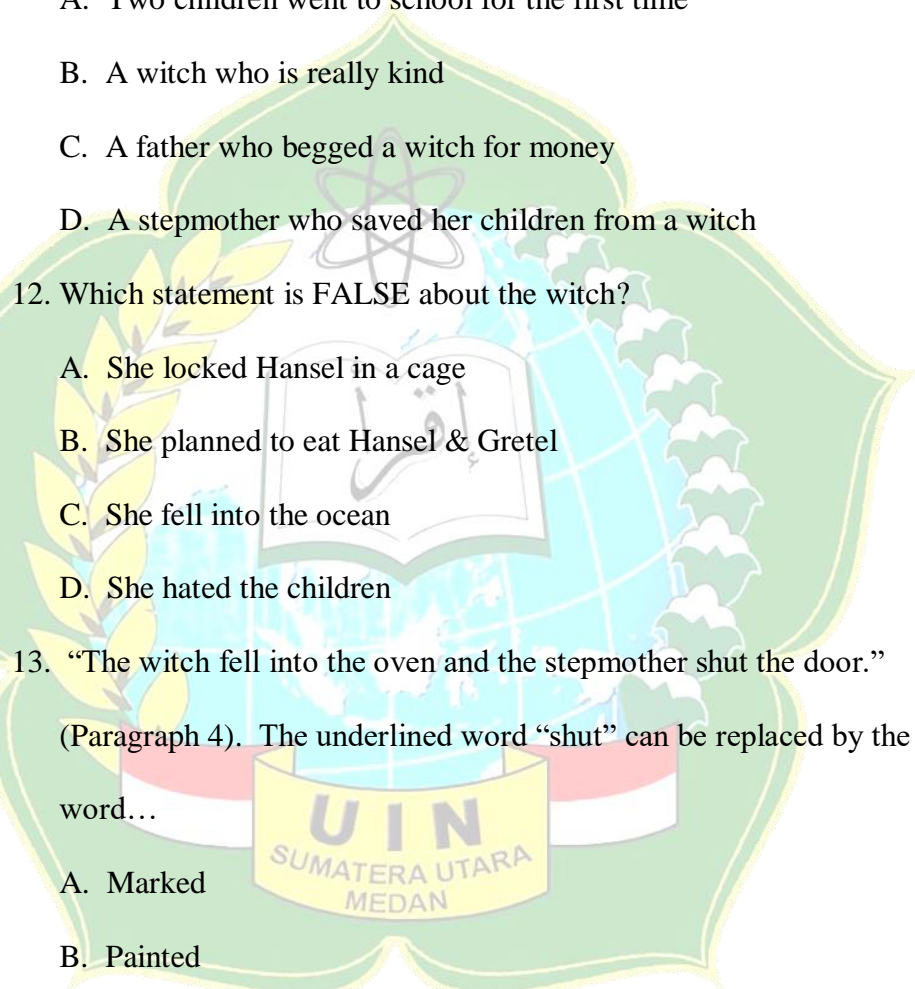
- A. A crisis
- B. A complication
- C. An orientation
- D. A reorientation

Read the following text to answer questions number 11 to 15

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

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children. She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

‘Children, I have come to save you,’ she said hugging them tightly. I have done a dreadful thing. I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

- 
11. What is the text about?
- A. Two children went to school for the first time
 - B. A witch who is really kind
 - C. A father who begged a witch for money
 - D. A stepmother who saved her children from a witch
12. Which statement is FALSE about the witch?
- A. She locked Hansel in a cage
 - B. She planned to eat Hansel & Gretel
 - C. She fell into the ocean
 - D. She hated the children
13. “The witch fell into the oven and the stepmother shut the door.”
(Paragraph 4). The underlined word “shut” can be replaced by the word...
- A. Marked
 - B. Painted
 - C. Opened
 - D. Closed
14. How did the stepmother find her children?
- A. She walked into the forest
 - B. She got tired and met her children

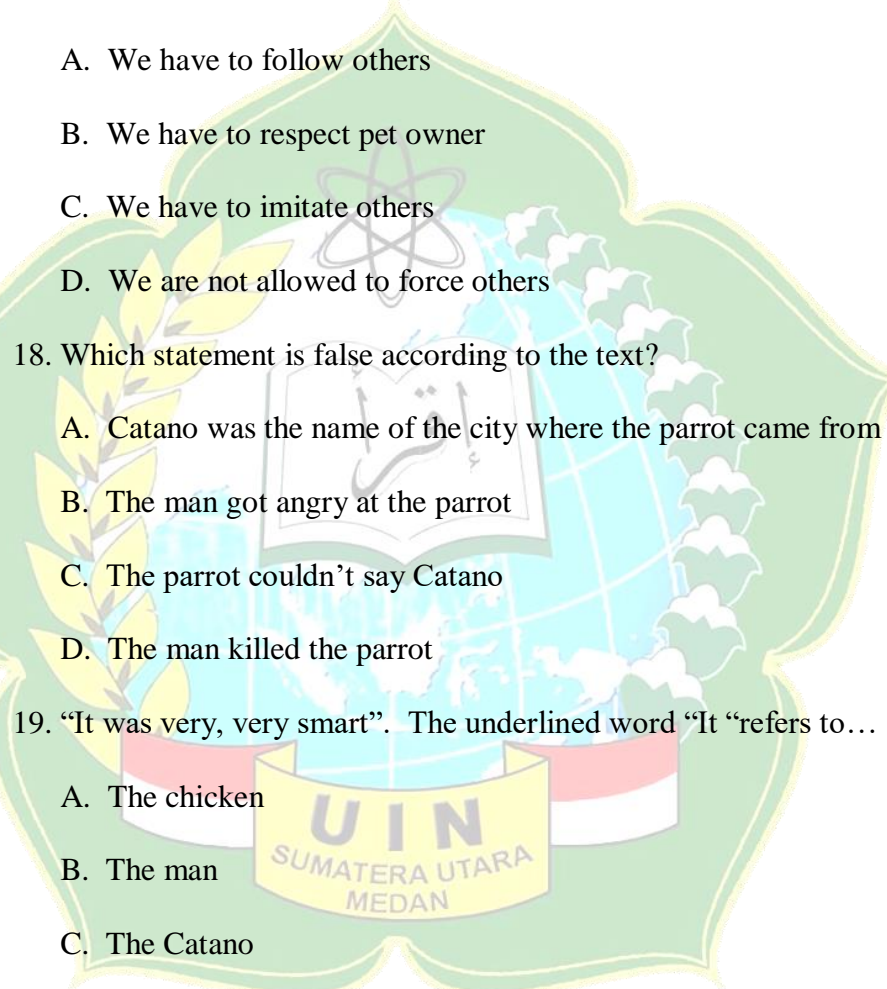
- C. She peeped through the window of the witch's cottage
 - D. She fell into the cliff
15. The word "dreadful" in line 12 is closest in meaning to..
- A. Funny
 - B. Cool
 - C. Crowd
 - D. Terrible

Read the following text to answer questions number 16 to 20

A man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was 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 wouldn't talk.

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

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

16. Where does the story take place?
- A. Indonesia
 - B. Brazil
 - C. Puerto Rico
 - D. New York
17. From the text we learn that...
- A. We have to follow others
 - B. We have to respect pet owner
 - C. We have to imitate others
 - D. We are not allowed to force others
18. Which statement is false according to the text?
- A. Catano was the name of the city where the parrot came from
 - B. The man got angry at the parrot
 - C. The parrot couldn't say Catano
 - D. The man killed the parrot
19. "It was very, very smart". The underlined word "It" refers to...
- A. The chicken
 - B. The man
 - C. The Catano
 - D. The bird
20. The word "stupid" in paragraph 2 is closest in meaning to?
- A. Dumb
 - B. Smart
 - C. Sleep
 - D. Fresh
- 

APPENDIX V**Post-Test II**

Name :

Date :

Class :

Read the following text to answer questions number 1 to 10

Once upon a time, Roro Anteng and Joko Seger lived on the foot of Mount Bromo. After six years of marriage, they had not had any children. They prayed pleased to Gods for children. Their prayer was granted in one condition. They should sacrifice their youngest son to the Bromo crater.

