THE USE OF CARD SORT AND DISCUSSION TO IMPROVE STUDENTS’ READING COMPREHENSION (A Classroom Action Research for the First Grade Students of SMA N 1 Bringin in the Academic Year of 2017/2018)

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

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DECLARATION

In the name of Allah, the Most Gracious and the Most Merciful

Hereby, the writer declares that this graduating paper is written by the writer herself. This paper does not contain any materials which have been published by other people and it does not cite any other people’s ideas except the information from the references.

This declaration is written by the writer and she hopes that this declaration can be understood.

Salatiga, September 12th 2017

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The Attentive Counselor of the Graduating Paper of

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Dear,

Dean of Teacher Training and Education

Assalamu’alaikum Wr. Wb

After reading and correcting Dwi Ratnasari’s graduating paper entitled “The Use of Card Sort and Discussion to Improve Students’ Reading Comprehension (A Classroom Action Research for the First Grade Students of SMA Negeri 1 Bringin in the Academic Year of 2017/2018)”. I have decided and would like to purpose that if this paper can be accepted by the Dean of Teacher Training and Education Faculty, I hope this paper can be examined as soon as possible.

Wassalamu’alaikum Wr. Wb

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Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on September, 25th 2017, and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education.

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MOTTO

“A person who never makes a mistake never tries anything new.”

- Albert Einstein

“This life is an educator and we always in a state are learn.”

- Bruce Lee
DEDICATION

This graduating paper is whole heartedly dedicated to:

1. My Lord, Allah SWT who always giving me spirit and healthy, especially to finish this graduating paper.
2. My beloved parents, my father (Sugiyarto) and my mother (Nur Hidayati) who always pray, guide, and give me support to finish this graduating paper.
3. My beloved brother and sister (Mas Sidiq and Mbak Diah) who always motivate and support me.
4. Thanks for my honorable consultant (Mr. Hanung Triyoko, S.S., M.Hum., M.Ed.) who always guides me patiently and suggests me in accomplishing thesis.
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9. All of my beloved people who cannot be mentioned one by one.
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ABSTRACT


Keywords: Card Sort, Discussion, Reading Comprehension.

This research is aimed to improve the students’ reading comprehension through Card Sort and Discussion. This research has three objectives of the study are 1) how is the implementation of card sort and discussion in improving students’ reading comprehension for the first grade students of SMA N 1 Bringin in the academic year of 2017/2018?, 2) are the implementation of card sort and discussions able to improve students’ reading comprehension for the first grade students of SMA N 1 Bringin in the academic year of 2017/2018?, and 3) how significant is the improvement of students’ reading comprehension by using card sort and discussion for the first grade students of SMA N 1 Bringin in the academic year of 2017/2018? This research was conducted in SMA Negeri 1 Bringin in the academic year of 2017/2018. The subject of the research is thirty six students of first grade students of SMA Negeri 1 Bringin. The method of this research used Classroom Action Research (CAR). It is conducted in two cycles. Each cycle consists of planning, action, observation and reflection. The techniques of collecting the data are observation, test and documentation. The results show that the students’ reading comprehension improves significantly. It can be seen from the number of students who reach standardized score of cycle 1 and cycle 2. The standardized score is 67. In cycle 1, the percentage for pre-test is 13.89 % and post-test is 83.33 %. In cycle 2, the percentage for pre-test is 94.44 % and post test is 100%. The T-calculation results show that the T-calculation of cycle 1 and cycle 2 is higher than the T-table. In cycle 1 is 11.228 and cycle 2 is 3.53. It means that there is significant improvement of students’ reading comprehension by applying card sort and discussion in the academic year of 2017/2018.
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CHAPTER I
INTRODUCTION

A. Background of the Study

In society, the human characteristic is communication. They communicate each other through languages. According to Lado (1964:11), language is intimately tied to man’s feelings and activity. It is bound up with nationality, religion, and the feeling of self. It is used to work, to worship, and to play by everyone. Language is a system of communication in speech and writing used by people of a particular country (Oxford University, 2008: 247). It means that language is a way to tell and understand about other people’s thoughts, feelings, and ideas.

English becomes international language in the era of globalization. It is widely used in a variety of fields and for a variety of purposes. English is used in education, commerce, tourism and international debates. Therefore it is a tool to communicate with other people from another countries easily. In Indonesia, English is learn as foreign language. People must be learn more about English because many people can’t speak English. English as a foreign language is formally taught to the students from kindergarten, elementary school, junior high school, senior high school, and university. English becomes important lesson. In senior high school, it is taught for three years. It is one of the lesson in the Nasional Examination. In teaching English, the students
learn four language skills such as listening, speaking, reading and writing to be mastered.

Reading is important to enrich knowledge because the reader get many informations. Reading is difficult to master because the students must be mastering the content, vocabulary, language and grammar. Dechant (1982: 5) states that reading is a language and communication process. It is the process of putting the reader in contact and communication with ideas. It means that reading always involves an interaction between the writer and the reader. The students get informations and knowledges in the written form by reading.

The students become good reader when they are able to read with fluency and with comprehension. If they want reading comprehension, the students must understand about the words and meaning in the text. In senior high school especially in SMAN 1 Bringin, many students still find it difficult to read for comprehension. Sometimes the students difficult to read and understand the text because they have limited vocabulary. Usually, there is many new ideas in the text.

Reading becomes the important lesson to learn. The first grade students of SMA N 1 Bringin have problem in reading comprehension. In the learning process, the teacher already using some games. Game is used to make the students active and fun, so they enjoy to learn their lesson. However, sometimes some students are passive. Firstly, all of the students are active to join the game. Usually from the game, the teacher makes the
sudents into some groups. Then, there is not all of the students have opportunity to get chance to answer the questions from the teacher. Another students just listened to answers from their friend.

Based on the description above, teacher needs not only games but also learning strategy. It is used to help the students to comprehend the text easily. Some the students can read with fluency but they are not understanding meaning of the text. Learning strategy as a tool to the students mastering about the content, vocabulary, and language in the text. Therefore, the teacher must choose suitable method to make the students read with comprehension.

In the learning process, the teacher must have learning strategy to make the students interested and active. The writer used card sort and discussion method to support the students’ reading comprehension. Card sort is a method of active learning. Meanwhile, the students can improve their interactive skills by discussion.

Based on explanation above, the writer is interested and chose card sort and discussion as an alternative method to teach reading comprehension. The writer will be did the research entitled "THE USE OF CARD SORT AND DISCUSSION TO IMPROVE STUDENTS' READING COMPREHENSION FOR THE FIRST GRADE STUDENTS OF SMA N 1 BRINGIN IN THE ACADEMIC YEAR OF 2017/2018".
B. Statements of the Problem

Based on the background of the study, the writer formulates some statements of the problem as follows:

1. How is the implementation of card sort and discussion in improving students’ reading comprehension for the first grade students of SMA N 1 Bringin in the academic year of 2017/2018?

2. Are the implementation of card sort and discussions able to improve students’ reading comprehension for the first grade students of SMA N 1 Bringin in the academic year of 2017/2018?

3. How far is the improvement of students’ reading comprehension by using card sort and discussion for the first grade of SMA N 1 Bringin in the academic year of 2017/2018?

C. Objectives of the Study

In relation to the statement of the problems, the writer determines achieve some objectives through the study as follow:

1. To describe the implementation of card sort and discussion in improving the students’ reading comprehension for the first grade students of SMA N 1 Bringin in the academic year of 2017/2018.

2. To find out whether card sort and discussion improve the students’ reading comprehension for the first grade students of SMA N 1 Bringin in the academic year of 2017/2018.
3. To examine how far the improvement of the students’ reading comprehension after using card sort and discussion for the first grade SMA N 1 Bringin in the academic year of 2017/2018.

D. Benefits of the Study

This study has two major benefits in theoretical and practical benefits:

1. Theoretical benefits are:

   The result of the research can be used as the reference for other researchers who interested to conduct a research in English teaching to advance students’ reading comprehension. Then, research used for teacher in teaching English.

2. Practical benefits are:

   a. For the teacher

      1) The result of the research give the information to the English teacher about students’ reading comprehension by using card sort and discussion.

      2) The result of the research is expected to enrich variation strategy for the English teacher in teaching reading. Therefore, the teacher can select the most appropriate method to improve their students’ reading comprehension.
b. For the students

1) It is expected to give a solution to comprehend reading materials. So, the students have motivation and interested to learning English.

2) The students can improve their reading ability by using card sort and discussion.

c. For the other researchers

For the other researchers, it can be used as reference and information for the related research in English teaching especially in reading comprehension.

E. Limitation of Study

In this research, the writer just review a research paper entitled “The Use of Card Sort and Discussion to Improve Students’ Reading Comprehension for the First Grade Students of SMA N 1 Bringin in the Academic Year of 2017/2018”. Therefore, this study focuses on analysis of the main problem in reading comprehension and solve problems clearly, accuracy, and correctly by using card sort and discussion. The writer wants to know whether card sort and discussion can improve the students’ reading comprehension.

F. Definition of the Key Terms

1. Card Sort

Card sort is a collaborative activity that can be used to teach concepts, classification characteristics, facts about objects, or review
information. The physical movement featured can help to energize a
tired class (Silberman, 1996:103).

2. Discussion

Schmuck and Schmuck quoted in Gall and Gillett (1980:99) states that discussion method is a strategy for achieving instructional objectives that involves a group of persons, usually in the roles of moderator and participant, who communicate with each other using speaking, nonverbal, and listening processes. The discussion method requires the teacher and students to organize into a group, which has been defined as "a collection of interacting persons with some degree of reciprocal influence over one another".

3. Improving

Improving is the process of becoming or making better (Oxford University Press, 2008: 222)

4. Reading comprehension

Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures, and other enhances the top-down processes (Brown, 2000:306).

G. Graduating Paper Organization

The outline of thesis is given in order to make the reader easy to understand the content of this paper. It is divided into five chapters. Chapter I is introduction. This chapter contains about the
explanation of background of the study, statements of the problem, objectives of the study, benefits of the study, limitation of the study, definition of the key terms and graduating paper organization. Chapter II is the theoretical framework which discuss about theories that is related with the research, general description of card sort, discussion, and teaching reading. Chapter III is methodology of research which explains about setting of the research, subject of the research, method of the research, procedure of the research, technique of collecting data and technique of data analysis. Chapter IV is data analysis. It consists of description of data analysis, discussion, and result of each cycle. Chapter V is Closure. The writer states summary of the study includes conclusion and suggestion. The last part is bibliography and appendixes. It consists of the list of references.
CHAPTER II
THEORITICAL FRAMEWORK

A. Review of Previous Research

In this research, the writer takes review from three previous studies that related with this research as principle of the case in this research. The first, the research by Nurul Fitriyah “The Use of Card Sort Method to Improve Vocabulary Mastery at the Fifth Year Students of SDN Jetis 01 Kaliwungu, Semarang Regency in the Academic Year 2011/2012”. This research is aimed to improve vocabulary mastery through Card Sort method. The results show that the students’ vocabulary mastery improves significantly. This research has the same method with the writer research, but the skill is different. In her research, she focus on one method to improve vocabulary mastery. Unlike her reasearch, the writer uses two methods to improve students’ reading comprehension. The writer tries to analyze the effectiveness of card sort and discussion method to improve students’ reading comprehension in English teaching.

The second review is written by Linna Marngatun Muflkhah entitled “Improving Students’s Speaking Skill Through Discussion in Grade XI of SMA Muhammadiyah 5 Jaten 2012/2013 Academic Year”. In this research, she analyzed the implementation of using Discussion towards speaking skill. The students become more confident and more critical through discussion. In her research, she uses one method to improve
students’ reading comprehension in descriptive text. This research has the same method with the writer research but different skill. The writer has purpose to know the influences of card sort and discussion method to improve students’ reading comprehension.

The third research is conducted by Ika Nuraini who conducted the research entitled “The Use Of 3-2-1 Strategy In Improving Students’ Reading Comprehension In The Third Year Students Of Smk Saraswati Salatiga In The Academic Year Of 2015-2016”. The purpose of this research is to reveal the problems of students reading comprehension on the third year students of SMK Saraswati Salatiga. The writer found out that the students reading comprehension can improve through 3-2-1 strategy. After using the strategy, students become more active, encourage them to learn and improve reading comprehension skills. In this research the skill is same with the writer research, it is reading comprehension. However this research has different method with the writer research. The writer uses card sort and discussion method while this research is used 3-2-1 strategy.

B. Review of Related Literature

1. Card Sort

A. Definition of Card Sort

According to Silberman (1996: 103), card sort is a collaborative activity that can be used to teach concepts, classification characteristics, facts about objects, or review
information. It means that card sort is active way to review/remember the course material. Meanwhile, Spencer (2009: 6-7) explains:

Card sorting is best understood not as a collaborative method for creating navigation, but rather as a tool that helps to understand the people are designing for. In the applying card sort, give people a set of content cards plus a set of categories and ask them to sort the cards into the predetermined categories (this is called a closed card sort).

Figure 2.1

A Closed Card Sort

B. The Procedures of Card Sort

Spencer (2009: 8) defines seven procedures in a card sort are as follows:

1. Decide what you want to learn.
2. Select the method (open or closed, face-to-face or remote, manual or software).

3. Choose content.

4. Choose and invite participants.

5. Run the card sort and make note the data.

6. Analyze the outcomes.

7. Use them in your project.

C. The Advantages of Card Sort

Card sorting can be used in many ways in information architecture projects. Common uses include:

a. Brainstorming different categorization models

b. Exploring how people think about a certain topic

c. Finding out what categories seem similar or complementary

d. Learning about what goes together and what doesn’t

e. Gathering lists of words people use to describe groups of information (Spencer, 2009: 11-12)

2. Discussion

A. Definition of Discussion

According to Schmuck and Schmuck quoted in Gall and Gillett (1980:99):

Discussion method is a strategy for achieving instructional objectives that involves a group of persons, usually in the roles of moderator and participant, who communicate with each other using speaking, nonverbal, and listening processes. The discussion method requires the teacher and students to organize into a group, which has been defined
as "a collection of interacting persons with some degree of reciprocal influence over one another". It means that students learn not only from the teacher, but from each other.

B. The Purposes of Discussion

Dennis cited in Welty (1989: 40) defines the central goal of discussion method teaching is finding ways to involve students actively in what they are learning.