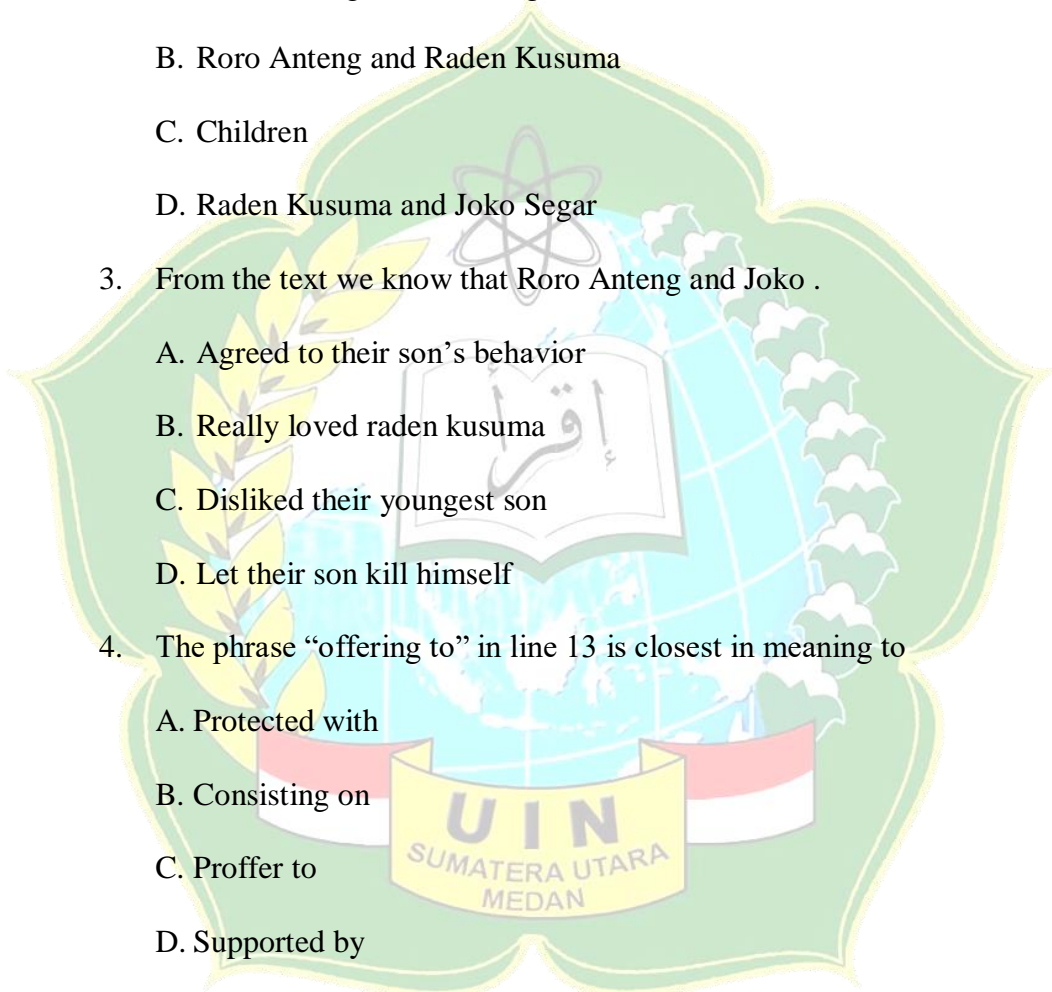
After sometime, Roro Anteng gave birth to a child, and it happened every year until they had 25 children. They lived happy and forgot about the agreement. The mount Bromo erupted signaling that the Gods asked the couple to fulfill their promise. But they didn't want their youngest son, Raden Kusuma, to be sacrificed to the crater.

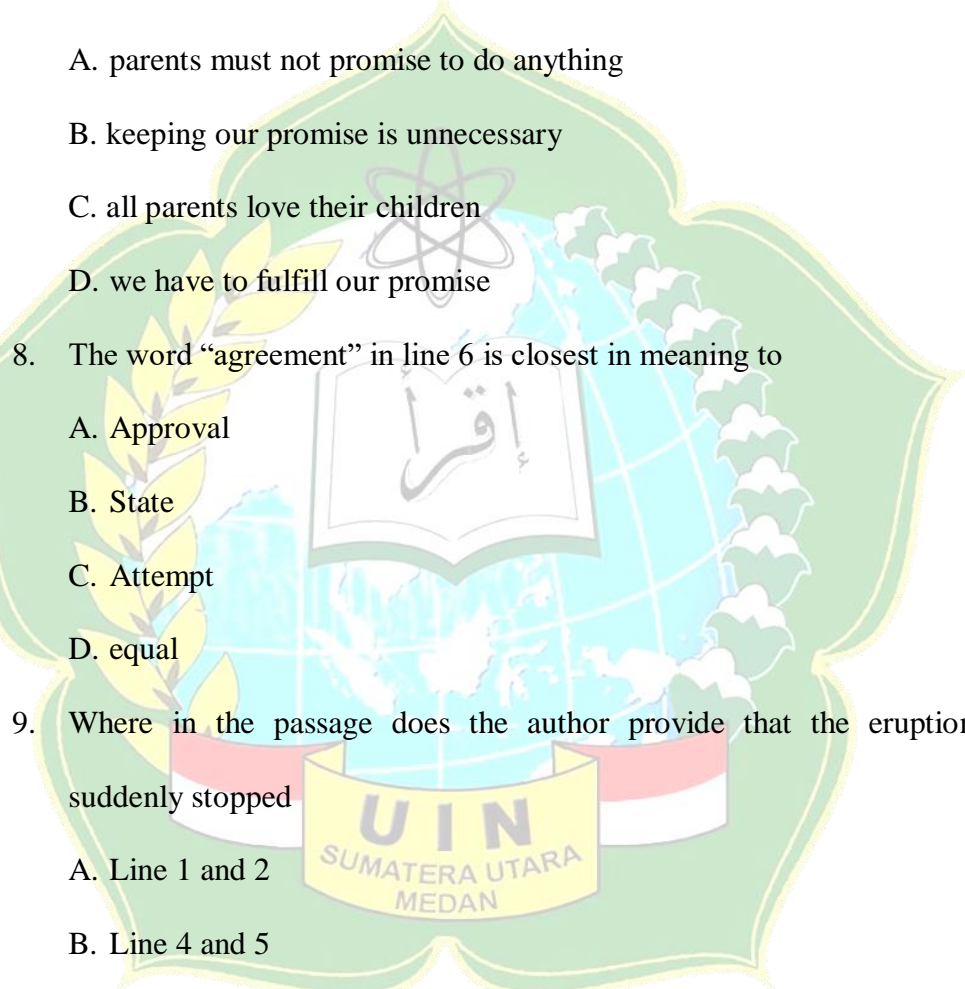
Raden Kusuma learned about the deal his parents had made. Meanwhile the lava from the crater had made the people living near the mountain suffered. Since Raden Kusurna was a kind and noble man, he didn't want his siblings and other people suffered because of him. Therefore, he went to Mount Bromo and sacrificed himself to the crater.

The eruption suddenly stopped after that day, the Tengger people have given offerings to the crater, as Raden Kusuma had sacrificed himself before.

1. What is the text about?

- A. Roro Anteng
 - B. Mount Bromo
 - C. Roro Anteng and Joko Seger
 - D. Joko Seger and Raden Kusumo
2. The word “they” in line 2 refers to
- A. Roro Anteng and Joko Seger
 - B. Roro Anteng and Raden Kusuma
 - C. Children
 - D. Raden Kusuma and Joko Segar
3. From the text we know that Roro Anteng and Joko .
- A. Agreed to their son’s behavior
 - B. Really loved raden kusuma
 - C. Disliked their youngest son
 - D. Let their son kill himself
4. The phrase “offering to” in line 13 is closest in meaning to
- A. Protected with
 - B. Consisting on
 - C. Proffer to
 - D. Supported by
5. How many children Roro and Joko have?
- A. 10
 - B. 15
 - C. 25
 - D. 20



6. The word “fulfill” in line 7 is closest in meaning to
- Grant
 - Pray
 - Attempt
 - Select
7. What can we learn from the text?
- parents must not promise to do anything
 - keeping our promise is unnecessary
 - all parents love their children
 - we have to fulfill our promise
8. The word “agreement” in line 6 is closest in meaning to
- Approval
 - State
 - Attempt
 - equal
9. Where in the passage does the author provide that the eruption suddenly stopped
- Line 1 and 2
 - Line 4 and 5
 - Line 6 and 7
 - Line 12 and 13
10. Arrange the following sentences into a coherent paragraph
- He was very hungry and weak
 - Nobody wanted to help the little boy.
- 

3. Once upon a time, there was a little boy, who was poor, dirty, and smelly.
4. He came into a little village
5. He knocked at every door and asked for some food, but nobody cared about him
6. Finally, a generous old woman helped him
7. She gave him shelter and a meal.

The best arrangement of the sentences is...