Gall and Gillett (1980: 99-100) explains that the discussion method is remarkably versatile. Teachers can vary its use to achieve several different instructional purposes, such as:

a. Subject matter mastery

After students have read or viewed some curriculum material, the teacher conducts a discussion that includes these points: terms and concepts in the curriculum selection, the author's message, major themes and subtopics, relationship of the material to other knowledge, applications of the material, and evaluation of the author’s presentation. Subject matter mastery discussions are characterized by teacher questions at the comprehension, analysis, application, synthesis, and evaluation levels of the Taxonomy of Cognitive Objectives.

b. Issue-oriented discussions

The focus of issue-oriented discussion is on students' opinions toward public issues. The most basic purpose of this type of discussion is to increase students' awareness of their
own opinions and the opinions of others. Other purposes are to help students analyze and evaluate opinions, and to modify their own opinions in a way consistent with their analysis and evaluation. Some teachers use the issue-oriented discussion to help their students reach a consensus opinion on an issue.

c. Problem-solving discussion

The teacher can use discussion to help students solve problems; for example: What is a good title for this story? What kind of an experiment can be designed to test this theory? What class project should we do to conclude our study of the Incas?

In addition, discussion has some other purposes. There are: a) Purpose of the discussion method, irrespective of type, is to help students in improving their discussion skills. b) Purpose of discussion is to motivate students. The very process of talking and sharing knowledge with their peers may motivate students to learn more. c) The discussion method can be used to help the teacher evaluate students' entry or exit levels of understanding of subject matter content. Written tests can be used to achieve the same purpose, but they are much more time-consuming for the teacher and students.
C. The Advantage of Discussion

According to Gall and Gillett (1980:101), the advantage of discussion is the discussion method is particularly valuable for students who are weak in reading comprehension or independent study skills.

3. Reading

A. Definition of Reading

Reading is one of the important skill in the learning process. Many experts define reading with different meaning. According to Urquhart and Weir cited in Grabe (2009:14), reading is defined as the process of receiving and interpreting information encoded in language form via the medium of print.

Reading is a cognitive activity in which the reader takes part in a conversation with the author through the text (International Journal of Humanities and Social Science Vol. 3 No. 13; July 2013).

Daiek and Anter (2004:5) define reading is an active process that depends on both an author’s ability to convey meaning using words and the readers ability to create meaning from them. To read successfully, the reader need to constantly connect what you already know about the information to the words the author has written.
Meanwhile, Dechant (1982: 5) states that reading is also a language and communication process. It means that the process of putting the reader in contact and communication with ideas. Reading always involves an interaction between the writer and the reader. It is culminating act of the communication process, initiated by the thoughts of the writer and expressed through symbols on the page. Reading also as an interaction by which meaning encoded in visual stimuli by author becomes meaning in the mind of the reader.

From the definition above, it can be concluded that reading is a process to understand the content of the text. It occurs interaction between the reader and the author’s ideas.

B. The Purposes of Reading

People read for different purposes, they engage in many types of reading, particularly in academic setting. Grabe (2009: 8-10) defines there are six major purposes in the teaching reading as follows:

a. Reading to search information (Scanning and Skimming)

When we want to locate some specific information, we engage in search processes that usually include scanning and skimming. The combination of scanning (identifying a specific graphic form) and skimming (building a simple quick
understanding of the text) allows a reader to search information.

b. Reading for quick understanding (skimming)

Skimming is used for variety of other reasons and so maybe seen as a super ordinate purpose. The readers are skimming for some reasons, such as:

1) When they want to determine what a text is about and whether or not we want to spend more time reading it.

2) When they are expected to read a more difficult text so that we have a sense of where the text will lead us and what we may need to know it.

3) When they need to work through many text and want to make decisions about which texts to focus more attention on.

4) When they are under intense time pressure and need to reach some decision about the usefulness of information in a text.

c. Reading to learn

Reading to learn is often carried out in academic and professional settings. Reading to learn places more processing demands on the reader because the reader is expected to remember the main ideas and many supporting ideas and be able to recall this information as needed.
d. Reading to integrated information

Reading to integrate information requires that the reader synthesize and learn information from multiple texts or bring together information from different parts of a long text.

e. Reading to evaluate, critique, and use information

Reading to evaluate, critique and use information often also represents an increased level of demand and a more complex interaction of reading processes. At this level of reading, extensive inference and background knowledge come into play, and reader engages very actively in reinterpreting the text for his or her own purposes.

f. Reading for general comprehension

Reading for general comprehension is the most common purpose for reading among fluent readers, and it is the default assumption for the term reading comprehension. This is the reading that takes place when we read a good novel, an interesting newspaper story or feature article, or a magazine when we are relaxing. In fact, reading for general comprehension involves a complex set of processes when carried out by fluent reader.

C. Reading Principles

According to Harmer (2007: 101-102), there are six principles in reading:
a. Encourage students to read as often and as much as possible.

The more students read, the better. Everything we do should encourage them to read extensively as well as—if not more than—intensively. It is a good idea to discuss this principle with students.

b. Students need to be engaged with what they are reading.

Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading— that is, we should try to help them get as much pleasure from it as possible. But during lessons, too, we will do our best to ensure that they are engaged with the topic of a reading text and the activities they are asked to do while dealing with it.

c. Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.

It is important for students to study reading texts in class in order to find out such things as the way they use language, the number of paragraphs they contain and how many times they use relative clauses. It is especially important that they should be allowed to show their feelings about the topic—thus provoking personal engagement with it and the language. With extensive reading this is even more important.
Reading for pleasure is - and should be- different from reading for study.

d. Prediction is a major factor in reading.

When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. In class, teachers should give students ‘hints’ so that they also have a chance to predict what is coming. In the case of extensive reading - when students are choosing what to read for pleasure - we should encourage them to look at covers and back cover copy to help them select what to read and then to help them ‘get into’ a book.

e. Match the task to the topic when using intensive reading texts.

Once a decision has been taken about what reading text the students are going to read (based on their level, the topic of the text and its linguistic and activation potential), we need to choose good reading tasks- the right kind of questions, appropriate activities before during and after reading, and useful study exploitation, etc.

f. Good teachers exploit reading texts to the full.

Any reading text is full of sentences, words, ideas, descriptions, etc. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation.
(or, of course, activation and then study) and using a range of activities to bring the text to life. Where students have been doing extensive reading, we should use whatever opportunities present themselves to provoke useful feedback.

4. Reading Comprehension

A. Definition of Reading Comprehension

Dechant (1982:312) states that comprehension is a thinking process, it is thinking through reading. As such, it is dependent upon the learners basic cognitive and intellectual skill, upon their background of experience (vocabulary, knowledge, concept and ideas), and upon their language skill (knowledge, morphology, syntax and grammar).

Meanwhile, according to Pardo in International Journal of English and Education, comprehension as “a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text”.

Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures, and other enhances the top-down processes (Brown, 2000: 306). In addition, McGuinne (2004: 234) also said that reading comprehension was
seen not as a passive receptive process, but as an active one that engaged the reader. Reading came to be seen as intentional thinking during which meaning is constructed through interactions between text and reader. Reading comprehension was seen as the construction of the meaning of a written text through a reciprocal interchange of ideas between the reader and the message in a particular text.

B. Theories of Reading Comprehension

There are three types of theories of reading comprehension. They are mental representations, content literacy, and cognitive processes (International Journal of English and Education. ISSN: 2278-4012, Volume:4, Issue:3, July 2015).

a. Mental representations are when a reader is reading a text, he can create a mental representation of the text that explains how the reader understands the text. A lot of researches supported the many levels of representation are included in constructing meaning.

b. Content literacy is the ability to read, understand, and learn from texts from a particular matter. There are three types of content literacy: general literacy abilities, content-specific literacy abilities, and previous knowledge of content. The general and the content-specific literacy abilities indicate some more general type of knowledge that does not hinge on the
detailed content of a particular text. This knowledge is applied to make a text-base in the mental representation.

c. Cognitive processes, the application of syntactic and semantic rules together with the activation of more particular previous knowledge occurs automatically and unconsciously. Various cognitive processes are more or less conscious. Perception is defined as the highly automatic and unconscious processes.

C. Levels of Reading Comprehension

Dechant (1982:313) explains that learning to comprehend a complex of skills. Various writers have attempted to categorize these into three of four levels. Lanier and Davis in Dechant (1982:313) summarizing comprehension skills, categorize them as:

1) Literal skill (recognizing and recalling facts, details, sequence, main idea, directions, organization, and the like)
2) Interpretative skills (inferring, drawing conclusion, generalizing, deriving meaning from figurative language, predicting, anticipating, and summarizing)
3) Critical skills (judging, detecting propaganda, analyzing, checking validity, checking the author’s biases and purpose)
4) Creative skills (applying information, responding emotionally).
D. Strategies for Reading Comprehension

Brown (2000: 306-310) defines that there are ten of strategies for reading comprehension.

1) Identify the purpose in reading.

2) Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners).

3) Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).

4) Skim the text for main ideas.

5) Scan the text for specific information (names, dates, key words).

6) Use semantic mapping or clustering.

7) Guess when you aren’t certain.

8) Analyze vocabulary.

9) Distinguish between literal and implied meanings.

10) Capitalize on discourse markers to process relationships.
CHAPTER III
METODHOLOGY OF RESEARCH

A. Setting of the Research

1. General Information of SMA Negeri 1 Bringin

   The research was conducted at SMA Negeri 1 Bringin. The location of this school is at Jl. Wibisono Gang II No. 03, Bringin, Central Java. The head master of SMA N 1 Bringin is Mrs. Woro Wirasti Poncowati, S.Pd.M.M. SMA Negeri 1 Bringin is very suitable for teaching learning process, because it is far from crowd and noise of highway.

2. The Profile of SMA Negeri 1 Bringin

   Name of the school: SMA Negeri 1 Bringin
   Adress          : Jl. Wibisono II/3, Bringin
   Phone Number    : 02983420516
   Fax Number      : 02983420611
   Email           : smanbringin@gmail.com
   Website         : http://sman1bringin.sch.id
   School status   : The Government

3. The Facilities and Infrastructure of SMA Negeri 1 Bringin

   This school has the facilities and infrastructure. They are provided by school to support successful in the teaching learning process. It consists of the classrooms, auditorium, teacher room,
administrative room, multimedialaboratory, health care unit, library, science laboratory (physics), science laboratory (biology), science laboratory (chemistry), language laboratory, computer laboratory, dance room, music room, sewing room, consulting room, OSIS room, mosque, toilet, and canteen.

4. **Time Allocation**

The schedule of research can be drawn in the table below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre survey</td>
<td>July, 13(^{th}) 2017</td>
</tr>
<tr>
<td>2.</td>
<td>Giving the letter</td>
<td>July, 17(^{th}) 2017</td>
</tr>
<tr>
<td>3.</td>
<td>Interview</td>
<td>July, 20(^{th}) 2017</td>
</tr>
<tr>
<td>4.</td>
<td>Preparing cycle 1, and cycle 2</td>
<td>July, 20(^{th}) - 31(^{st}) 2017</td>
</tr>
<tr>
<td>5.</td>
<td>Conducting pre-test cycle 1</td>
<td>August, 1(^{st}) 2017</td>
</tr>
<tr>
<td>6.</td>
<td>Conducting treatment and post-test cycle 1</td>
<td>August, 8(^{th}) 2017</td>
</tr>
<tr>
<td>7.</td>
<td>Conducting pre-test cycle 2</td>
<td>August, 15(^{th}) 2017</td>
</tr>
<tr>
<td>8.</td>
<td>Conducting treatment and post-test cycle 2</td>
<td>August, 22(^{nd}) 2017</td>
</tr>
</tbody>
</table>
B. Subject of the Research

The subject of the research is X Science 1 class of the first grade students of SMA Negeri 1 Bringin in the academic year of 2017/2018. It consists of 36 students with 17 male students and 19 female students. The writer chooses X Science 1 in the research because based on the writer’s observation, the writer finds many students are active in learning process. However, they have difficulties in reading with comprehension. Therefore, the writer wants to apply the English learning strategy in order to improve student’s reading comprehension.

Table 3.2

The List of X Science 1 Class of SMA N 1 Bringin in the Academic Year of 2017/2018

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ajeng Kurnia Wardani</td>
</tr>
<tr>
<td>2</td>
<td>Aji Nursaid</td>
</tr>
<tr>
<td>3</td>
<td>Aldy Nurul Iman</td>
</tr>
<tr>
<td>4</td>
<td>Anwar Maulana Ibrahim</td>
</tr>
<tr>
<td>5</td>
<td>Artamavi Kurniawan</td>
</tr>
<tr>
<td>6</td>
<td>Asqina E. A.</td>
</tr>
<tr>
<td>7</td>
<td>Deni Andika</td>
</tr>
<tr>
<td>8</td>
<td>Dimas Rafli R.</td>
</tr>
<tr>
<td>9</td>
<td>Fadhillah N. A.</td>
</tr>
<tr>
<td>10</td>
<td>Fahrandhy Ardhana Yoga P.</td>
</tr>
<tr>
<td></td>
<td>Name</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>11.</td>
<td>Hanik Musthofiah</td>
</tr>
<tr>
<td>12.</td>
<td>Hidayatul Aulia Shofa</td>
</tr>
<tr>
<td>13.</td>
<td>Humam Sea Romonov</td>
</tr>
<tr>
<td>14.</td>
<td>Ivan Farosi</td>
</tr>
<tr>
<td>15.</td>
<td>Johan Ferdiyanto</td>
</tr>
<tr>
<td>16.</td>
<td>Kumilatul Aini Nasikhah</td>
</tr>
<tr>
<td>17.</td>
<td>Lilis Nopita Sari</td>
</tr>
<tr>
<td>18.</td>
<td>Lisa Sapa’ah</td>
</tr>
<tr>
<td>19.</td>
<td>Listiyana</td>
</tr>
<tr>
<td>20.</td>
<td>Mega Lorenza Damayanti</td>
</tr>
<tr>
<td>21.</td>
<td>Mukhammad Agil Nggozali F.</td>
</tr>
<tr>
<td>22.</td>
<td>Muhammad Luqmanul Hakim</td>
</tr>
<tr>
<td>23.</td>
<td>Nur Amalia Zulfa</td>
</tr>
<tr>
<td>24.</td>
<td>Prehati</td>
</tr>
<tr>
<td>25.</td>
<td>Putri Fidela Aristawidya</td>
</tr>
<tr>
<td>26.</td>
<td>Putri Lestari</td>
</tr>
<tr>
<td>27.</td>
<td>Ratih Widyaningrum</td>
</tr>
<tr>
<td>28.</td>
<td>Risa Apriyani</td>
</tr>
<tr>
<td>29.</td>
<td>Risda Anindya U. A.</td>
</tr>
<tr>
<td>30.</td>
<td>Riska Alfiah</td>
</tr>
<tr>
<td>31.</td>
<td>Rizki Fauziah</td>
</tr>
<tr>
<td>32.</td>
<td>Ryan Nabela M.</td>
</tr>
</tbody>
</table>
C. Method the Research

In this research, the writer used Classroom Action Research (CAR). There are several definitions of action research based on the experts. According to Mills as quoted by Lodico (2006: 288) states that action research as “any systematic inquiry conducted by teacher researchers, principals, school counselors or other stakeholders in the teaching/learning environment, to gather information about the ways that their particular schools operate, how they teach, and how well students learn”.