- A. 5 – 1 – 7 – 4 – 2 – 6 – 3
- B. 3 – 6 – 2 – 4 – 7 – 1 – 5
- C. 3 – 4 – 1 – 5 – 2 – 6 – 7
- D. 5 – 1 – 6 – 2 – 4 – 3 – 7

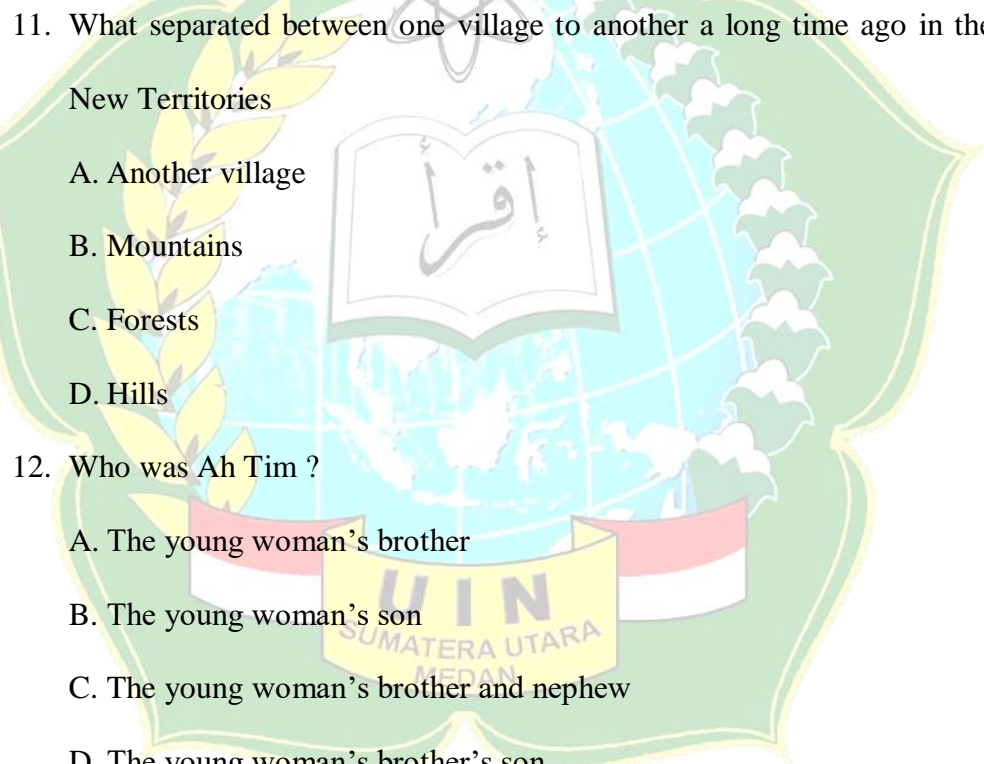
Read the following text to answer question number 11 to 20

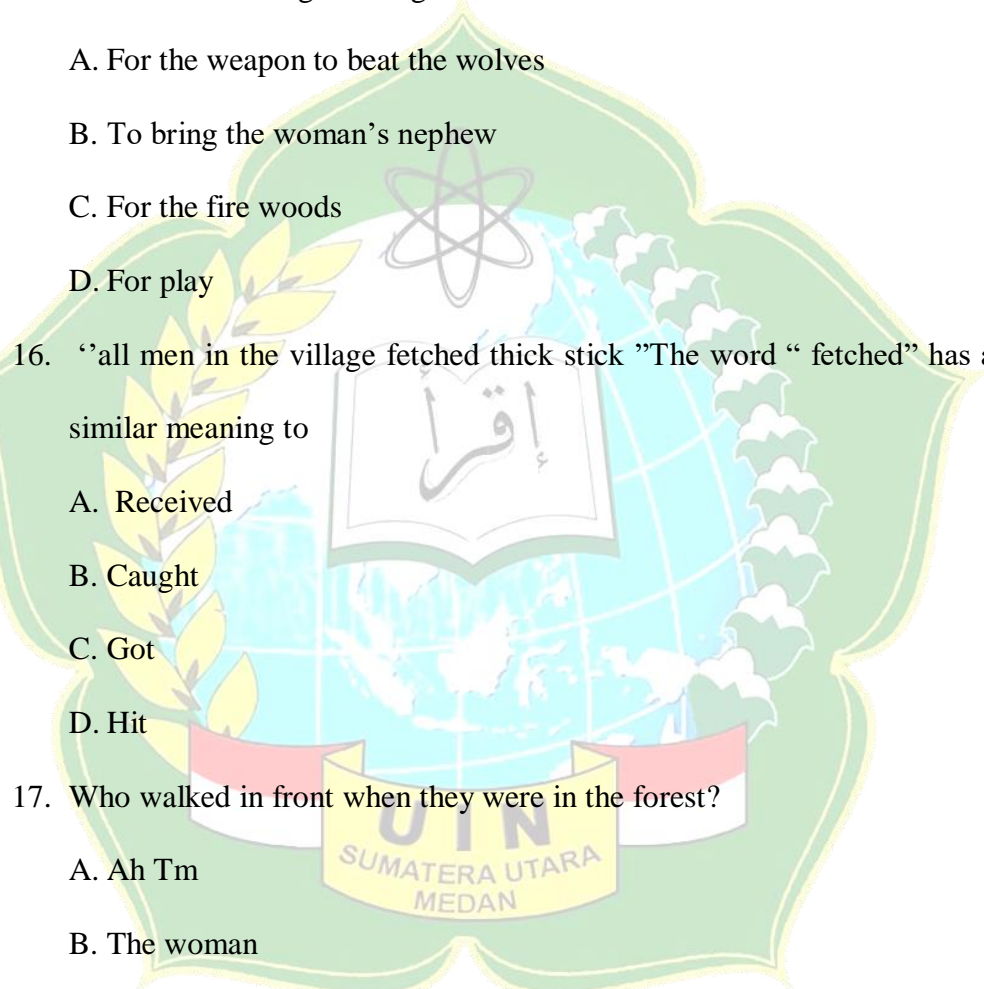
A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest. One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves,

“please eat my own son instead.” Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son’s life to save her nephew.

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

- 
11. What separated between one village to another a long time ago in the New Territories
- Another village
 - Mountains
 - Forests
 - Hills
12. Who was Ah Tim ?
- The young woman’s brother
 - The young woman’s son
 - The young woman’s brother and nephew
 - The young woman’s brother’s son
13. The woman gave her son to the wolves because
- She loved her nephew than her son
 - She thought about how her brother would be
 - She wanted her son was eaten by the wolves
 - She was crazy

14. The word “unsafe” in line 3 is closest in meaning to
- A. Harmful
 - B. Specific
 - C. Safe
 - D. Remove
15. What did the villagers bring sticks for?
- A. For the weapon to beat the wolves
 - B. To bring the woman’s nephew
 - C. For the fire woods
 - D. For play
16. “all men in the village fetched thick stick ”The word “ fetched” has a similar meaning to
- A. Received
 - B. Caught
 - C. Got
 - D. Hit
17. Who walked in front when they were in the forest?
- A. Ah Tm
 - B. The woman
 - C. The woman’s son
 - D. Her brother’s nephew
18. The word “they” in line 8 refers to
- A. Ah Tim and the young woman
 - B. Son and Ah Tim
- 

C. Son and young woman

D. Men and woman

19. According to the passage, Ah Tim and young woman run to avoid the danger, but..

A. Ah Tim kicked against a stone and fell down

B. She had offered her own son's life

C. They run back

D. She put her baby

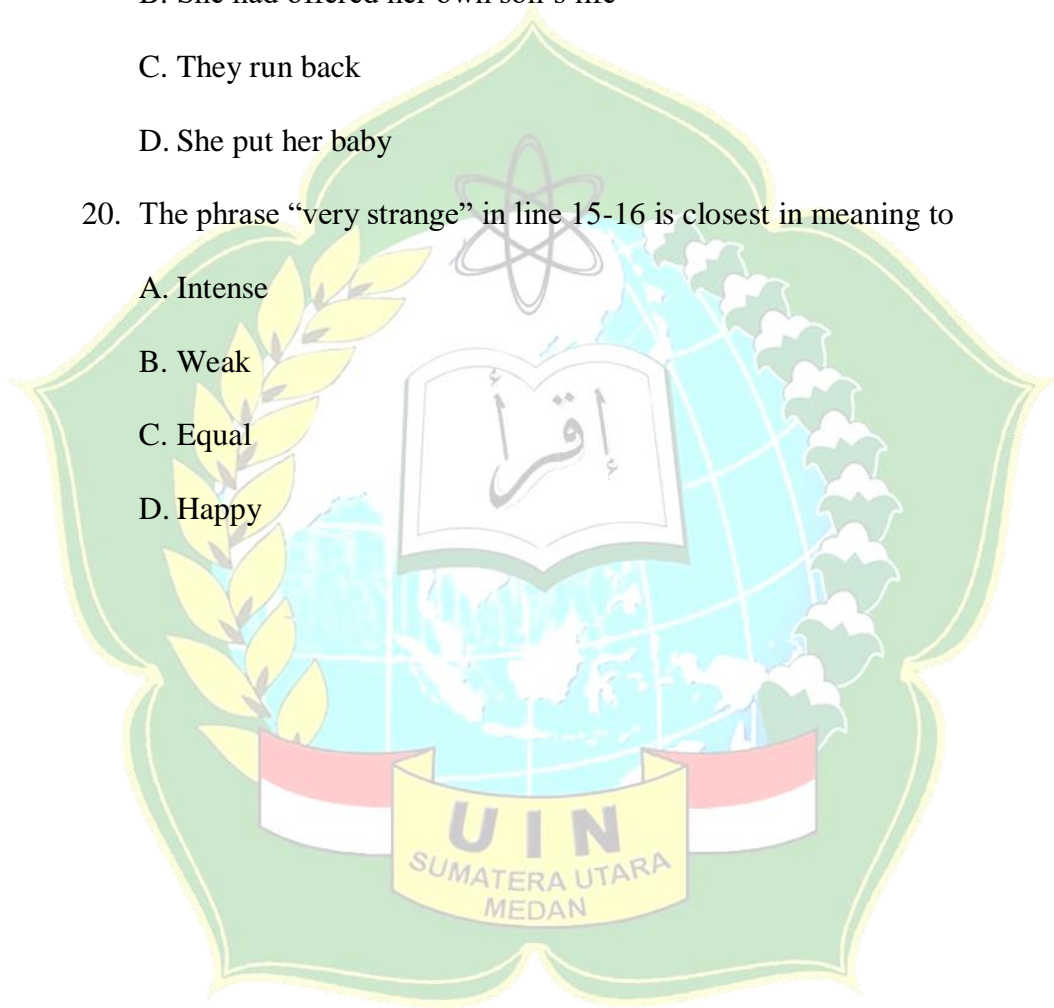
20. The phrase "very strange" in line 15-16 is closest in meaning to