Hopkins in Koshy (2005: 8) explains that action research combines a substantive act with a research procedure; it is action disciplined by enquiry, a personal attempt at understanding while engaged in a process of improvement and reform.

Meanwhile, McNiff (1997: 1) defines action research is the name given to an increasingly popular movement in educational research. It encourages a teacher to be reflective of his/her own practice in order to increase the quality of education for a teacher and his/her students. Therefore, the teachers are encouraged to develop their own personal
theories of education from their own class practice and to view themselves are researchers.

According to the definitions action research above, the writer concludes that classroom action research is a kind of research that have purpose to improve educational quality. The teachers are encouraged to develop their own personal theories of education from their own class practice and to view themselves are researchers. Classroom action research is used by teacher as a way to analyze learning condition and situation in order to reform a better situation than before.

D. Procedure of the Research

Kemmis and McTaggart as cited in Koshy (2005: 4) describe a spiral model of action research into four steps. This research was conducted in two cycles. There is two meeting in each cycle. Each cycle consists of 4 steps, they are planning, action, observation, and reflection. The spiral model is illustrated in a figure below:

Figure 3.1

Spiral Model of Action Research
1. Planning

   In this step, the writer will do some activities, they are:

   a. Making the schedule of the research.
   b. Preparing syllabus, making lesson plan, and designing the steps in doing action.
   c. Preparing validation sheet for lesson plan and syllabus.
   d. Preparing students’ attendance list and scoring.
   e. Preparing students’ worksheet.
   f. Preparing the teachers’ and students’ observational checklist (to know the situations of teaching learning process when the method or technique or mode is applied).
   g. Preparing a test (to know whether students’ reading comprehension improve or not).
   h. Preparing teaching aid of learning in the class (card sort, power point, etc).

2. Action

   a. Giving pre-test to know the students' achievement before applying card sort and discussion as learning method.
   b. Providing one picture related with the material.
   c. Guiding the students to identify the picture based on the name, character, genre.
   d. Teaching reading by using card sort and discussion.
e. Dividing students into seven groups to discuss and classified about generic structure, temporal conjunction, past tense, and character of Narrative text.

f. Summarizing and discussing the result of the presentation

g. Giving occasion to the students to ask about their difficulties or problems.

h. Giving Narrative text.

i. Asking the students to reading and discussion.

j. Guiding the students to identify the difficult vocabularies in the Narrative text.

k. Providing some vocabularies related in the Narrative text.

l. Asking the students to identify the generic sructure of the text.

m. Discussing the result of the presentation.

n. Giving exercise and feedback.

o. Helping the students to get main pointof the lesson.

p. Giving motivation for the students.

q. Giving post-test.

3. Observation

In the observation, the writer was as observer and she was also helped by the other observer. Observation is an activity to know how far the effect of the action. Observation is one of the instrument used in collecting the data. It used to observe and note how the teacher taught his students by using method and the students activity in
teaching learning process. In this activity, the writer will analyze the result of pre-test and post-test to know whether the students’ reading comprehension improve or not.

4. Reflection

Reflection is made after teaching learning process to analyze the action research during the implementation of the action. Based on the result of observation, the writer makes an evaluation to the students in the learning process. The writer also analyzes the result of observation about how the teacher taught his students by using the method and the problems or weaknesses in teaching reading. Then, it will be used to revise the steps in cycle I in order to design the plan be better in the next cycle.

E. Technique of Collecting Data

In this research, the writer uses some techniques to collect data, as follows:

1. Observation

Observation has the important role in the classroom action research to observe the teaching learning process and the students’ activities. It used to know how the teacher taught his students by using card sort and discussion in the improving students’ reading comprehension. In this observation, the writer has role as an observer. According to Koshy (2005: 99), he explains that through structured observation, people can gather both qualitative and quantitative data.
Using carefully designed checklists or observation schedules, people can record behaviour patterns and the number of actions and interactions. In this research, there were two kinds of checklist observation. Those were for the teacher and students.

Table 3.3
Teacher’s Observational Checklist

<table>
<thead>
<tr>
<th>No.</th>
<th>Teacher’s activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Checking students’ readiness for lesson.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Opening the lesson by greeting the students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Choosing one of the students to lead the praying.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Checking students’ attendance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Giving a picture in power point presentation in order to apperception refering the material.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Asking the students to identify about the name, thing, the story and kind of text related the picture.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Helping the students to remember their experience related the material in order to make easy the material will be learnt.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Giving questions related with the material.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Explaining card sort and discussion as learning method and the steps of card sort.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Step</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Dividing the students into 7 groups and giving card sort (a set of categories and index cards).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Evaluating students’ work and giving feedback for their work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Giving a Narrative text and asking the students to read the text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Guiding students to ask difficult vocabularies in the Narrative text and writing the vocabulary in their book.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Giving questions related Narrative text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Giving occasion the students to ask about the material and giving respond and feedback.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Guiding the students to understanding the material.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Asking the students to discuss and identify generic structure based on the text and presenting their work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Giving worksheet to each group to know their reading comprehension.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Evaluating students’ assignment and giving feedback.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Guiding the students to summarize main point of the lesson.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
21. Informing next material for next meeting

22. Closure

### Table 3.4

**Students’ Observational Checklist**

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>One of students lead the praying.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Identifying the picture by mention the name characters based on the picture and tell the legend of the picture.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Students joining with each group.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Discussing, sorting card and presenting their work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Reading the text and asking difficult vocabularies in the Narrative text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Asking questions about definition, social function, generic structure and language feature of narrative text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Paying attention about teacher’s explanation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Identifying the generic structure in the Narrative text with each group and presenting their work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Doing worksheet given by teacher with group</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
work.

10. Discussing what they have learnt and summarizing the main point of the lesson.

2. Interview

Koshy (2005: 92) states that the main purpose of interviews is to gather responses which are richer and more informative than questionnaire data. In some cases, adults and children give more honest responses in one-to-one situation. In this research, the writer interviews the English teacher of first grade to know the condition of the students before conducting the research. Based on the interview with an English teacher, there are some problems. The most of students in the first grade are hard to reading with comprehend and when they are reading a text, they are lack vocabulary. It caused the students lazy to read and open the dictionary.

3. Test

Test is a method of measuring a person’s ability, knowledge, or performance in a given domain (Brown, 2004: 3). In this research, the writer provided pre test and post test in cycle 1 and cycle 2 to know whether the students’ reading comprehension improved or not. The writer used pre-test to know how far the students’ reading comprehension before using card sort and discussion.
Moreover, the writer used post-test to know the students’ improvement in reading comprehension after using card sort and discussion.

4. Documentation

According to Hopkins (1993: 140), he states that document surrounding curriculum or other educational concern can illumine rationale and purpose in interesting ways. In this section, the writer took photographs as proof of the learning activity in the class.

F. Technique of Data Analysis

In this study, the writer used two techniques to analyze the data. They are as follows:

1. Qualitative Technique

According to Lodico (2006:15), he states that qualitative techniques collect and summarize data using primarily narrative or verbal methods: observations, interviews, and document analysis. The writer uses qualitative technique to know students activity and their participation during the teaching learning process. In this case, the writer analyzes the observation checklist about the activities in the classroom. It describes the process and the result of students’ improvement in reading comprehension using card sort and discussion.

2. Quantitative Technique

Lodico (2006:12) explains that quantitative techniques summarize data using numbers. Hypotheses and methods of data collection are created before the research begins. The writer used this
technique to know whether there is a significant improvement or not between pre-test and post-test in the students’ reading comprehension. The scores of tests can be counted using the formula of Mean as follows (Sudijono, 2010: 80):

1. Mean Calculation

   Mean is formula to know the average of the students’ score. The formula is:

   \[ M = \frac{\sum X}{N} \]

   Explanation:

   \( M \) = Mean of the students’ score

   \( \sum X \) = Sum of the students’ score

   \( N \) = Total number of the students’ score

   According to Sudijono (2010: 305-307) to calculate the t-test the following formula should be used:

2. Calculated Mean of Difference

   \[ MD = \frac{\sum D}{N} \]

   Explanation:

   \( MD \) = Mean of difference

   \( \sum D \) = Total of difference between pre-and post-test.

   \( N \) = Number of the students

3. Standard Deviation Calculation

   Standard deviation is a statistic that tells you how tightly all the various examples are clustered around the mean in a set

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

Explanation:

\( SD_D \) = Standard Deviation

\( D \) = Differences between pre-test and post-test

\( N \) = Number of the students

4. Standard Error Mean Difference

\[ SE_{MD} = \frac{SD_D}{\sqrt{N-1}} \]

Explanation:

\( SE_{MD} \) = Standard Error Mean Difference

\( SD_D \) = Standard Deviation

\( N \) = Number of the students

5. T-test Calculation

The writer used t-test to know is there any significant differences between pre-test and post-test. The formula is:

\[ T_0 = \frac{M_D}{SE_{MD}} \]

Explanation:

\( T_0 \) = t-value of observation

\( M_D \) = Mean of difference

\( SE_{MD} \) = Standard error of mean difference
CHAPTER IV
DATA ANALYSIS AND DISCUSSION

In this chapter, the writer wants to give some details about the results of action research activities. The data consist of pre-test, post test and discussion. The data analysis has function to measure the students’ reading comprehension improvement by applying card sort and discussion. The data of pre test and post showed the improvement of students’ achievement in reading through card sort and discussion of cycle I and cycle II.

This chapter will explain the main discussion on the research was conducted. It presents the finding of the collected data from beginning until the end of the research. The findings consist of the results of the cycle I and cycle II. The two cycles are treatment of the implementation of the card sort and discussion in the reading comprehension.

A. Data Analysis

In this research, the writer arranged two cycles. Each cycles consist of planning, action, observation and reflection. The whole steps of this research will explained in the description bellow:

1. Cycle 1
   
   a. Planning

   In this research, in the first meeting the writer taught about narrative based on syllabus in the first semester. Before conducting the research, the writer prepared the instruments of research as follows:
1. Made the schedule of the research.

2. Prepared syllabus.

3. Prepared lesson plan to control the teaching learning process and as guidance when the teacher taught.

4. Prepared pre-test and post-test based on indikator.

5. Prepared students’ worksheet.

6. Prepared students’ and teacher’s observational check list for cycle 1 to know the condition of teaching learning process.

7. Prepared validation sheet for lesson plan and syllabus.

8. Validated the lesson plan and syllabus with the English teacher.


10. Prepared teaching aid (card sort, board markers, and power point presentation).

11. Prepared students’ attendance list.

12. Prepared the camera to take the pictures (the situation of the students in teaching learning process.).

The models of pre test and post test in cycle I were same. It was consist of 25 questions of multiple choices. In the pre-test and post-test, the questions based on indicator. However, in the post test is more difficult than pre-test. The teacher gave 30 minutes to finished pre-test or post-test.
b. Implementation of Action

The cycle 1 was conducted on August, 1st 2017 and August, 8th 2017. There were three part of this cycle. There were pre-test, treatment and post-test. In cycle 1, pre-test was conducted on Tuesday, 1st August 2017. Meanwhile, treatment and post-test was conducted on Tuesday, 8th August 2017.

1. Pre-Test

The first part was giving pre-test for the students which was conducted on Tuesday, 1st August 2017. The teacher and the writer entered the class. The condition of the class was quiet. The teacher gave greeting, asked about their condition and prayed. He asked the writer to introduced herself and told her purpose to do the action research. After that, the writer gave the pre-test in the class. The writer also gave instruction how to do the pre-test. The theme of the material was Narrative text. In the pre-test, the writer gave pre-test for 30 minutes. Then, the writer shared the worksheets to the students. The teacher and the writer went around the class to check the students’ work. The students worked 25 questions of multiple choice test. Most of them have difficulties in the vocabularies and the meaning of the text, but the students done pre-test by themself without asked to their friends. After the students done the test, she collected their worksheet. The teacher asked them about the difficulties when they done pre-test. They answered
that the questions were difficult and they did not know the meaning in text.

2. Treatment

The second part, the teacher gave the treatment for the students on Tuesday, 8th August 2017. The teacher and the writer entered the class. Before started the lesson, the teacher gave greeting, asked about their condition and he asked one of student to lead pray. After that the teacher checked students’ attendance lists. In the class, the teacher used mixed language, English and Indonesia to explain the material about the lesson. Meanwhile, the writer was as observer and the operator in order to showed power point presentation. The writer used teachers’ observational check list and students’ observational check list to observing about the students’ and the teacher’s activities during the lesson. In the teaching learning process, the writer is helped by the partner to take photos for documentation.

In the learning English by using card sort and discussion, the teacher started the lesson by giving a picture to the students related to the material. It was used to help the students easy to remember their knowledge about the material. Some students tried answer and mention about characters on the picture and can answered about genre based on the picture. After that, the
The teacher told to the students about the topic of the day, that was Narrative text.

In the learning process, the teacher gave explanation about learning strategy by using card sort and discussion. After that, he gave the steps of card sort. Firstly, the teacher explained that they will be learn about Narrative text by using card sort and discussion.