A. Intense

B. Weak

C. Equal

D. Happy



APPENDIX VI

KEY ANSWER
PRE-TEST, POST-TEST I, POST-TEST II

No	PRE-TEST	POST-TEST I	POST-TEST II
1	A	D	C
2	D	B	A
3	D	C	B
4	A	D	C
5	C	A	C
6	A	A	A
7	A	B	D
8	D	A	A
9	B	D	D
10	A	C	C
11	A	D	C
12	A	C	D
13	A	D	B
14	B	C	A
15	D	D	A
16	A	C	C
17	B	D	A
18	B	C	A
19	A	D	A
20	B	A	A



APPENDIX VII

The Quantitative Data

No	Name of the Students	Pre-Test	Post-Test 1	Post-Test 2
1.	Ade Azizia Saragih	75	80	85
2.	Afkary Aulia Nasywa Siregar	75	75	80
3.	Alya Assyifa	75	75	80
4.	Anggun Hasanah	60	65	75
5.	Aryanti Khairunnisa Tarigan	60	75	75
6.	Aufy Andini Lubis	75	75	80
7.	Aulia Zuhro	60	65	80
8.	Cut Husnul Arifah	50	60	60
9.	Dinda Maysuri	60	65	75
10.	Dwi Putri Harahap	60	65	75
11.	Dwi Yanti Rahmatika	60	75	80
12.	Ema Fauziah	75	80	85
13.	Fitri Ramadani	50	60	65
14.	Hidayatul Munawwarah	50	50	60
15.	Humairah Luthfiah Hasibuan	75	80	90
16.	Khoirunnisa Harianja	75	75	80
17.	Laila Azizah	60	75	80
18.	Mardiyah	60	65	80
19.	Muthi'ah Habib Nasution	60	65	75
20.	Mutiara Adelia S	60	75	80

21.	Nabila Putri	60	75	85
22.	Nayla Naziha	60	65	80
23.	Nazhifa Salsabila Hasibuan	60	75	80
24.	Nazira Aprolia Asty	65	75	85
25.	Nazli Azizah Azzahra Nasution	75	80	85
26.	Nazwa Nur Kamila Lubis	60	65	75
27.	Nazwa Resya Afnenda	60	75	85
28.	Qori Ratu Syaifirah	75	85	90
29.	Rafika Sulami Ritonga	75	80	90
30.	Ratu Diva Tanzilla Nasution	80	85	90
31.	Reva Yolanda Lubis	60	75	75
32.	Salamah Fikri	60	75	80
33.	Siti Rahmah	50	60	65
34.	Siti Sarah Elfitri	80	90	95
35.	Ulfah Syahirah Putri	50	60	60
36.	Almira Syaikah	60	75	85
Total Score		$\Sigma = 2.305$	$\Sigma = 2.580$	$\Sigma = 2.845$
Average		$X = 64,02$	$X = 71,66$	$X = 79,03$

APPENDIX VIII

The Students' Score in Pre-Test

No	Name of the Students	Pre-Test	Category
1.	Ade Azizia Saragih	75	Passed
2.	Afkary Aulia Nasywa Siregar	75	Passed
3.	Alya Assyifa	75	Passed
4.	Anggun Hasanah	60	Failed
5.	Aryanti Khairunnisa Tarigan	60	Failed
6.	Aufy Andini Lubis	75	Passed
7.	Aulia Zuhro	60	Failed
8.	Cut Husnul Arifah	50	Failed
9.	Dinda Maysuri	60	Failed
10.	Dwi Putri Harahap	60	Failed
11.	Dwi Yanti Rahmatika	60	Failed
12.	Ema Fauziah	75	Passed
13.	Fitri Ramadani	50	Failed
14.	Hidayatul Munawwarah	50	Failed
15.	Humairah Luthfiah Hasibuan	75	Passed
16.	Khoirunnisa Harianja	75	Passed
17.	Laila Azizah	60	Failed
18.	Mardiyah	60	Failed
19.	Muthi'ah Habib Nasution	60	Failed
20.	Mutiara Adelia S	60	Failed
21.	Nabila Putri	60	Failed

22.	Nayla Naziha	60	Failed
23.	Nazhifa Salsabila Hasibuan	60	Failed
24.	Nazira Aprolia Asty	65	Failed
25.	Nazli Azizah Azzahra Nasution	75	Passed
26.	Nazwa Nur Kamila Lubis	60	Failed
27.	Nazwa Resya Afnenda	60	Failed
28.	Qori Ratu Syaifirah	75	Passed
29.	Rafika Sulami Ritonga	75	Passed
30.	Ratu Diva Tanzilla Nasution	80	Passed
31.	Reva Yolanda Lubis	60	Failed
32.	Salamah Fikri	60	Failed
33.	Siti Rahmah	50	Failed
34.	Siti Sarah Elfitri	80	Passed
35.	Ulfah Syahirah Putri	50	Failed
36.	Almira Sya ikah	60	Failed
Total Score		$\Sigma = 2.305$	-
Average		$\bar{X} = 64,02$	-
Percentage of Passed/Failed		36,11%	Passed
		63,88 %	Failed

APPENDIX IX

List of the Students' Score of Post-Test 1

No	Name of the Students	Post-Test 1	Category
1.	Ade Azizia Saragih	80	Passed
2.	Afkary Aulia Nasywa Siregar	75	Passed
3.	Alya Assyifa	75	Passed
4.	Anggun Hasanah	65	Failed
5.	Aryanti Khairunnisa Tarigan	75	Passed
6.	Aufy Andini Lubis	75	Passed
7.	Aulia Zuhro	65	Failed
8.	Cut Husnul Arifah	60	Failed
9.	Dinda Maysuri	65	Failed
10.	Dwi Putri Harahap	65	Failed
11.	Dwi Yanti Rahmatika	75	Passed
12.	Ema Fauziah	80	Passed
13.	Fitri Ramadani	60	Failed
14.	Hidayatul Munawwarah	50	Failed
15.	Humairah Luthfiyah Hasibuan	80	Passed
16.	Khoirunnisa Harianja	75	Passed
17.	Laila Azizah	75	Passed
18.	Mardiyah	65	Failed
19.	Muthi'ah Habib Nasution	65	Failed
20.	Mutiara Adelia S	75	Passed
21.	Nabila Putri	75	Passed
22.	Nayla Naziha	65	Failed
23.	Nazhifa Salsabila Hasibuan	75	Passed
24.	Nazira Aprolia Asty	75	Passed
25.	Nazli Azizah Azzahra Nasution	80	Passed
26.	Nazwa Nur Kamila Lubis	65	Failed
27.	Nazwa Resya Afnenda	75	Passed
28.	Qori Ratu Syaifirah	85	Passed
29.	Rafika Sulami Ritonga	80	Passed
30.	Ratu Diva Tanzilla Nasution	85	Passed
31.	Reva Yolanda Lubis	60	Failed
32.	Salamah Fikri	75	Passed
33.	Siti Rahmah	60	Failed
34.	Siti Sarah Elfitri	90	Passed
35.	Ulfah Syahirah Putri	60	Failed
36.	Almira Syaikah	75	Passed
Total Score		$\Sigma = 2.580$	-
Average		$\square = 71,66$	-