Secondly, he asked the students to use closed method in card sort. The teacher explained how to sorting card by using close method. Then, he gave example with giving the students a set categories and index cards about a theme. After that, the teacher asked the students to sorting the card in a set categories to index cards correctly. It used to make the students understood in sorting the cards easier.

Thirdly, the teacher prepared a set cards and index cards in the carton. A set cards realated narrative text. Index cards also related Narrative text such as generic structure, temporal conjunction and past tense. It used to help the students understanding the material easily.

Fourthly, the teacher divided the students into seven groups by random. The teacher asked the students to say one until seven to determine their member of the group. After that, they joined with each groups.
Fifthly, the writer gave a set categories and index cards in the carton to each group. Then the teacher asked the students to discussion and sorting card of a set categories into index cards correctly. He gave seven minutes to finished it. They were so enthusiastic and they discussed together to choose correct card. Some students got difficulties to choose the categories, some students felt uncertain about their work and some students were very carefully to choose the categories. However, there were some students who did not join to discuss their work with their group. They were just silent.

Sixth, after they were done sorting card, the teacher asked each group to present their work in front of the class. Each group choosed one of group member. Some students was nervous when they present in front of the class and there were some the students did not pay attention about their friends’ explanation. After that, the teacher and the students discussed about the correct answer for each categories into index cards. Some groups were happy when their work was correct. The teacher also gave feedback and explain about generic structure, temporal conjunction and past tense in the Narrative text. The students paid attention about the material. Some groups corrected their work become correct answer. Then teacher gave occasion to the students to
asked about what they learn. The last, the teacher gave score to each group.

After card sort, the teacher gave the students a narrative text. The teacher asked the students to read the text and asked difficulties vocabularies in the text. In this cycle, only four students asked difficult word in the Narrative text. After that, he gave the meaning of the words and asked the students to write vocabularies in their book. After that, the teacher gave some questions to the students related the text, such as kind of the text, social function, main character, moral value and kind of tense in the text. He also guided the students to understanding about social function, generic structure, temporal conjunction, and language feature in the Narrative text. After that, he gave occasion to them to asked about the material. All of students answered that they were understand.

In order to know students’ reading comprehension, the teacher gave worksheet about the material in group work with the same group before. He asked the students to identify the generic structure of the text title “The Legend of Malin Kundang” and asked to present it. The students discussed to identify generic structure and answer questions about the material for ten minutes. There were some students did not participate to discussion. After they finished, each groups choosed one student of the group member to present their work. Three groups of seven
groups presented their work. The teacher and the students discussed about the correct answer. The teacher gave feedback to the students. The writer helped the teacher to writing the score all of group in the white board. Three groups got score 100 and four groups got score 80. It meant that four groups must increase their cooperatively to answer correct answer to get maximal score. After that, the teacher helped the students to summerize the main point of the lesson. The teacher hoped the students would remember about the material and to understanding the material. The last, he closed the lesson and greeted the students.

3. Post-Test

The third part of this cycle was giving post-test. After the teacher gave treatment, the writer gave post test for 30 minutes to finished it. The students submitted their work. Next meeting, she gave rewards to two students who have good score.

c. Observation

In the cycle 1, the writer and her observer observed the teacher’s and students’ activity in the teaching learning process. The writer used teacher’s and students’ observational checklist. The result of teacher’s observational checklist can be seen on the table bellow:
Table 4.1
Teacher’s Observational Checklist of Cycle 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Teacher’s activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Checking students’ readiness for lesson.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Opening the lesson by greeting the students.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Choosing one of the students to lead the praying.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Checking students’ attendance.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Giving a picture in power point presentation in order to apperception refering the material.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Asking the students to identify about the name, thing, the story and kind of text related the picture.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Helping the students to remember their experience related the material in order to make easy the material will be learnt.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Giving questions related with the material.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Explaining card sort and discussion as learning strategy and the steps of card sort.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Dividing the students into 7 groups and giving card sort (a set of categories and index cards).</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Evaluating students’ work and giving feedback for their work.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Giving a Narrative text and asking the students to read the text.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Guiding students to ask difficult vocabularies in the Narrative text and writing the vocabulary in their book.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Giving questions related Narrative text.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Giving occasion the students to ask about the material and giving respond and feedback.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Guiding the students to understanding the material.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Asking the students to discuss and identify generic structure based on the text and presenting their work.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Giving worksheet to each group to know their reading comprehension.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Evaluating students’assignment and giving feedback.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Guiding the students to summarize main point of the lesson.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Informing next material for next meeting</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Closure</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>
The learning strategy that used by the teacher was card sort and discussion. Before started the lesson, the teacher checked students’ readiness for lesson. The teacher opened the lesson with greeting and chose the class leader to lead the praying. After that, he checked students’ attendance one by one. All of the students presented in the class. The teaching method that was used by the teacher was scientific approach. In scientific approach, there were observing, questioning, collecting information, associating and communicating. First was observing. The teacher showed a picture about Roro Jonggrang. He asked the students to identify the picture, mention the name, thing, explained the story and kind of the text-based on the picture. It used to appeal perception referring the material. After several students can answered correct answer, he gave feedback and explanation that Narrative was the topic will be learnt. The teacher asked the students to mention another examples of the legend included in Narrative text.

In the teaching learning process, the teacher explained that they would use card sort and discussion as learning strategy. Then, he explained card sort, discussion, and steps of card sort. He also gave example how to sorting card from a set categories into index cards correctly. He explained until all of the students understand. After that, the teacher divided group into seven groups. He asked the students to say one until seven to determine their group random and asked them
to join with each group. He gave a set categories and index cards for each group. There were 11 categories and 3 index cards (generic structure, temporal conjunction, past tense). He asked the students to sorting card of categories into index cards correctly for 7 minutes and asked each group to choose one of group member to present their work in front of class. After all of group presented their work, he gave feedback and evaluation about the correct answer. He also gave explanation about the relation of the categories and index cards to Narrative text, such as definition, social function, generic structure, temporal conjunction, and language feature.

Second was questioning. The teacher gave a text entitle “The Legend of Malin Kundang” and asked them to read the text. After the students read, he guided them to ask difficult vocabularies to know the meaning of the text. Then, they had to write in their book. The teacher gave meaning of students’ question, such as defeat, wealthy, denied, etc. After the students read and comprehend the meaning of text, the teacher gave questions about the main character, character, the story and the moral value of the text. Then, the teacher gave occasion the students to ask about the material.

Third was collecting information. The teacher and the students discussed what they have found and learnt in the Narrative text. Then, he guided the students to comprehend the material about
definition, social function, generic structure, and language feature of Narrative text.

Fourth was associating. Teacher asked each group to discuss and identify generic structure in the text entitle “The Legend of Malin Kundang”. He also gave worksheet to each group to know their reading comprehension for ten minutes.

The last was communicating. Teacher asked three groups of seven groups to present their work in the identifying generic structure in Narrative text. He evaluated, gave feedback and gave score to their work. After that, the teacher guided the students to summarize the main point of the lesson. Finally, the teacher closed the lesson and greeted the students.

The explanation of the result of the teacher’s observational checklis were as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>One of students lead the praying.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Identifying the picture by mention the name characters based on the picture and tell the legend of the picture.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Students join with each group.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Discussing, sorting card and presenting their</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Reading the text and asking difficult vocabularies in the Narrative text.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Asking questions about definition, social function, generic structure and language feature of Narrative text.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Paying attention about teacher’s explanation.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Identifying the generic structure in the Narrative text with each group and presenting their work.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Doing worksheet given by teacher with group work.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Discussing what they have learnt and summarizing the main point of the lesson.</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

The observation was carried out during the implementation of the action. In this cycle, before started the lesson, the class leader lead the praying. After that, the students said present when the teacher checked students’ attendance. In scientific approach, there were observing, questioning, collecting information, associating and communicating. First was observing. The students observed and identified a picture by the teacher. They were mentions, based on the picture, there were Roro Jonggrang, Bandung Bondowoso, and
temples. They explained that the story of the picture was the legend of Roro Jonggrang temple at Prambanan. It meant that the genre based on the picture was Narrative text. Then, some students can mention another legend, such as Sangkuriang, Rawa Pening and Timun Emas.

In the teaching learning process, the students paid attention in the teacher’s explanation about steps of card sort. In the group work section, they said one until seven to determine group 1- group 7. Then, they joined with each group. Each group got a set categories and index cards. There were 11 categories and 3 index cards (generic structure, temporal conjunction, past tense). They discussed to sorting card of categories into index cards correctly for 7 minutes. After that, each group chose one of group member to present their work in front of class. In fact, most of the students did not want to choose to lead each group. In the presentation section, some students felt nervous when they presented the result of their discussion in front of the class. The reason was, may be they uncertain about their answer or shy. In the evaluation, some group corrected their answer when the teacher evaluated and gave feedback to them. The teacher gave explanation about the relation of the categories and index cards to Narrative text, such as definition, social function, generic structure, temporal conjunction, and language feature.

Second was questioning. The students read a text entitled “The Legend of Malin Kundang”. There were only four students who
asked difficult vocabularies to know the meaning of the text, such as defeat, wealthy, denied and cursed. There were some students who write the vocabularies in their book but another student just read the text. After the students tried to read and comprehend the meaning of text. After that, they answered questions about the main character, character, the story and the moral value of the text. They also tried to comprehend the text.

Third was collecting information. The students discussed what they have found and learnt in the Narrative text. Then, they tried to comprehend the material about definition, social function, generic structure, and language feature of Narrative text.

Fourth was associating. Each group discussed and identified the generic structure in the text entitle “The Legend of Malin Kundang”. They also discussed and did worksheet about the material for ten minutes.

The last was communicating. Three groups of seven groups presented their work in the identifying generic structure. Next, they with the teacher discussed about correct answer and they got score. After that, the students tried to summarize the main point of the lesson.

Moreover, the writer would like to analyze the students’ improvement in reading comprehension by calculating the result of
pretest and post-test. The result of both of the tests can be seen in the table as follows:

1. **The Score of Pre-Test**

**Table 4.3**

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Sex</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ajeng Kurnia Wardani</td>
<td>F</td>
<td>40</td>
</tr>
<tr>
<td>2.</td>
<td>Aji Nursaid</td>
<td>M</td>
<td>36</td>
</tr>
<tr>
<td>3.</td>
<td>Aldy Nurul Iman</td>
<td>M</td>
<td>68</td>
</tr>
<tr>
<td>4.</td>
<td>Anwar Maulana Ibrahim</td>
<td>M</td>
<td>36</td>
</tr>
<tr>
<td>5.</td>
<td>Artamavi Kurniawan</td>
<td>M</td>
<td>52</td>
</tr>
<tr>
<td>6.</td>
<td>Asqina E. A.</td>
<td>F</td>
<td>76</td>
</tr>
<tr>
<td>7.</td>
<td>Deni Andika</td>
<td>M</td>
<td>48</td>
</tr>
<tr>
<td>8.</td>
<td>Dimas Rafli R.</td>
<td>M</td>
<td>60</td>
</tr>
<tr>
<td>9.</td>
<td>Fadhillah N. A.</td>
<td>M</td>
<td>68</td>
</tr>
<tr>
<td>10.</td>
<td>Fahrandhy Ardhana Yoga P.</td>
<td>M</td>
<td>52</td>
</tr>
<tr>
<td>11.</td>
<td>Hanik Musthofiah</td>
<td>F</td>
<td>44</td>
</tr>
<tr>
<td>12.</td>
<td>Hidayatul Aulia Shofa</td>
<td>F</td>
<td>36</td>
</tr>
<tr>
<td>13.</td>
<td>Humam Sea Romonov</td>
<td>M</td>
<td>76</td>
</tr>
<tr>
<td>14.</td>
<td>Ivan Farosi</td>
<td>M</td>
<td>48</td>
</tr>
<tr>
<td>15.</td>
<td>Johan Ferdiyanto</td>
<td>M</td>
<td>64</td>
</tr>
<tr>
<td>16.</td>
<td>Kumilatul Aini Nasikhah</td>
<td>F</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Gender</td>
<td>Age</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------</td>
<td>--------</td>
<td>-----</td>
</tr>
<tr>
<td>17.</td>
<td>Lilis Nopita Sari</td>
<td>F</td>
<td>56</td>
</tr>
<tr>
<td>18.</td>
<td>Lisa Sapa’ah</td>
<td>F</td>
<td>44</td>
</tr>
<tr>
<td>19.</td>
<td>Listiyana</td>
<td>F</td>
<td>60</td>
</tr>
<tr>
<td>20.</td>
<td>Mega Lorenza Damayanti</td>
<td>F</td>
<td>36</td>
</tr>
<tr>
<td>21.</td>
<td>Mukhammad Agil Nggozali F.</td>
<td>M</td>
<td>56</td>
</tr>
<tr>
<td>22.</td>
<td>Muhammad Luqmanul Hakim</td>
<td>M</td>
<td>48</td>
</tr>
<tr>
<td>23.</td>
<td>Nur Amalia Zulfa</td>
<td>F</td>
<td>48</td>
</tr>
<tr>
<td>24.</td>
<td>Prehati</td>
<td>F</td>
<td>44</td>
</tr>
<tr>
<td>25.</td>
<td>Putri Fidela Aristawidya</td>
<td>F</td>
<td>40</td>
</tr>
<tr>
<td>26.</td>
<td>Putri Lestari</td>
<td>F</td>
<td>40</td>
</tr>
<tr>
<td>27.</td>
<td>Ratih Widyaningrum</td>
<td>F</td>
<td>36</td>
</tr>
<tr>
<td>28.</td>
<td>Risa Apriyani</td>
<td>F</td>
<td>44</td>
</tr>
<tr>
<td>29.</td>
<td>Risda Anindya U. A.</td>
<td>F</td>
<td>56</td>
</tr>
<tr>
<td>30.</td>
<td>Riska Alfiah</td>
<td>F</td>
<td>52</td>
</tr>
<tr>
<td>31.</td>
<td>Rizki Fauziah</td>
<td>F</td>
<td>36</td>
</tr>
<tr>
<td>32.</td>
<td>Ryan Nabela M.</td>
<td>M</td>
<td>40</td>
</tr>
<tr>
<td>33.</td>
<td>Wahyu Sigit Nugroho</td>
<td>M</td>
<td>36</td>
</tr>
<tr>
<td>34.</td>
<td>Widi Setyawan</td>
<td>M</td>
<td>72</td>
</tr>
<tr>
<td>35.</td>
<td>Yoga Heryana Putra</td>
<td>M</td>
<td>56</td>
</tr>
<tr>
<td>36.</td>
<td>Zana Yulia</td>
<td>F</td>
<td>64</td>
</tr>
</tbody>
</table>
The writer calculated the score above to find the presentation of the students who had reached standardized score (KKM):

**Table 4.4**

**Count of Standardized Score of Pre-Test in Cycle 1**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;67</td>
<td>5</td>
<td>13.89%</td>
</tr>
<tr>
<td>67</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>&lt;67</td>
<td>31</td>
<td>86.11%</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

The data showed that the standardized score (KKM) of English lesson in SMA Negeri 1 Bringin was 67. The writer targeted the students who could reach standardized score (KKM) should be at least 90%. There were only 13.89% who reached standardized score (KKM) in pre-test cycle 1. Therefore, the presentation of pre-test achievement in cycle was not reached.