Percentage of Passed and Failed	63,88%	Passed
	36,11%	Failed



APPENDIX X

The Students' Score in Post-Test II

No	Name of the Students	Post-Test 2	Category
1.	Ade Azizia Saragih	85	Passed
2.	Afkary Aulia Nasywa Siregar	80	Passed
3.	Alya Assyifa	80	Passed
4.	Anggun Hasanah	75	Passed
5.	Aryanti Khairunnisa Tarigan	75	Passed
6.	Aufy Andini Lubis	80	Passed
7.	Aulia Zuhro	80	Passed
8.	Cut Husnul Arifah	60	Failed
9.	Dinda Maysuri	75	Passed
10.	Dwi Putri Harahap	75	Passed
11.	Dwi Yanti Rahmatika	80	Passed
12.	Ema Fauziah	85	Passed
13.	Fitri Ramadani	65	Failed
14.	Hidayatul Munawwarah	60	Failed
15.	Humairah Luthfiah Hasibuan	90	Passed
16.	Khoirunnisa Harianja	80	Passed
17.	Laila Azizah	80	Passed
18.	Mardiyah	80	Passed
19.	Muthi'ah Habib Nasution	75	Passed
20.	Mutiara Adelia S	80	Passed
21.	Nabila Putri	85	Passed

22.	Nayla Naziha	80	Passed
23.	Nazhifa Salsabila Hasibuan	80	Passed
24.	Nazira Aprolia Asty	85	Passed
25.	Nazli Azizah Azzahra Nasution	85	Passed
26.	Nazwa Nur Kamila Lubis	75	Passed
27.	Nazwa Resya Afnenda	85	Passed
28.	Qori Ratu Syaifirah	90	Passed
29.	Rafika Sulami Ritonga	90	Passed
30.	Ratu Diva Tanzilla Nasution	90	Passed
31.	Reva Yolanda Lubis	75	Passed
32.	Salamah Fikri	80	Passed
33.	Siti Rahmah	65	Failed
34.	Siti Sarah Elfitri	95	Passed
35.	Ulfah Syahirah Putri	60	Failed
36.	Almira Syaikah	85	Passed
Total Score		$\sum X = 2.845$	-
Mean		$\bar{X} = 79,03$	-
Percentage of Passed		86,11%	Passed
		13,88%	Failed

APPENDIX XI

The Percentage of Students' Score in Pre-Test

No	Percentage of students' score	Category of students' score	Total of the students	Total of students' percentage
1.	96 – 100	Excellent	-	-
2.	86 – 95	Very	-	-
3.	76 – 85	Good	2	5,55%
4.	66 – 75	Fairly good	10	27,77%
5.	56 – 65	Fairly	19	52,77%
6.	36 – 55	Poor	5	13,88%
7.	0 – 35	Very poor	-	-
Total			36	100%

The Percentage of Students' Score in Post-Test 1

No	Percentage of students' score	Category of students' score	Total of the students	Total of students' percentage
1.	96 – 100	Excellent	-	-
2.	86 – 95	Very	1	2,77%
3.	76 – 85	Good	7	19,44%
4.	66 – 75	Fairly good	14	38,88%

5.	56 – 65	Fairly	13	36,11%
6.	36 – 55	Poor	1	2,77%
7.	0 – 35	Very poor	-	-
Total			36	100%

The Percentage of Students' Score in Post-Test 2

No	Percentage of students' score	Category of students' score	Total of the students	Total of students' percentage
1.	96 – 100	Excellent	-	-
2.	86 – 95	Very	5	13,88%
3.	76 – 85	Good	19	52,77%
4.	66 – 75	Fairly good	7	19,44%
5.	56 – 65	Fairly	5	13,88%
6.	36 – 55	Poor	-	-
7.	0 – 35	Very poor	-	-
Total			36	100%

APPENDIX XII

THE OBSERVATION SHEET

CYCLE I

School : MAS Darul Qur'an

Grade : X

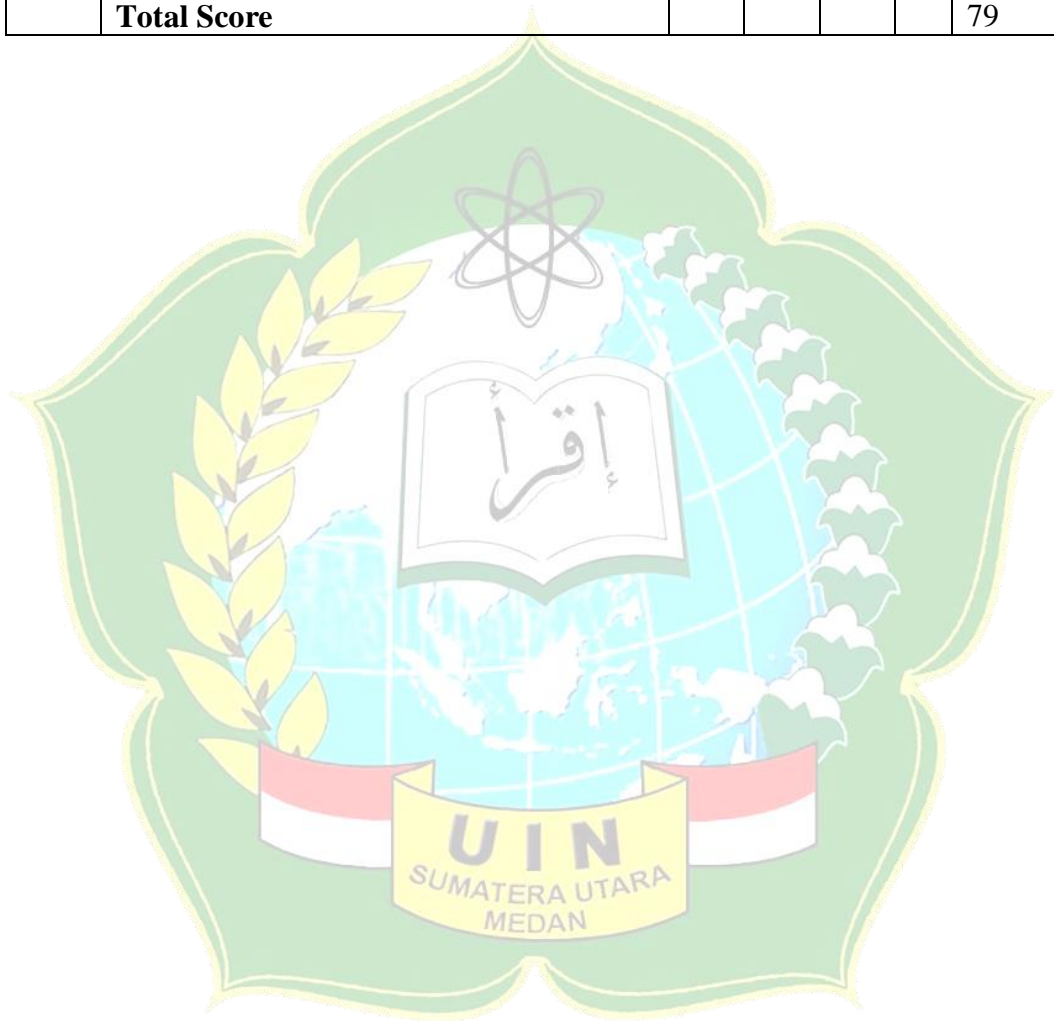
Subject : English

Direction : Put Check List (√) on the column (1, 2, 3, 4)

1. The Teacher

No	Activities	1	2	3	4	Score
1	Teacher enter into the classroom on time				√	4
2	Teachers' ability in opening the class				√	4
3	Teacher mastering the materials well				√	4
4	Teacher gives the questions to the students during the learning process				√	4
5	Teacher can dominate the class				√	4
6	Teacher encourage the students			√		3
7	The teacher asks the students to relax before read, so that the students are more concentrated				√	4
8	The teacher invites students to read the title of the reading material that has been distributed to students				√	4
9	The teacher asked the students to read cursory material in silence and determined the reading time				√	4
10	When time has elapsed to time predetermined, the teacher asks the students to stop reading				√	4
11	The teacher gives questions to students to see the students has understood or whether or not the material has been read				√	4
12	Teacher used media, and strategy in learning process				√	4
13	The teacher distributed LKPD to students to see the level of understanding of students in reading				√	4
14	The teacher directs students to submit according to the material				√	4
15	The teacher invites students to conclude the material				√	4

16	Reflection (asking students what learning today is fun?)				√	4
17	Teacher gives the appreciation to the students				√	4
18	Teacher makes conclusion at the end of the learning process				√	4
19	The teacher invites students to be together read the closing prayer				√	4
20	Teachers' ability in closing the learning process				√	4
	Total Score					79