2. **The Score of Post-Test**

**Table 4.5**

**The Students’ Score in the Post-Test of Cycle 1**

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Sex</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ajeng Kurnia Wardani</td>
<td>F</td>
<td>68</td>
</tr>
<tr>
<td>2.</td>
<td>Aji Nursaid</td>
<td>M</td>
<td>60</td>
</tr>
<tr>
<td>3.</td>
<td>Aldy Nurul Iman</td>
<td>M</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Gender</td>
<td>Age</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------</td>
<td>--------</td>
<td>-----</td>
</tr>
<tr>
<td>4.</td>
<td>Anwar Maulana Ibrahim</td>
<td>M</td>
<td>68</td>
</tr>
<tr>
<td>5.</td>
<td>Artamavi Kurniawan</td>
<td>M</td>
<td>72</td>
</tr>
<tr>
<td>6.</td>
<td>Asqina E. A.</td>
<td>F</td>
<td>88</td>
</tr>
<tr>
<td>7.</td>
<td>Deni Andika</td>
<td>M</td>
<td>60</td>
</tr>
<tr>
<td>8.</td>
<td>Dimas Rafli R.</td>
<td>M</td>
<td>64</td>
</tr>
<tr>
<td>9.</td>
<td>Fadhillah N. A</td>
<td>M</td>
<td>72</td>
</tr>
<tr>
<td>10.</td>
<td>Fahrandhy Ardhana Yoga P.</td>
<td>M</td>
<td>72</td>
</tr>
<tr>
<td>11.</td>
<td>Hanik Musthofiah</td>
<td>F</td>
<td>76</td>
</tr>
<tr>
<td>12.</td>
<td>Hidayatul Aulia Shofa</td>
<td>F</td>
<td>68</td>
</tr>
<tr>
<td>13.</td>
<td>Humam Sea Romonov</td>
<td>M</td>
<td>80</td>
</tr>
<tr>
<td>14.</td>
<td>Ivan Farosi</td>
<td>M</td>
<td>72</td>
</tr>
<tr>
<td>15.</td>
<td>Johan Ferdiyanto</td>
<td>M</td>
<td>72</td>
</tr>
<tr>
<td>16.</td>
<td>Kumilatul Aini Nasikhah</td>
<td>F</td>
<td>68</td>
</tr>
<tr>
<td>17.</td>
<td>Lilis Nopita Sari</td>
<td>F</td>
<td>68</td>
</tr>
<tr>
<td>18.</td>
<td>Lisa Sapa’ah</td>
<td>F</td>
<td>68</td>
</tr>
<tr>
<td>19.</td>
<td>Listiyana</td>
<td>F</td>
<td>72</td>
</tr>
<tr>
<td>20.</td>
<td>Mega Lorenza Damayanti</td>
<td>F</td>
<td>68</td>
</tr>
<tr>
<td>21.</td>
<td>Mukhammad Agil Nggozali F.</td>
<td>M</td>
<td>76</td>
</tr>
<tr>
<td>22.</td>
<td>Muhammad Luqmanul Hakim</td>
<td>M</td>
<td>72</td>
</tr>
<tr>
<td>23.</td>
<td>Nur Amalia Zulfa</td>
<td>F</td>
<td>68</td>
</tr>
<tr>
<td>24.</td>
<td>Prehati</td>
<td>F</td>
<td>64</td>
</tr>
<tr>
<td>25.</td>
<td>Putri Fidela Aristawidya</td>
<td>F</td>
<td>56</td>
</tr>
</tbody>
</table>
From the data above, the writer calculated the number of the students who reached standardized score (KKM):

**Table 4.6**

**Count of Standardized Score of Post-Test in Cycle 1**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;67</td>
<td>30</td>
<td>83.33%</td>
</tr>
<tr>
<td>67</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>&lt;67</td>
<td>6</td>
<td>16.67%</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
Based on the finding the data of pre test and post test in cycle 1, the writer concluded that there were improvement from the pre-test to post-test. The presentation of the students who reached standardized score in the pre-test were 13.89%. After that, the post-test of cycle 1 were 83.33%. However, the writer targeted that there were at least 90% of the students who reached standardized score. Then, the writer conducted the cycle 2.

3. Calculations of Mean

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Pre-Test (X₁)</th>
<th>Post-Test (Y₁)</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ajeng Kurnia Wardani</td>
<td>40</td>
<td>68</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>2.</td>
<td>Aji Nursaid</td>
<td>36</td>
<td>60</td>
<td>24</td>
<td>576</td>
</tr>
<tr>
<td>3.</td>
<td>Aldy Nurul Iman</td>
<td>68</td>
<td>68</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td>Anwar Maulana I.</td>
<td>36</td>
<td>68</td>
<td>32</td>
<td>1024</td>
</tr>
<tr>
<td>5.</td>
<td>Artamavi Kurniawan</td>
<td>52</td>
<td>72</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>6.</td>
<td>Asqina E. A.</td>
<td>76</td>
<td>88</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>7.</td>
<td>Deni Andika</td>
<td>48</td>
<td>60</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>8.</td>
<td>Dimas Rafli R.</td>
<td>60</td>
<td>64</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>9.</td>
<td>Fadhillah N. A.</td>
<td>68</td>
<td>72</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>52</td>
<td>72</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>---------</td>
</tr>
<tr>
<td>10.</td>
<td>Fahrandhy Ardhana</td>
<td>52</td>
<td>72</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>11.</td>
<td>Hanik Musthofiah</td>
<td>44</td>
<td>76</td>
<td>32</td>
<td>1024</td>
</tr>
<tr>
<td>12.</td>
<td>Hidayatul Aulia Shofa</td>
<td>36</td>
<td>68</td>
<td>32</td>
<td>1024</td>
</tr>
<tr>
<td>13.</td>
<td>Humam Sea Romonov</td>
<td>76</td>
<td>80</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>14.</td>
<td>Ivan Farosi</td>
<td>48</td>
<td>72</td>
<td>24</td>
<td>576</td>
</tr>
<tr>
<td>15.</td>
<td>Johan Ferdiyanto</td>
<td>64</td>
<td>72</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>16.</td>
<td>Kumilatul Aini N.</td>
<td>40</td>
<td>68</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>17.</td>
<td>Lilis Nopita Sari</td>
<td>56</td>
<td>68</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>18.</td>
<td>Lisa Sapa’ah</td>
<td>44</td>
<td>68</td>
<td>24</td>
<td>576</td>
</tr>
<tr>
<td>19.</td>
<td>Listiyana</td>
<td>60</td>
<td>72</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>20.</td>
<td>Mega Lorenza D.</td>
<td>36</td>
<td>68</td>
<td>32</td>
<td>1024</td>
</tr>
<tr>
<td>21.</td>
<td>Mukhammad Agil N.F.</td>
<td>56</td>
<td>76</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>22.</td>
<td>Muhammad Luqmanul</td>
<td>48</td>
<td>72</td>
<td>24</td>
<td>576</td>
</tr>
<tr>
<td>23.</td>
<td>Nur Amalia Zulfa</td>
<td>48</td>
<td>68</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>24.</td>
<td>Prehati</td>
<td>44</td>
<td>64</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>25.</td>
<td>Putri Fidela A.</td>
<td>40</td>
<td>56</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>26.</td>
<td>Putri Lestari</td>
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<td>68</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>27.</td>
<td>Ratih Widyaningrum</td>
<td>36</td>
<td>76</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>28.</td>
<td>Risa Apriyani</td>
<td>44</td>
<td>76</td>
<td>32</td>
<td>1024</td>
</tr>
<tr>
<td>29.</td>
<td>Risda Anindy A. U. A.</td>
<td>56</td>
<td>68</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>30.</td>
<td>Riska Alfiah</td>
<td>52</td>
<td>68</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>31.</td>
<td>Rizki Fauziah</td>
<td>36</td>
<td>72</td>
<td>36</td>
<td>1296</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>X</td>
<td>Y</td>
<td>D</td>
<td>ΣD²</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>-----</td>
</tr>
<tr>
<td>32</td>
<td>Ryan Nabella M.</td>
<td>40</td>
<td>68</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>33</td>
<td>Wahyu Sigit Nugroho</td>
<td>36</td>
<td>60</td>
<td>24</td>
<td>576</td>
</tr>
<tr>
<td>34</td>
<td>Widi Setyawan</td>
<td>72</td>
<td>80</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>35</td>
<td>Yoga Heryana Putra</td>
<td>56</td>
<td>68</td>
<td>12</td>
<td>144</td>
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<tr>
<td>36</td>
<td>Zana Yulia</td>
<td>64</td>
<td>68</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ΣX₁</td>
<td>1808</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ΣY₁</td>
<td>2512</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ΣD</td>
<td>704</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ΣD²</td>
<td>17600</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N=36</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4. Mean of the Pre-Test

\[
M = \frac{\Sigma X_1}{N} = \frac{1808}{36} = 50.22
\]

### 5. Mean of the Post-Test

\[
M = \frac{\Sigma Y_1}{N} = \frac{2512}{36} = 69.78
\]

From the result of the test in cycle 1, there was improvement of students’ reading comprehension before and after the application of card sort and discussion. The mean of post-test was higher than the mean of pre-test. The mean of pre-test was 50.22 and the mean of post-test was 69.78.
6. Calculation of the Mean of Difference

\[ MD = \frac{\sum D}{N} \]
\[ = \frac{704}{36} \]
\[ = 19.56 \]

7. Calculation of the Standard Deviation

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]
\[ = \sqrt{\frac{17600}{36} - \left( \frac{704}{36} \right)^2} \]
\[ = \sqrt{488.89 - (19.56)^2} \]
\[ = \sqrt{488.89 - 382.5936} \]
\[ = \sqrt{106.297} \]
\[ = 10.310 \]

8. The Standard of Error for The Mean Difference

\[ SE_{MD} = \frac{SD_D}{\sqrt{N-1}} \]
\[ = \frac{10.310}{\sqrt{36-1}} \]
\[ = \frac{10.310}{\sqrt{35}} \]
\[ = \frac{10.310}{5.916} \]
\[ = 1.742 \]

9. Calculation of T-test

\[ T_0 = \frac{MD}{SE_{MD}} \]
\[ = \frac{19.56}{1.742} \]
From the data of cycle 1, the writer found that the T-test was 11,228 and T-table with N-1 was 2.03. The significant level was 5%. The data showed that the value of T-test was higher than T-table. The writer conclude that there was significant result of the cycle 1. However, there were six students who get score less than the standardized score (KKM). Therefore, the writer would conduct the cycle 2.

d. Reflection

After analyzing the result of the action in cycle 1, the writer could conclude that the first action has not given a satisfactory result because there were some students did not active in the learning process. In discussion, several students did not participate to do their task. The problems of this cycle were the students still laked of vocabulary because they did not ask to the teacher and many students did not write the vocabulary in their book. It meant that several students did not pay attention with their teacher instruction. In this action, they also confused to understand the character in the text. Based on the result of pre-test and post-test, the writer found that many students got difficult to understanding about language feature and character in Narrative text. Several students answer that tense was used in Narrative was simple present tense/ present continuous. Therefore, to solved the problems, the teacher had role to motivate
them in doing task cooperatively, gave examples again about past tense, and character in Narrative text. It was very important to continue to the next cycle to added categories in card sort. Before, the writer gave categories in card sort only, generic structure, temporal conjunction and past tense. In the next cycle, the writer would add categories by categories of character in Narrative text. The writer also added categories which included of past tense to help the students understanding that kind tense of Narrative text is simple past tense.

2. Cycle 2
   
a. Planning

   The activities in the planning were done by the writer as follows:

   1. Made the schedule of the research.

   2. Prepared syllabus.

   3. Prepared lesson plan to control the teaching learning process and as guidance when the teacher taught.

   4. Prepared pre-test and post-test based on indikator.

   5. Prepared students’ worksheet.

   6. Prepared students’ and teacher’s observational check list for cycle 1 to know the condition of teaching learning process.

   7. Prepared validation sheet for lesson plan and syllabus.

   8. Validated the lesson plan and syllabus with the English teacher.

10. Prepared teaching aid (card sort, board markers, and power point presentation).

11. Prepared students’ attendance list.

12. Prepared the camera to take the pictures (the situation of the students in teaching learning process).

b. Implementation of Action

The cycle 2 was conducted on August, 15th 2017 and August, 22nd 2017. There were three parts of this cycle. In this cycle, pre-test was conducted in Tuesday, 15th August 2017. Meanwhile, treatment and post test was conducted on Tuesday, 22nd August 2017.

1. Pre-Test

The first part was giving pre-test for the students which was conducted on Tuesday, 15th August 2017. The teacher started the meeting by greeting, asked students’ condition and prayed. After that the writer gave the pre-test in the class. The writer also gave instruction how to do the pre-test. The theme of the material was same with cycle 1, Narrative text. In the pre-test, the writer gave pretest for 30 minutes. Then, the writer shared the worksheets to the students. The teacher and the writer went around the class to check the students’ work. The students worked 25 questions of multiple choice test. The students done pre-test by themselves without asked to their friends. After the students done the test, she collected their worksheet.
2. Treatment

The second part, the teacher gave the treatment for the students on Tuesday, 22\textsuperscript{nd} August 2017. In cycle 2, the teacher revised the teaching learning process in cycle I, where students still have difficulties in reading comprehension. The teacher and the writer entered the class. Before started the lesson, the teacher gave greeting, asked about their condition and he asked one of student to lead pray. After that the teacher checked students’ attendance lists. In the class, the teacher almost used English to give instruction and explained the material about the lesson. Meanwhile, the writer was as observer and the operator in order to showed power point presentation about the material. The writer used teachers’ observational check list and students’ observational check list to observing about the students’ and the teacher’s activities during the lesson. In the teaching learning process, the writer is helped by the partner to take photos for documentation.