2. The Student

No	Activities	1	2	3	4	Score
1	Students come into the classroom on time				√	4
2	Students answer the greeting from teacher well				√	4
3	Students listen to the teacher's explanation about lesson objectives to be studied.				√	4
4	Students receive text that has been shared by the teacher				√	4
5	Students pay attention to the teachers' explanation during the learning process			√		3
6	Students avoid unnecessary gestures				√	4
7	Students organize cooperation between the two hands when holding a book				√	4
8.	Students read the title of the text the teacher				√	4
9	Students read the text silently the teacher ordered				√	4
10	Students stop reading in term the time set by the teacher			√		3
11	Students answer teacher questions				√	4
12	Students asking the question to the teacher				√	4
13	Students work on LKPD				√	4
14	Students understand the material well				√	4
15	Students and teacher both conclude the material				√	4
16	Students answer the teacher's reflection				√	4
17	Students listen to moral messages from the teacher				√	4
18	Students enjoy and not bored during the learning process				√	4
19	Students quite during the learning process				√	4
20	Students answer greetings				√	4
Total Score						78

Medan,

2020

The Observer**Jati Saruris Sihombing**

APPENDIX XIII

THE OBSERVATION SHEET

CYCLE II

School : MAS Darul Qur'an

Grade : X

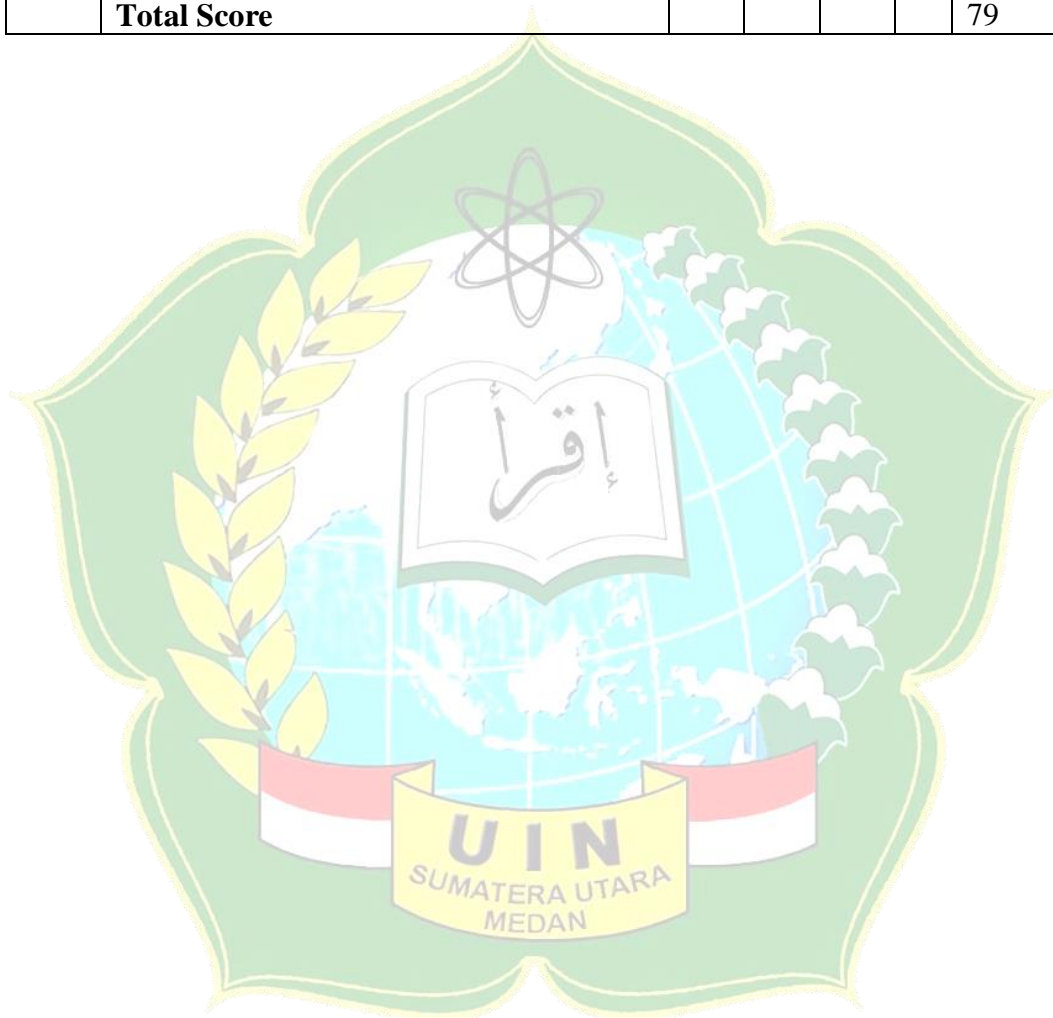
Subject : English

Direction : Put Check List (√) on the column (1, 2, 3, 4)

3. The Teacher

No	Activities	1	2	3	4	Score
1	Teacher enter into the classroom on time				√	4
2	Teachers' ability in opening the class				√	4
3	Teacher mastering the materials well				√	4
4	Teacher gives the questions to the students during the learning process				√	4
5	Teacher can dominate the class				√	4
6	Teacher encourage the students			√		3
7	The teacher asks the students to relax before read, so that the students are more concentrated				√	4
8	The teacher invites students to read the title of the reading material that has been distributed to students				√	4
9	The teacher asked the students to read cursory material in silence and determined the reading time				√	4
10	When time has elapsed to time predetermined, the teacher asks the students to stop reading				√	4
11	The teacher gives questions to students to see the students has understood or whether or not the material has been read				√	4
12	Teacher used media, and strategy in learning process				√	4
13	The teacher distributed LKPD to students to see the level of understanding of students in reading				√	4
14	The teacher directs students to submit according to the material				√	4
15	The teacher invites students to conclude				√	4

	the material					
16	Reflection (asking students what learning today is fun?)				√	4
17	Teacher gives the appreciation to the students				√	4
18	Teacher makes conclusion at the end of the learning process				√	4
19	The teacher invites students to be together read the closing prayer				√	4
20	Teacher give the post-test				√	4
	Total Score					79



4. The Student

No	Activities	1	2	3	4	Score
1	Students come into the classroom on time				√	4
2	Students answer the greeting from teacher well				√	4
3	Students listen to the teacher's explanation about lesson objectives to be studied.				√	4
4	Students receive text that has been shared by the teacher				√	4
5	Students pay attention to the teachers' explanation during the learning process				√	4
6	Students avoid unnecessary gestures				√	4
7	Students organize cooperation between the two hands when holding a book				√	4
8.	Students read the title of the text the teacher				√	4
9	Students read the text silently the teacher ordered				√	4
10	Students stop reading in term the time set by the teacher			√		3
11	Students answer teacher questions				√	4
12	Students asking the question to the teacher				√	4
13	Students work on LKPD				√	4
14	Students understand the material well				√	4
15	Students and teacher both conclude the material				√	4
16	Students answer the teacher's reflection				√	4
17	Students listen to moral messages from the teacher				√	4
18	Students enjoy and not bored during the learning process				√	4
19	Students pray together				√	4
20	Students do the post-test				√	4
Total Score						79

Medan,

2020

The Observer**Jati Saruris Sihombing**

APPENDIX XIV

INTERVIEW REPORT

Interview the students before the cycle

Researcher : Menurut kalian, membaca teks Bahasa Inggris itu gampang gak?

Student 1 : Susah kak, karena gak ngerti artinya.

Student 2 : Gak ada gampang-gampangnya kak, Apalagi kalo teksnya

Panjang langsung oleng lah kepalaku kak ‘‘hahaa’’

Student 3 : Gak gampang si kak, tapi kalo disuruh baca bisa la kak

Researcher : Misalnya ada ujian Bahasa Inggris nih, soalnya reading comprehension, yang kayak disuruh mencari ide pokok, menentukan judul. Cemana lah klen ngejawabnya?

Student 1 : Kek gitulah kak, asal di jawab aja

Student 2 : Kalo ada yang ngerti kujawab kak, kalo bisa nengok kamus masih bisalah dipala-pala I kak

Student 3 : Insyaa Allah bisa dijawab nanti tu kak, tapi kadang-kadang ada kosa kata yang jarang kutemui sebelumnya kak, biasanya kutanya sama guru yang ngawas kak.

Researcher : Berarti kalian ngejawabnya ada yang asalan-asalan, ya, jadi yang serius menjawab soal ada gak tehnik kalian dalam menjawab soal itu ?

Students 1 : Gak ada kak

Student 2 : Biasanya kubaca dulu teks nya itu kak, baru kujawab

Student 3 : Gak ada kalo tekhnik kak, karena gak pernah tau ada tekhnik membaca kak.

Interview the Students After Implementing Random Text Strategy

Researcher : Bagaimana menurut kalian belajar reading comprehension dengan menggunakan Random Text Strategy?

Student 1 : Sangat membantu kak, seru juga kak, yang biasanya kalo membaca itu rasanya embosankan kak

Student 2 : Lebih mudah paham kalo baca teks dalam Bahasa Inggris kak

Students 3 : Menyenangkan Kak, lebih mudah sekarang memahami teksnya kak

Interview with the Teacher Before Cycle

Researcher : Assalamualaikum Muallimah

Teacher : Waalaikumsalam Jati, kenapa dek?

Reasearcher : Ini Muallimah Jati mau nanya tentang siswa yang mau kumasuki

Muallimah : Bagaimana menurut Muallimah kemampuan membaca merekaMuallimah terutama Ketika disuruh memahami bacaan itu Muallimah?

Teacher : Masih sangat kurang mereka kalo dalam Bahasa Inggris ini dek, termasuk lah itu membaca, apalagi Bahasa Inggris kan. Trus pun karena ini

pesantren gak pala difokuskan kali ke pelajaran umum, mereka lebih difokuskan ke menghafal Al-Qur'an aja lah dek, jadi susah dek.

Researcher : Iya juga ya Muallimah, trus Muallimah, ada gak strategi yang digunakan Muallimah kalo lagi mengajar Muallimah?

Teacher : kalo kakak biasanya menjelaskan saja, trus ngasih pertanyaan, trus kakak kasih Latihan, gitu aja dek

Researcher : Oh iya ya Muallimah, Baik Muallimah, terimakasih waktunya Muallimah.

Interview with Teacher After Using Random Text Strategy

Researcher : Assalamualikum Muallimah, Maff mengganggu waktunya sebelumnya Muallimah

Muallimah : Waalaikumsalam Jati, iya gapapa, apa cerita ni dek?

Researcher : Gini Muallimah, ini kan hari terakhir Jati masuk ke kelas Muallimah. Bagaimana menurut Muallimah selama saya mengajar menggunakan Random Text Strategy, apakah ada peningkatan yang Muallimah perhatikan?

Muallimah : Kalau menurut Muallimah sudah ada cukup meningkat ya, walaupun kadang agak lambat tapi anak-anak siswa sudah cukup paham. Mereka juga sudah paham bagaimana cara membaca atau tehnik membaca yang baik. Dan mereka juga semakin aktif Muallimah tengok

Researcher : Alhamdulillah, terimakasih banyak ya Muallimah untuk waktunya hari ini.

Muallimah : Sama-sama dek, Muallimah ke kantor dulu ya.

Researcher : Iya Muallimah.



APPENDIX XV

FIELD NOTES

Field Notes 1

Hari/Tanggal/Waktu : Jumat, 16 September 2020

Hal : Menyerahkan surat ijin penelitian

P : Peneliti

KS : Kepala Sekolah

KZ : Kolaborator (Muallimah Zuli)

P datang ke Pesantren Darul Qur'an sekitar jam 10:15. Setelah sampai di lokasi, P langsung menuju kantor dan menemui KZ di kantor MAS DaQu. Kemudian P memberikan surat ijin yang sebelumnya disiapkan kepada KZ, karena sebelumnya maksud dan kedatangan P sudah dikonfirmasi, P tidak perlu lagi menjelaskan panjang lebar. Setelah KZ selesai mengecek surat ijin yang diberikan P, KZ mengarahkan P ke ruangan KS. Karena sebelumnya sudah dijelaskan oleh KZ tentang kedatangan P, KS tanpa mempertanyakan maksud kedatangan P menanyakan apakah surat ijin riset sudah diberikan kepada KZ.

Kemudian KS menunjukkan roster dan jumlah kelas sambil bertanya kelas berapa yang ingin dijadikan subjek penelitian oleh P. Dengan tidak berfikir panjang karena sebelumnya P sudah menentukan subjek penelitian yaitu kelas X, hanya saja kelas sepuluh terdiri dari beberapa kelas salah satunya kelas X IIK-2, P memilih kelas tersebut. Kemudian KS bertanya berapa lama yang P butuhkan untuk menyelesaikan penelitian ini, karena sekarang musim pandemi, P tidak bisa berlama-lama di sekolah tersebut, maksimal yang diberikan adalah 1 bulan.

KS memberikan izin penelitian mulai tanggal 19, karena mata pelajaran Bahasa Inggris di kelas X IIK-2 di setiap hari hari Senin dan Rabu, P masuk di hari Senin dan Kamis. Kemudian KS memberitahu guru bahasa Inggris yang masuk di kelas yang P pilih yaitu Muallimah Zahara, P menjelaskan bahwa

sebelumnya sudah mengonfirmasi kepada Muallimah tersebut untuk memakai kelas yang dimasukinya sebagai subjek penelitian.

Field Notes 2

Hari/Tanggal/Waktu : Senin, 21 September 2020

Hal : Pertemuan ke-1 (Pre-Test)

P : Peneliti

S : Siswa

KM : Kolaborator 1 (Muallimah Zahara)

Sekitar jam 09:30 P tiba di sekolah. P menyapa satpam dan mengisi daftar pengunjung. Kemudian P menuju kelas X IIK-2, karena sebelumnya sudah minta izin untuk masuk ke kelas X IIK-2. P mengucapkan salam dan menyapa anak-anak di dalam kelas sambil bertanya mata pelajaran Bahasa Inggris kan? Dengan kebinguan mereka menjawab iya Muallimah, tidak sedikit yang bertanya Muallimah PPL ya?.

Tanpa berlama-lama, P memperkenalkan diri dan menjelaskan maksud dan tujuan P masuk ke dalam kelas tersebut. P membagikan kertas soal kepada siswa kelas X IIK-2 tersebut. Selama mereka mengerjakan soal tersebut, tidak sedikit yang mengeluh bahwa mereka pusing menjawab pertanyaannya dimana semuanya full English, kemudian P mencoba membuat mereka tenang dan mengerjakan soal dengan apa adanya tidak perlu banyak mengeluh dan contek-contekan. Setelah bel berbunyi tanda pergantian kelas, P mengumpulkan lembar jawaban mereka, dan menjelaskan bahwa Rabu besok P akan datang lagi untuk melanjutkan penelitian, P mengucapkan terimakasih dan salam.

Field Notes 3**Hari/Tanggal/Waktu : Jumat, 23 September 2020****Hal : Pertemuan ke-2****P : Peneliti****S : Siswa****KM : Kolaborator 1 (Muallimah Zahara)****KD : Kolaborator 2 (Elvi)**

Sekitar jam 10:00 Ptiba di sekolah dan seperti biasanya P menyapa satpam, karena sebelumnya P sudah mengonfirmasi untuk memasuki kelas, tanpa berlama-lama P masuk kedalam kelas dengan KD, dimana KD berperan sebagai dokumenter. Kemudian beberapa saat kemudian KM datang ke kelas melihat P melakukan treatment. Setelah kedatangan P siswa tentunya menyambut dengan antusias.

Tanpa berlama-lama P membuka pembelajaran dengan greetings dan mengabsen siswa. P bertanya apakah semua siap untuk pembelajaran hari ini, semuanya menjawab dengan semangat “siap”. Tanpa berlama-lama, P memberikan pertanyaan siapa yang suka membaca, tidak banyak yang menjawab, hanya sedikit yang suka membaca buku. Sebelum memulai materi P menjelaskan tentang teknik membaca yaitu Random Text Strategy.

Kemudian, P memberikan pertanyaan kepada S, apa saja jenis teks yang kalian ketahui, tidak banyak yang menjawab. Setelah itu P menyebutkan jenis-jenis teks dalam bahasa Inggris salah satunya adalah Narrative Text. P menjelaskan apa itu Narrative Text dan apa saja struktur teks dan ciri-cirinya. P memberikan kesempatan kepada S untuk memberikan pertanyaan apa saja yang mereka masih bingung, ternyata semua sudah paham. Tanpa berlama-lama, P membagi S ke dalam 6 kolompok. Setelah membagi kelompok, bel pergantian kelas berbunyi dari arah kantor.

P memberikan kesimpulan dan menjelaskan bahwa pembelajaran akan kita lanjutkan Senin dan semua tugasnya harus sudah siap. Dengan mengucapkan terimakasih P tidak lupa mengingatkan siswa untuk mengulang-ulang materi yang telah disampaikan oleh P sebelumnya. P berterimakasih kepada KM, kemudian P menutup kelas dengan salam dan pamit undur diri dengan mengucapkan see you next time.

Field Notes 4

Hari/Tanggal/Waktu : Senin, 28 September 2020

Hal : Pertemuan ke-3

P : Peneliti

S : Siswa

KM : Kolaborator 1 (Muallimah Zahara)

KD : Kolaborator 2 (Elvi)

Sekitar pukul 08:45 P sampai di sekolah, menyapa satpam dari balik gerbang, gerbang memang sengaja di tutup karena masa pandemi, tidak semua pengunjung bebas masuk, dengan memberi tahu bahwasanya yang di balik gerbang adalah P, Pak satpam membuka dan mempersilahkan untuk masuk. Karena belum tiba jam pelajaran Bahasa Inggris, P menunggu di depan kelas yang kebetulan disediakan meja dan kursi untuk yang menunggu.