In the learning English by using card sort and discussion, the teacher started the lesson by giving a picture to the students related to the material. It was used to help the students easy to remember their knowledge about the material. Some students tried answer and mention about characters on the picture and can answered about genere based on the picture. Then, the teacher told to the students that the topic of the day same with last week, that
was Narrative text. He asked some questions to the students as a brainstorming. The teacher asked about, social function, generic structure, and language feature of Narrative text to remember the material last week. Some students can answered definition, social function, and language feature correctly. The teacher gave them score. Then, the teacher gave explanation about Narrative text. Finally, the students understood the explanation. He gave the opportunity them to make questions, but no one have the question.

In the learning process, the teacher gave explanation about learning strategy by using card sort and discussion. After that, he gave the steps of card sort. Firstly, the teacher explained that they will be learn about Narrative text by using card sort.

Secondly, he asked the students to use closed method in card sort. The teacher explained how to sorting card by using close method. Then, he gave example with giving the students a set categories and index cards about a theme. After that, the teacher asked the students to sorting the card in a set categories to index cards correctly. It used to make the students understood in sorting the cards easier.

Thirdly, the teacher prepared a set cards and index cards in the carton. A set cards realated narrative text. In cycle 2, the writer added one category, that was character. All of Index cards related narrative text become generic structure, temporal
conjunction, past tense and character. It used to help students understanding the material easily.

Fourthly, the teacher divided the students into seven group by random. The teacher asked the students to say one until seven to determine their member of the group. After that, they joined with each groups.

Fifthly, the writer gave a set categories and index cards in the carton to each students. Then the teacher asked the students to discussion and sorting card of a set categories into index cards correctly. He gave seven minutes to finished it. They were so enthusiastic and they discussed together to choose correct answer. In this cycle, all of member of group discussed to choose the categories into index cards. They were very carefully to choose correct categories.

Sixth, after they were done sorting card, the teacher asked each group to present their work in front of the class. Each groups chose one member group. All of group can presented their work in front of the class. They were so confidence to present their work, because they can finished their work cooperatively and faster than cycle 1. In presentation section, the students paid attention about their friends’ explanation. After that, the teacher and the students discussed about the correct answer for each categories into index cards. Some groups were happy when their
work was correct. Some groups corrected their work become correct answer. The teacher also gave feedback and explain about generic structure, temporal conjunction, past tense and character in the narrative text. The students paid attention about the material. Then, gave occasion to the students to asked about the material. The last, the teacher gave score to each groups.

After card sort, the teacher gave the students a Narrative text. The teacher asked the students to read the text and asked the difficult vocabularies in the text. In cycle 2, many students asked difficult vocabularies in the Narrative text. After that, he gave the meaning of the words. He asked the students to write the vocabularies in their book to make them understand the meaning of the text easily. Then, all of the students wrote the vocabularies. After that, the teacher gave some questions to the students related the text, such as kind of the text, social function, main character, moral value and kind of tense in the text. He also guided the students to understanding about social function, generic structure, temporal conjunction, and language feature in the Narrative text. After that, he gave occasion to them to asked about the material. All of students answered that they were understand.

In order to know students’ reading comprehension, the teacher gave worksheet about the material by group work with the same group before. He asked the students to identify the generic
structure of the text entitle “The Legend of Toba Lake”. The
students discussed to identify generic structure and answer
questions about the material for ten minutes. Then, each groups
choosed one student of the group member to present their work.
All of group can presented their work. The teacher and the students
discussed about the correct answer. The teacher gave feedback to
the students. The writer helped the teacher to writing the score all
of group in the white board. Five groups got score 100 and two
groups got score 90. It meant that they able to responsible in their
group and did their work cooperatively, so they got good score.
After that the teacher helped the students to summerize the main
point of the lesson. The teacher hoped the students would
remember about the material and understanding the material. Thus,
the teacher closed the lesson and gave greeting to the students.

3. Post-Test

The third part of this cycle was giving post-test. After the
teacher gave treatment, the writer gave post test for 30 minutes to
finished it. After they finished, the teacher collected the students’
worksheet. The writer informed that she would give rewards to the
students who have highest score.

c. Observation

In the cycle 2, the writer and her observer observed the
teacher’s and students’ activity in the teaching learning process. The
teacher checked the students understanding about the text by reviewing the material in previous cycle. Based on the observation from the observer during the lesson, the students more paid attention when the teacher explained the material than before. They discussed and completed their assignments cooperatively in the group. Each group can presented their work better than the first cycle. In cycle 2, they done both of pre test and of post-test by themself without asked their friends. The writer used teacher’s and students’ observational checklist. The result of teacher’s observational checklist can be seen on the table bellow:

Table 4.8
Teacher’s Observational Checklist of Cycle 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Teacher’s activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Checking students’ readiness for lesson.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Opening the lesson by greeting the students.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Choosing one of the students to lead the praying.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Checking students’ attendance.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Giving a picture in power point presentation in order to apperception refering the material.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Asking the students to identify about the name, thing, the story and kind of text related the picture.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Helping the students to remember their experience related the material in order to make easy the material will be learnt.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Giving questions related with the material.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Explaining card sort and discussion as learning method and the steps of card sort.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Dividing the students into 7 groups and giving card sort (a set of categories and index cards).</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Evaluating students’ work and giving feedback for their work.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Giving a Narrative text and asking the students to read the text.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Guiding students to ask difficult vocabularies in the Narrative text and writing the vocabulary in their book.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Giving questions related Narrative text.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Giving occasion the students to ask about the material and giving respond and feedback.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Guiding the students to understanding the material.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Asking the students to discuss and identify generic structure based on the text and presenting their work.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
18. Giving worksheet to each group to know their reading comprehension. √
19. Evaluating students’ assignment and giving feedback. √
20. Guiding the students to summarize main point of the lesson. √
21. Informing next material for next meeting √
22. Closure √

In the learning process, the teacher can manage the classroom effectively because he divided time of card sort and explanation the material be better than cycle 1. In this cycle, the teacher checked students’ readiness for lesson before started the lesson. The teacher opened the lesson with greeting and choosed the class leader to lead the praying. After that, he checked students’ attendance one by one. All of the students present in their work. The teaching method that was used by the teacher was scientific approach. In scientific approach, there were observing, questioning, collecting information, associating and communicating.

First was observing. The teacher showed a picture about Sangkuriang. He asked the students to identified the picture, mention the name, thing, explained the story and kind of the text based on the picture. It used to apperception refering the material. After several
students can answered correct answer, he gave feedback and explanation that Narrative was the topic will be learnt. The teacher asked the students to mention another example of the legend included in Narrative text.

In the teaching learning process, the teacher explained that they would use card sort and discussion as strategy in learning process. Then, he explained again about card sort, discussion, and steps of card sort. After that, the teacher divided group into seven groups. He asked the students to say one until seven to determine their group random and asked them to join with each group. He gave a set categories and index cards for each group. There were 14 categories and 4 index cards (generic structure, temporal conjunction, past tense and character). He asked the students to sorting card of categories into index cards correctly for 7 minutes and asked each group to choose one of group member to present their work in front of class. After all of group presented their work, he gave feedback and evaluation about the correct answer. He also gave explanation about the relation of the categories and index cards to Narrative text, such as definition, social function, generic structure, temporal conjunction, and language feature. In the cycle 1 before, the students still confused categories incuded past tense and kind of character in the Narrative text. In cycle 2, the teacher gave examples of past tense and characters to make the students understand about the material.
Second was questioning. The teacher gave a text entitle “The Legend of Toba Lake” and asked them to read the text. After the students read, he guided them to ask difficult vocabularies to know the meaning of the text. Then, they had to write in their book. The teacher also can make the students active during the lesson to ask difficulties vocabulary in the text. After that, the teacher gave meaning of students’ question, such as attracted, begged, caught, etc. After the students read and comprehend the meaning of text, the teacher gave questions about the main character, character, the story and the moral value of the text. Then, the teacher gave occasion the students to ask about the material.

Third was collecting information. The teacher and the students discussed what they have found and learnt in the Narrative text. Then, he guided the students to comprehend the material about definition, social function, generic structure, and language feature of Narrative text.

Fourth was associating. Teacher asked each group to discuss and identify generic structure in the text entitle “The Legend of Toba Lake”. He also gave worksheet to each group to know their reading comprehension for ten minutes.

The last was communicating. Teacher asked all of the groups to present their work in the identifying generic structure in Narrative text. He evaluated, gave feedback and gave score to their
work. After that, the teacher guided the students to summarize the main point of the lesson. Finally, the teacher closed the lesson and greeted the students.

The writer also observed the students’ activities during the treatment session. The explanation of the result of the teacher’s observational checklis was as follows:

**Table 4.9**

*Students’ Observational Checklist of Cycle 2*

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>One of students lead the praying.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Identifying the picture by mention the name characters based on the picture and tell the legend of the picture.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Students join with each group.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Discussing, sorting card and presenting their work.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Reading the text and asking difficult vocabularies in the Narrative text.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Asking questions about definition, social function, generic structure and language feature of Narrative text.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>7.</td>
<td>Paying attention about teacher’s explanation.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Identifying the generic structure in the</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
The observation was carried out during the implementation of the action. In this cycle, before started the lesson, the class leader lead the praying. After that, the students said present when the teacher checked students’ attendance. In scientific approach, there were observing, questioning, collecting information, associating and communicating. First was observing. The students observed and identified a picture by the teacher. They were mentions, based on the picture. There were a boat, Dayang Sumbi, and Sangkuriang. Two students tried answer that the picture related with Tangkuban Perahu and the story of Sangkuriang. They also explained the genre based on the picture was Narrative text. Then, some students gave another example of legenda, such as Rawa Pening, Danau Toba, and Timun Emas. The students got score when they could answer teacher’s questions correctly.

In the teaching learning process, the students paid attention in the teacher’s explanation about steps of card sort. In the group
worksection, they said one until seven to determine group 1- group 7 and they joined with each group. Each group got a set categories and index cards. There were 14 categories and 4 index cards (generic structure, temporal conjunction, past tense, and character). They discussed to sorting card of categories into index cards correctly for 7 minutes. After that, each group chose one of group member to present their work in front of class. In the presentation section, the students were confident to present the result of their discussion in front of the class because they can discuss cooperatively. In the evaluation, some group corrected their answer when the teacher evaluated and gave feedback to them. The teacher gave explanation about the relation of the categories and index cards to Narrative text, such as definition, social function, generic structure, temporal conjunction, and language feature.

Second was questioning. The students read a text entitle “The Legend of Toba Lake”. In this cycle 2, students actived to ask difficulties vocabulary to understand the material. There were six students who asked difficult vocabularies to know the meaning of the text, such as attracted, begged, caught, etc. After that, all of students paid attention teacher’s instruction to wrote the vocabularies in their book. It meant the students had participated in the class well. It used to comprehend the meaning in the text easily. The students tried to read and comprehend the meaning of text. After that, they answered
questions about the main character, character, the story and the moral value of the text. They also tried to comprehend the text. In the cycle 2, all of students more paid attention when the teacher gave explanation about the material.

Third was collecting information. The students discussed what they have found and learnt in the Narrative text. Then, they tried to comprehend the material about definition, social function, generic structure, and language feature of Narrative text.

Fourth was associating. Each group discussed and identified the generic structure in the text entitled “The Legend of Toba Lake”. Then, they also discuss and did worksheet about the material for ten minutes.

The last was communicating. All groups presented their work in the identifying generic structure. Next, the students with the teacher discussed about correct answer and they got score. In the cycle 2, they did all of their assignment cooperatively. In the section of presentation, all of group can presented their task and the students paid attention about explanation of their friends. After that, the students tried to summarize the main point of the lesson.