Setelah bel berbunyi menandakan les berganti, P menyapa guru yang keluar dari kelas, kemudian P masuk ke dalam kelas bersama KD. P melihat KM dari kejauhan yang berjalan menuju kelas X IIK-2. Kemudian P mengucapkan salam dan menanyakan kabar seperti biasanya P juga mengabsen kelas. Setelah KM sampai di kelas, KM bertanya apakah semuanya aman, dan memepersilahkan P melanjutkan pembelajaran.

P menanyakan apakah soal yang sebelumnya diberikan sudah siap dikerjakan, dengan semangat S menjawab sudah. P mengundang setiap kelompok untuk mempresentasikan hasil dari kelompok masing-masing, dimulai dari kelompok satu. Kemudian mereka mempresentasikan hasil masing-masing. Setelah itu P menjelaskan jawaban yang benar, P memberikan waktu untuk setiap kelompok mendiskusikan dan memeriksa apa saja yang salah dari hasil kerja mereka.

Setelah itu, P membagikan kertas yang berisikan narrative text. P memanggil satu-persatu S dari absen dan mempersilahkan mereka untuk membaca dari paragraf satu dan bergilir sampai ke paragraf terakhir. Tidak sedikit yang terbata-bata dalam membaca. Kemudian P mengundang untuk setiap S mencatat kosakata apa saja yang belum mereka ketahui dari teks tersebut.

Jam pelajaran sudah berakhir ditandai dengan bel yang terdengar dari kantor. P memberikan kesimpulan, dan memberikan sedikit motivasi tentang membaca. P memberitahu bahwasanya di pertemuan selanjutnya akan ada ujian yaitu Post-Test. Untuk menutup kelas, P mengucapkan terimakasih dan mengucapkan salam, mereka menjawab dengan semangat.

Field Notes 5

Hari/Tanggal/Waktu : Rabu, 30 September 2020

Hal : Pertemuan ke-4/Post-Test 1

P : Peneliti

S : Siswa

KM : Kolaborator 1 (Muallimah Zahara)

KD : Kolaborator 2 (Elvi)

Sekitar pukul 10:10 P tiba di sekolah, karena belum tiba jam pelajaran artinya masih istirahat, P menunggu 5 menit lagi agar bel berbunyi menunjukkan mata pelajaran Bahasa Inggris akan dimulai. Akan tetapi masih banyak siswa yang

masih berkeliaran di luar. Walaupun begitu, P tetap masuk ke dalam kelas bersama dengan KD. P bertanya ke siswa yang sudah masuk terlebih dahulu, kemana yang lain, ternyata mereka masih di kantin menunggu antrian.

Setelah semua siswa sudah masuk ke dalam kelas, seperti biasa P memberikan salam dan mengabsen siswa. Tanpa berlama-lama, karena sebelumnya P sudah memberi tahu bahwasanya di pertemuan ini akan ada ujian/Post-Test. P bertanya apakah S siap untuk ujiannya, mereka kompak menjawab siap Muallimah. Langsung saja P membagikan kertas soal pada masing-masing siswa.

Siswa terlihat serius dalam mengerjakan soal yang P berikan. Selama ujian berlangsung, P beberapa kali mengelilingi kelas mengawasi. Sesekali P mengingatkan S untuk mengoreksi jawaban sebelum mengumpulkan ke depan. Mereka masih terlihat fokus. Setelah waktu untuk mengerjakan ujian telah habis, P mengumpulkan lembar jawaban siswa.

P kemudian menyampaikan terimakasih atas semuanya selama penelitian P dan S sudah melakukan kerja sama yang baik. Sebelum menutup kelas, P memberikan motivasi tentang membaca. P mengucapkan terimakasih dan menutup kelas dengan mengucapkan salam.

Field Notes 6**Hari/Tanggal/Waktu : Senin, 05 Oktober 2020****Hal : Pertemuan ke-5****P : Peneliti****S : Siswa****KM : Kolaborator 1 (Muallimah Zahara)****KD : Kolaborator 2 (Elvi)**

P sampai di sekolah pukul 09:00, karena sudah saatnya masuk kelas, P langsung menuju ke kelas X IIK-2. Setelah masuk, seperti biasa melakukan pembukaan, P menjelaskan bahwa masih banyak yang mendapatkan hasil test di bawah KKM. Untuk itu P menjelaskan bahwa perlu untuk melakukan treatment dan setelah itu melakukan test lagi.

Kemudian P memberikan satu lembar kertas yang berisi sebuah cerit. dimana teks tersebut tidak tersusun dengan rapi artinya salam keadaan rumpang. Kemudian P menjelaskan kepada siswa bagaimana menyusunnya menjadi cerita yang rumpang dan dapat dipahami. Kemudian P membagikan beberapa kertas kepada S. P memberikan waktu bagi mereka untuk merampungkan teks tersebut.

Setelah mereka siap merampungkan teks tersebut, P memanggil satu persatu dari S untuk mempresentasikan teks yang mereka susun sebelumnya. Dan yang lain menyimpulkan judul cerita dan pesan yang bisa diambil dari cerita tersebut.

Jam pelajaran sudah mulai berakhir, P memberikan kesimpulan dari apa yang sudah dibahas. Sebelum menutup kelas, P memberikan motivasi kepada S tentang membaca. Untuk mengakhiri pembelajaran, P mengucapkan terimakasih dan menutup dengan salam.

Field Notes 7**Hari/Tanggal/Waktu : Senin, 07 November 2020****Hal : Pertemuan ke-6****P : Peneliti****S : Siswa****KM : Kolaborator 1 (Muallimah Zahara)****KD : Kolaborator 2 (Elvi)**

Sekitar pukul 08:50 P sampai di sekolah, P dan KD menunggu di depan kelas.

Setelah sepuluh menit berlalu, guru keluar dari kelas, kemudian P dan KD masuk ke dalam kelas dengan mengucapkan salam. Seperti biasa P menanyakan kabar dan mengabsen kelas.

P kemudian membuka pelajaran dengan bertanya tentang cerita-cerita apa saja yang paling mereka sukai, kemudian P menjelaskan lagi struktur teks narrative. Memberikan mereka pilihan cerita yang P sudah siapkan. P memberikan bacaan tersebut pada setiap kelompok, di sini setiap kelompok harus menyelesaikan cerita tersebut dalam waktu 20 menit, P memberitahu siapa yang duluan mengumpulkan, akan ada reward yang diberikan. Mereka terlihat antusias menyusun cerita tersebut. Setelah 20 menit setiap kelompok berebut untuk menpesentasikan hasil kelompok mereka.

Jam pelajaran akan segera berakhir. P mengingatkan untuk setiap individu mencatat kosa kata baru di buk masing-masing. Kemudian P memberitahu bahasanya pertemuan berikutnya akan dilakukan test lagi, ini tnadanya S harus mengulang pelajaran yang diberikan dan belatih di asrama. P menutup pembelajaran dengan mengucapkan terima kasih dan Assalamualaikum.

Field Notes 8**Hari/Tanggal/Waktu : Senin, 12 November 2020****Hal : Pertemuan ke-6/ Post-Test II****P : Peneliti****S : Siswa****KM : Kolaborator 1 (Muallimah Zahara)****KD : Kolaborator 2 (Elvi)**

Sekitar pukul 08:50 P tiba di sekolah, karena belum tiba jam pelajaran artinya masih istirahat, P menunggu 10 menit lagi agar bel berbunyi menunjukkan mata pelajaran Bahasa Inggris akan dimulai. Akan tetapi masih banyak siswa yang masih berkeliaran di luar. Walaupun begitu, P tetap masuk ke dalam kelas bersama dengan KD. P bertanya kepada S yang sudah di kelas kemana S yang lain.

Setelah semua siswa sudah masuk ke dalam kelas, seperti biasa P memberikan salam dan mengabsen siswa. Tanpa berlama-lama, karena sebelumnya P sudah memberi tahu bahwasanya di pertemuan ini akan ada ujian/Post-Test II. P bertanya apakah S siap untuk ujiannya, mereka kompak menjawab siap Muallimah. Langsung saja P membagikan kertas soal pada masing-masing siswa.

Siswa terlihat serius dalam mengerjakan soal yang P berikan. Selama ujian berlangsung, P beberapa kali mengelilingi kelas mengawasi. Sesekali P mengingatkan S untuk mengoreksi jawaban sebelum mengumpulkan ke depan. Mereka masih terlihat fokus. Setelah waktu untuk mengerjakan ujian telah habis, P mengumpulkan lembar jawaban siswa. P kemudian menyampaikan terimakasih atas semuanya selama penelitian P dan S sudah melakukan kerja sama yang baik. P dan S saling menyampaikan pesan kesan selama penelitian. Sebelum menutup kelas, P memberikan motivasi tentang membaca. P mengucapkan terimakasih dan menutup kelas dengan mengucapkan salam.

APPENDIX XVI

DOCUMENTATION