Moreover, the writer would like to analyze the students’ improvement in reading comprehension by calculating the result of pre-test and post-test. The result can be seen in the table as follows:
1. The Score of Pre-Test

Table 4.10
The Students’ Score in Pre-Test cycle 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Sex</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ajeng Kurnia Wardani</td>
<td>F</td>
<td>68</td>
</tr>
<tr>
<td>2.</td>
<td>Aji Nursaid</td>
<td>M</td>
<td>64</td>
</tr>
<tr>
<td>3.</td>
<td>Aldy Nurul Iman</td>
<td>M</td>
<td>60</td>
</tr>
<tr>
<td>4.</td>
<td>Anwar Maulana Ibrahim</td>
<td>M</td>
<td>68</td>
</tr>
<tr>
<td>5.</td>
<td>Artamavi Kurniawan</td>
<td>M</td>
<td>76</td>
</tr>
<tr>
<td>6.</td>
<td>Asqina E. A.</td>
<td>F</td>
<td>84</td>
</tr>
<tr>
<td>7.</td>
<td>Deni Andika</td>
<td>M</td>
<td>68</td>
</tr>
<tr>
<td>8.</td>
<td>Dimas Rafli R.</td>
<td>M</td>
<td>68</td>
</tr>
<tr>
<td>9.</td>
<td>Fadhillah N. A</td>
<td>M</td>
<td>72</td>
</tr>
<tr>
<td>10.</td>
<td>Fahrandhy Ardhana Yoga P.</td>
<td>M</td>
<td>76</td>
</tr>
<tr>
<td>11.</td>
<td>Hanik Musthofiah</td>
<td>F</td>
<td>76</td>
</tr>
<tr>
<td>12.</td>
<td>Hidayatul Aulia Shofa</td>
<td>F</td>
<td>72</td>
</tr>
<tr>
<td>13.</td>
<td>Humam Sea Romonov</td>
<td>M</td>
<td>88</td>
</tr>
<tr>
<td>14.</td>
<td>Ivan Farosi</td>
<td>M</td>
<td>68</td>
</tr>
<tr>
<td>15.</td>
<td>Johan Ferdiyanto</td>
<td>M</td>
<td>72</td>
</tr>
<tr>
<td>16.</td>
<td>Kumilatul Aini Nasikhah</td>
<td>F</td>
<td>72</td>
</tr>
<tr>
<td>17.</td>
<td>Lilis Nopita Sari</td>
<td>F</td>
<td>72</td>
</tr>
<tr>
<td>18.</td>
<td>Lisa Sapa’ah</td>
<td>F</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Gender</td>
<td>Age</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------</td>
<td>--------</td>
<td>-----</td>
</tr>
<tr>
<td>19.</td>
<td>Listiyana</td>
<td>F</td>
<td>72</td>
</tr>
<tr>
<td>20.</td>
<td>Mega Lorenza Damayanti</td>
<td>F</td>
<td>72</td>
</tr>
<tr>
<td>21.</td>
<td>Mukhammad Agil Nggozali F.</td>
<td>M</td>
<td>80</td>
</tr>
<tr>
<td>22.</td>
<td>Muhammad Luqmanul Hakim</td>
<td>M</td>
<td>72</td>
</tr>
<tr>
<td>23.</td>
<td>Nur Amalia Zulfa</td>
<td>F</td>
<td>72</td>
</tr>
<tr>
<td>24.</td>
<td>Prehati</td>
<td>F</td>
<td>68</td>
</tr>
<tr>
<td>25.</td>
<td>Putri Fidela Aristawidya</td>
<td>F</td>
<td>68</td>
</tr>
<tr>
<td>26.</td>
<td>Putri Lestari</td>
<td>F</td>
<td>72</td>
</tr>
<tr>
<td>27.</td>
<td>Ratih Widyaningrum</td>
<td>F</td>
<td>72</td>
</tr>
<tr>
<td>28.</td>
<td>Risa Apriyani</td>
<td>F</td>
<td>76</td>
</tr>
<tr>
<td>29.</td>
<td>Risda Anindya U. A.</td>
<td>F</td>
<td>76</td>
</tr>
<tr>
<td>30.</td>
<td>Riska Alfiah</td>
<td>F</td>
<td>76</td>
</tr>
<tr>
<td>31.</td>
<td>Rizki Fauziah</td>
<td>F</td>
<td>76</td>
</tr>
<tr>
<td>32.</td>
<td>Ryan Nabela M.</td>
<td>M</td>
<td>72</td>
</tr>
<tr>
<td>33.</td>
<td>Wahyu Sigit Nugroho</td>
<td>M</td>
<td>72</td>
</tr>
<tr>
<td>34.</td>
<td>Widi Setyawan</td>
<td>M</td>
<td>84</td>
</tr>
<tr>
<td>35.</td>
<td>Yoga Heryana Putra</td>
<td>M</td>
<td>72</td>
</tr>
<tr>
<td>36.</td>
<td>Zana Yulia</td>
<td>F</td>
<td>72</td>
</tr>
</tbody>
</table>
The writer calculated the score to find the presentation of the students who had reached standardized score (KKM):

**Table 4.11**

**Count of Standardized Score of Pre-Test in Cycle 2**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;67</td>
<td>34</td>
<td>94.44%</td>
</tr>
<tr>
<td>67</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>&lt;67</td>
<td>2</td>
<td>5.56%</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

The presentation showed the improvement of pre-test. The data from the pre-test cycle 1 were that there were 13.89% of students who reached standardized score (KKM). The data from pre-test in cycle 2 were 94.44% of the students who reached standardized score. It meant that the target was reached. However, the writer hoped all of students reached the passing grade.

2. **The Score of Post-Test**

**Table 4.12**

**The Students’ Score in Post-Test Cycle 2**

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Sex</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ajeng Kurnia Wardani</td>
<td>F</td>
<td>72</td>
</tr>
<tr>
<td>2.</td>
<td>Aji Nursaid</td>
<td>M</td>
<td>72</td>
</tr>
<tr>
<td>3.</td>
<td>Aldy Nurul Iman</td>
<td>M</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Gender</td>
<td>Age</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------</td>
<td>--------</td>
<td>-----</td>
</tr>
<tr>
<td>4.</td>
<td>Anwar Maulana Ibrahim</td>
<td>M</td>
<td>72</td>
</tr>
<tr>
<td>5.</td>
<td>Artamavi Kurniawan</td>
<td>M</td>
<td>76</td>
</tr>
<tr>
<td>6.</td>
<td>Asqina E. A.</td>
<td>F</td>
<td>96</td>
</tr>
<tr>
<td>7.</td>
<td>Deni Andika</td>
<td>M</td>
<td>80</td>
</tr>
<tr>
<td>8.</td>
<td>Dimas Rafli R.</td>
<td>M</td>
<td>72</td>
</tr>
<tr>
<td>9.</td>
<td>Fadhillah N. A</td>
<td>M</td>
<td>76</td>
</tr>
<tr>
<td>10.</td>
<td>Fahrandhy Ardhana Yoga P.</td>
<td>M</td>
<td>76</td>
</tr>
<tr>
<td>11.</td>
<td>Hanik Musthofiah</td>
<td>F</td>
<td>80</td>
</tr>
<tr>
<td>12.</td>
<td>Hidayatul Aulia Shofa</td>
<td>F</td>
<td>76</td>
</tr>
<tr>
<td>13.</td>
<td>Humam Sea Romonov</td>
<td>M</td>
<td>96</td>
</tr>
<tr>
<td>14.</td>
<td>Ivan Farosi</td>
<td>M</td>
<td>72</td>
</tr>
<tr>
<td>15.</td>
<td>Johan Ferdiyanto</td>
<td>M</td>
<td>80</td>
</tr>
<tr>
<td>16.</td>
<td>Kumilatul Aini Nasikhah</td>
<td>F</td>
<td>76</td>
</tr>
<tr>
<td>17.</td>
<td>Lilis Nopita Sari</td>
<td>F</td>
<td>92</td>
</tr>
<tr>
<td>18.</td>
<td>Lisa Sapa’ah</td>
<td>F</td>
<td>76</td>
</tr>
<tr>
<td>19.</td>
<td>Listiyana</td>
<td>F</td>
<td>84</td>
</tr>
<tr>
<td>20.</td>
<td>Mega Lorenza Damayanti</td>
<td>F</td>
<td>76</td>
</tr>
<tr>
<td>21.</td>
<td>Mukhammad Agil Nggozali F.</td>
<td>M</td>
<td>84</td>
</tr>
<tr>
<td>22.</td>
<td>Muhammad Luqmanul Hakim</td>
<td>M</td>
<td>76</td>
</tr>
<tr>
<td>23.</td>
<td>Nur Amalia Zulfa</td>
<td>F</td>
<td>84</td>
</tr>
<tr>
<td>24.</td>
<td>Prehati</td>
<td>F</td>
<td>76</td>
</tr>
<tr>
<td>25.</td>
<td>Putri Fidela Aristawidya</td>
<td>F</td>
<td>72</td>
</tr>
</tbody>
</table>
The writer calculated the score to find the presentation of the students who had reached standardized score (KKM):

**Table 4.13**

**Count of Standardized Score of Post-Test in Cycle 2**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;67</td>
<td>36</td>
<td>100%</td>
</tr>
<tr>
<td>67</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>&lt;67</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100,00%</td>
</tr>
</tbody>
</table>
The presentation showed improvement of the post-test. The data from the pres-test cycle 2 were 94.44% of the students who reached standardized score (KKM). The data from post-test in cycle 2 were 100% of the students who reached standardized score. All of students reached standardized score (KKM). It means that the goal was achieved. Therefore, the next cycle was not needed to be conducted.

3. Calculation of Mean

Table 4.14

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Pre-Test (X₁)</th>
<th>Post-Test (Y₁)</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ajeng Kurnia Wardani</td>
<td>68</td>
<td>72</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>2.</td>
<td>Aji Nursaid</td>
<td>64</td>
<td>72</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>3.</td>
<td>Aldy Nurul Iman</td>
<td>60</td>
<td>76</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>4.</td>
<td>Anwar Maulana Ibrahim</td>
<td>68</td>
<td>72</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>5.</td>
<td>Artamavi Kurniawan</td>
<td>76</td>
<td>76</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6.</td>
<td>Asqina E. A.</td>
<td>84</td>
<td>96</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>7.</td>
<td>Deni Andika</td>
<td>68</td>
<td>80</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>8.</td>
<td>Dimas Rafli R.</td>
<td>68</td>
<td>72</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>9.</td>
<td>Fadhillah N. A</td>
<td>72</td>
<td>76</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>10.</td>
<td>Fahrandhy Ardhana Y.P.</td>
<td>76</td>
<td>76</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Category</td>
<td>Math</td>
<td>English</td>
<td>Total</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------</td>
<td>----------</td>
<td>------</td>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>11</td>
<td>Hanik Musthofiah</td>
<td>76</td>
<td>80</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>12</td>
<td>Hidayatul Aulia Shofa</td>
<td>72</td>
<td>76</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>13</td>
<td>Humam Sea Romonov</td>
<td>88</td>
<td>96</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>14</td>
<td>Ivan Farosi</td>
<td>68</td>
<td>72</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>15</td>
<td>Johan Ferdiyanto</td>
<td>72</td>
<td>80</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>16</td>
<td>Kumilatul Aini Nasikhah</td>
<td>72</td>
<td>76</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>17</td>
<td>Lilis Nopita Sari</td>
<td>72</td>
<td>92</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>18</td>
<td>Lisa Sapa’ah</td>
<td>68</td>
<td>76</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>19</td>
<td>Listiyana</td>
<td>72</td>
<td>84</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>20</td>
<td>Mega Lorenza D.</td>
<td>76</td>
<td>72</td>
<td>-4</td>
<td>16</td>
</tr>
<tr>
<td>21</td>
<td>Mukhammad Agil N.F.</td>
<td>80</td>
<td>84</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>22</td>
<td>Muhammad Luqmanul</td>
<td>72</td>
<td>76</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>23</td>
<td>Nur Amalia Zulfa</td>
<td>72</td>
<td>84</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>24</td>
<td>Prehati</td>
<td>68</td>
<td>76</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>25</td>
<td>Putri Fidela Aristawidya</td>
<td>68</td>
<td>72</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>26</td>
<td>Putri Lestari</td>
<td>72</td>
<td>80</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>27</td>
<td>Ratih Widyaningrum</td>
<td>72</td>
<td>80</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>28</td>
<td>Risa Apriyani</td>
<td>76</td>
<td>84</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>29</td>
<td>Risda Anindya U. A.</td>
<td>76</td>
<td>84</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>30</td>
<td>Riska Alfiah</td>
<td>76</td>
<td>72</td>
<td>-4</td>
<td>16</td>
</tr>
<tr>
<td>31</td>
<td>Rizki Fauziah</td>
<td>72</td>
<td>76</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>32</td>
<td>Ryan Nabela M.</td>
<td>72</td>
<td>76</td>
<td>4</td>
<td>16</td>
</tr>
</tbody>
</table>
4. Mean of the Pre-Test

\[ M = \frac{\Sigma X_1}{N} \]

\[ = \frac{2616}{36} \]

\[ = 72.67 \]

5. Mean of the Post-Test

\[ M = \frac{\Sigma Y_1}{N} \]

\[ = \frac{2840}{36} \]

\[ = 78.89 \]

In the cycle 2, there was improvement of students’ reading comprehension before and after the application of card sort and discussion. From the result of tests above, the mean of post-test (78.89) is higher than the mean of pre-test (72.67).

6. Calculation of the Mean of Difference

\[ MD = \frac{\Sigma D}{N} \]

\[ = \frac{224}{36} \]
7. Calculation of the Standard Deviation

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ = \sqrt{\frac{2256}{36} - \left(\frac{224}{36}\right)^2} \]

\[ = \sqrt{62.67 - (6.22)^2} \]

\[ = \sqrt{62.67 - 38.6884} \]

\[ = \sqrt{23.981} \]

\[ = 4.897 \]

8. The Standard Error for The Mean Difference

\[ SE_{MD} = \frac{SD_D}{\sqrt{N-1}} \]

\[ = \frac{4.897}{\sqrt{36-1}} \]

\[ = \frac{4.897}{\sqrt{35}} \]

\[ = \frac{4.897}{5.916} \]

\[ = 0.827 \]

9. Calculation of T-test

\[ T_0 = \frac{M_D}{SE_{MD}} \]

\[ = \frac{6.22}{0.827} \]

\[ = 7.521 \]
From the data above, the T-test calculation showed that there was significant influence of card sort and discussion in improving the students’ reading comprehension. It can be seen in the T-test calculation of this cycle. The T-test calculation was 7,521, while T-table with N-1 was 2,03. The significant level was 5%. The data showed that the value of the T-test was higher than the T-table. Therefore, the writer conclude that there was significant result of the cycle 2. Finally, the researcher had successfully conducted this research. It means that using card sort and discussion can improve the students’ reading comprehension in Narrative text at the first grade students of SMA Negeri 1 Bringin in the academic year of 2017/2018.

d. Reflection

Based on the findings of cycle 2, the writer could conclude that the improvement of the students’ reading comprehension increases significantly than the result of cycle I. The students’ reading comprehension increased by card sort and discussion. All of the students seriously paid attention to the teacher’s explanation and actived in the learning process; such as asking question, responding question, and doing their work cooperatively in their group. The students were easy to understand the material, so the most of them did the test well. It can be seen that there were 100% of the students who reached standardized score(KKM). The result of cycle 2 showed that
mean pre-test was 72,67 and the mean of post-test was 78,89. Therefore, the writer had finished the observation in the cycle 2.

B. Discussion

Based on the result of analysis in cycle 1 and cycle 2, there was a significant improvement on the students’ reading comprehension. The writer would like to show the improvement in the table below:

**Table 4.15**

<table>
<thead>
<tr>
<th>No.</th>
<th>Analysis</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean of pre-test</td>
<td>50,22</td>
<td>72,67</td>
</tr>
<tr>
<td></td>
<td>Mean of post-test</td>
<td>69,78</td>
<td>78,89</td>
</tr>
<tr>
<td>2.</td>
<td>T-table N-1</td>
<td>2,03</td>
<td>2,03</td>
</tr>
<tr>
<td>3.</td>
<td>T-test calculation</td>
<td>11,228</td>
<td>7,521</td>
</tr>
<tr>
<td>4.</td>
<td>T-test &gt; T-table</td>
<td>11,228&gt;2,03</td>
<td>7,521&gt;2,03</td>
</tr>
</tbody>
</table>

Based on the table above, it could be seen that the T-test from cycle 1 and cycle 2 was higher than T-table. In the cycle 1, the mean of post-test =69,78 was higher than the mean of pre-test =50,22. The T-test calculation showed that T-table was 2,03 while T-test was 11,228. In the cycle 2, the mean of post-test =78,89 was higher than the mean of pre-test =72,67. The T-test calculation showed that T-table was 2,03 while T-test is 7,521. The data showed both of post-tests were higher than pre-tests, while the result of the T-test in cycle 1 and cycle 2 was higher than T-table.
Based on the result of the test, there was significance influence between the result of the pre test before and after teaching by using card sort and discussion. It meant that the improvement of the students’ reading comprehension increases significantly. Finally, the writer concluded that the use of card sort and discussion in the teaching reading comprehension can help the students to improve their comprehension.
CHAPTER V
CLOSURE

A. Conclusion

After conducting the research of teaching reading (Narrative text) to improve the students’ reading comprehension through card sort and discussion, the writer conclude based on the findings discussed in the previous chapter that:

1. The implementation of card sort and discussion can be done effectively. After using card sort and discussion, the students more active and enthusiast in the learning process. Almost of the students are able to improve their reading comprehension. They can comprehend the text after read the text. They also can discuss and do their work cooperatively in their group. Finally, the writer concludes that using card sort and discussion in the teaching reading comprehension can help the students to improve their comprehension.

2. Based on the findings of the research, the implementation of using card sort and discussion can improve the students’ reading comprehension. It is shown by the mean score of pre-test and post-test in the two cycles. The mean score of post-test are higher than pre-test. In cycle 1 shows that the mean score of pre-test is 50,22 and the mean score of post-test is 69,78. Meanwhile, in cycle 2 shows that the mean score of pre-test is 72,67 and the score of post-test is 78,89. It means that there is significant improvement in each cycle. This indicates that card
sort and discussion can improve the students’ reading comprehension of the first grade students’ of SMA N 1 Bringin in the academic year of 2017/2018.

3. The use of card sort and discussion in teaching reading can improve students’ reading comprehension of the first grade of SMA N 1 Bringin in the academic year of 2017/2018. There is significant influences of using card sort and discussion to improve students’ reading comprehension. It is shown by the result of the calculation of T-test in the two cycles. In this research, the writer uses the significant level as many as 5%. In cycle 1, T-test is 11.228 and T-table with N-1 is 2.03. Meanwhile, in cycle 2, T-test is 7.521 and T-table with N-1 is 2.03. The data shows that the value of T-test is higher than T-table. It means that there is improvement of reading comprehension of the first grade students of SMA N 1 Bringin in the academic year of 2017/2018.

**B. Suggestion**

After the writer knows the real condition and situation, she would like to suggest some possible solutions in teaching reading process, as follows:

a. For the teacher

1) The English teacher should use an interesting strategy in reading class. They should choose a good strategy in teaching learning process. In the teaching reading, the English teacher can use card
sort and discussion. It can make the students active and enjoy in
the teaching learning process.

2) The teacher should motivate the students to read more in order the
students can comprehend the text.

b. For the students

1) The research can motivate the students learning English
achievement especially in reading comprehension. The students
can improve their reading ability by using card sort and
discussion. So, the students interest to study harder in the learning
English.

2) The students must pay attention about teacher’s explanation,
make a note for new vocabularies, memorize the new
vocabularies, and active in asking question when they do not
understand what the teacher’s explanation.

3) The students should read the material carefully, discuss with their
friends in the group work and have self confidence to express
their idea to present their work.

c. For the other researchers

The writer suggests the other researcher to use card sort and
discussion in conducting classroom action research. It can help the
researchers to identify how to teach reading, so the other researchers
could use card sort and discussion to improve their reading
comprehension.
BIBLIOGRAPHY


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CURRICULUM VITAE

Name : Dwi Ratnasari

Place and Date of birth: Kab. Semarang, May 9th 1995


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Email : ratnadwi228gmail.com

Educational Background :

1. SD Negeri 1 Nyemoh graduated in 2007

2. SMP Negeri 1 Bringin graduated in 2010

3. SMA Negeri 1 Bringin graduated in 2013
APPENDICES
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMAN 1 BRINGIN
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X/2
Materi Pokok : Narrative Text
Ketrampilan Bahasa : Reading
Alokasi Waktu : 2 x 45 menit

A. KOMPETENSI INTI (KI)

KI3 : 3. Memahami, menerapkan, menganalisis pengetahuan fakual, konseptual, prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan aasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI4 : 4. Mengolah, menalar dan menyaji dalam ranah kongkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.
B. Kompetensi Dasar

3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.

4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi fungsi sosial, stuktur teks dan unsur kebahasaan dalam teks naratifterkait legenda rakyat sesuai dengan konteks penggunaannya.

2. Membedakan fungsi sosial, stuktur teks dan unsur kebahasaan dalam teks naratifterkait legenda rakyat sesuai dengan konteks penggunaannya.

3. Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif terkait legenda rakyat.

D. TUJUAN PEMBELAJARAN:

1. Siswa mampu mengidentifikasi fungsi sosial, stuktur teks dan unsur kebahasaan dalam teks naratifterkait legenda rakyat.

2. Siswa mampu membedakan fungsi sosial, stuktur teks dan unsur kebahasaan dalam teks naratifterkait legenda rakyat.

3. Siswa mampu menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif terkait legenda rakyat.
E. MATERI PEMBELAJARAN

1. Narrative text: a text that tells imaginary story.

2. The Social Function: to entertain or amuse the readers with the story.

3. The Generic Structure:
   a. Orientation: sets the scene: where and when the story happened, introduces the participants of the story: who and what is involved in the story.
   b. Complication: tells the beginning of the problem by the main characters.
   c. Resolution: the problem (the crisis) is resolved, either in a happy ending or in a sad ending.
   d. Re-orientation: this is a closing remark to the story and it is optional. It consists of moral value lesson, advice or teaching from the writer.

4. Language Feature:
   a. Using temporal conjunction: one day, long time ago, then, when, etc.
   b. Using past tense: saw, helped, became, brought, studied, heard, lived, etc.

5. Narrative Text

   The Legend of Malin Kundang

   A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, dilligent, and strong boy. He
usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant’s ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; “Malin Kundang has become rich and now he is here”.

An old woman, who was Malin Kundang’s mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang
that he would turn into a stone if he didn’t apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

F. Pendekatan dan Model/Metode Pembelajaran

1. Pendekatan pembelajaran: Scientific Approach

2. Metode/model: Card Sort and Discussion

Card sort is a collaborative activity that can be used to teach concepts, classification characteristics, facts about objects, or review information. The physical movement featured can help to energize a tired class.

3. Sintaksis:

| 1. Pemberian stimulus terhadap siswa | Mengamati |
| 2. Identifikasi masalah | Menanya |
| 3. Pengumpulan Data | Mengumpulkan Informasi |
| 4. Pembuktian | Menalar/Mengasosiasikan |
| 5. Menarik kesimpulan/ generalisasi | Mengkomunikasikan |

G. Media, Alat, Bahan dan Sumber Belajar

1. Media: Power point presentation, card sort, white board, dan board marker.


3. Bahan: Absensi, silabus, dan RPP.
4. Sumber belajar:

a. Buku Guru Bahasa Inggris SMA/MA/SMK/MAK Kelas X  
b. Buku Guru Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 2  

H. Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan Pendahuluan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Guru mempersiapkan kelas agar lebih kondusif untuk memulai proses KBM.</td>
<td>15 menit</td>
</tr>
<tr>
<td></td>
<td>• Guru membuka pelajaran dengan mengucap salam dan menyapa dengan menggunakan bahasa Inggris.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru meminta salah satu siswa untuk memimpin do’a.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru memeriksa kehadiran siswa sebagai sikap disiplin.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menyampaikan tujuan pembelajaran.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
<th>Deskripsi Kegiatan</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Guru menampilkan sebuah foto tentang legenda rakyat.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Siswa mengidentifikasi foto tersebut dengan cara mendeskripsikan tokoh asal usul cerita legenda</td>
<td></td>
</tr>
</tbody>
</table>
tersebut.

- Guru membantu siswa mengingat pengalaman siswa yang berhubungan dengan materi yang akan diajarkan untuk mempermudah siswa memahami materi yang akan dipelajari.

**Menanya**

- Guru menjelaskan tentang card sort and discussion sebagai metode pembelajaran.
- Guru menjelaskan langkah-langkah card sort.
- Guru membagi siswa menjadi 7 kelompok dan memberikan “card sort” terdiri dari satu set kategori dan tiga kartu induk yang berkaitan dengan materi pembelajaran.
- Siswa mempresentasikan hasil diskusi.
- Guru memberi feedback.
- Guru memberi materi teks naratif tentang legenda rakyat.
- Siswa membaca teks naratif.
- Dengan bimbingan guru, siswa menanyakan kosa kata yang sulit di dalam teks naratif.
- Guru meminta siswa menulis kosa kata di buku masing-masing.
<table>
<thead>
<tr>
<th>Guru memberikan pertanyaan yang merujuk pada materi pembelajaran.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dengan bimbingan guru, siswa menanyakan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif.</td>
</tr>
<tr>
<td>Siswa menanyakan hal-hal yang belum diketahui tentang teks naratif.</td>
</tr>
<tr>
<td>Guru memberi respond and feedback.</td>
</tr>
</tbody>
</table>

**Megumpulkan Informasi**

<table>
<thead>
<tr>
<th>Guru bersama dengan siswa mendiskusikan apa saja yang telah mereka temukan dalam teks naratif.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guru membimbing siswa untuk memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif.</td>
</tr>
</tbody>
</table>

**Mengasosiasi**

<table>
<thead>
<tr>
<th>Siswa diminta berdiskusi untuk mengidentifikasi generic structure dari teks naratif secara berkelompok.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siswa mengerjakan soal terkait teks naratif secara berkelompok.</td>
</tr>
</tbody>
</table>

**Mengkomunikasikan**


• Siswa mmpresentasikan hasil diskusi.
• Siswa memperoleh feedback dari guru dan teman.
• Guru membantu siswa untuk menyimpulkan poin utama dari pembelajaran.

### Kegiatan Penutup

- Dengan bimbingan guru, siswa menyimpulkan poin utama pembelajaran.
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.
- Guru menyampaikan motivasi belajar kepada siswa.
- Salam penutup.

---

### I. Penilaian

1. Teknik Penilaian : Tertulis
2. Bentuk Instrumen : Penugasan
3. Instrumen Penilaian :
   a. Pre- Test : Read the text carefully and answer the questions correctly!
   b. Post- Test : Read the text carefully and answer these questions based on the text!

<table>
<thead>
<tr>
<th>No</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik</th>
<th>Bentuk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mengidentifikasi fungsi sosial, stuktur</td>
<td>Tes Tertulis</td>
<td>Multiple-</td>
</tr>
</tbody>
</table>
teks dan unsur kebahasaan dalam teks naratif terkait legenda rakyat sesuai dengan konteks penggunaannya.

2. Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dalam teks naratif terkait legenda rakyat sesuai dengan konteks penggunaannya.

3. Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif terkait legenda rakyat.

J. Pedoman Penilaian

Dalam tes tulis berbentuk teks naratif ada 25 multiple-choice. Penilaiannya sebagai berikut:
<table>
<thead>
<tr>
<th>Jawaban Benar</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jawaban Salah</td>
<td>0</td>
</tr>
</tbody>
</table>

Skor maksimal = 25
Nilai siswa = Jawaban benar * 4

Mengetahui
Guru Mata Pelajaran

Semarang, 27 Juli 2017
Reseacher

Anjas Karuniawan, S.Pd.
NIP: 198101172009021005

Dwi Ratnasari
NIM : 113-13-066
Once upon a time, there was an old woman who lived in a very old hut near a forest with her only daughter. The daughter’s name is Misna. She is beautiful but she had envious heart.

One day she saw girl of her age passing by her hut. The girl was joining her father hunting. She dressed in beautiful cloth. His father’s assistants respected her. Misna could not sleep when she was remembering this. She was very angry with her condition. She hated her hopeless mother.

In the morning she shouted at her mother. She wanted her mother to buy the most beautiful gown in the markets for her. Of course her mother could not afford it. Then she cried and cried. She did not want to eat anything. Her mother was very sad. She decided to sell a piece of land, the only valuable thing that she had. She bought her beloved daughter a very beautiful dress.

Misna admired herself. She wanted to show everybody that she was a very beautiful girl. She asked her mother to bring her to another village. Along the way, she smiled to everyone. People in the village thought that she was a princess. They gave her a high respect and invited her to have meal in their house. Misna
enjoyed this and told everybody that she was princess and mother was maid. Her mother was very sad but she kept her felling deep in the heart.

On the way home Misna met a handsome prince. He was interested in her and wanted to marry her. Misna told the prince that her mother had died and father went married to another woman. She was having a long trip with her loyal maid. Listening to this, her mother was very upset. She cried loudly Misna was very angry to her and told her to be away from her. Suddenly there was a heavy rain accompanied with big thunders. Everyone run away to save themselves. Misna was very afraid. She cried. Her mother wanted to help her but she did not want to at that time a big thunder hit her to dead. (Taken with adaptation from: http://andriantanjugenglish.blogspot.co.id/2012/05/soal-soal-narrative-pilihan-ganda.html)

1. What is the type of the text?
   a. Procedure
   b. Descriptive
   c. Narrative
   d. News item
   e. Report

2. When did she ask her mother a beautiful dress?
   a. After she saw another girl with beautiful dress
   b. On the way home she met a handsome prince
   c. After her mother sold a piece of her land
When a heavy rain and big thunders came
Since the villagers invited her to have meal in their house

3. How could her mother buy her a beautiful dress?
   a. From her saving
   b. By asking her relative some money
   c. By robbed a bank
   d. From her salary
   e. By selling the only land she had

4. What made her mother cried aloud?
   a. She told everyone that she was her maid
   b. She told prince that her mother had died
   c. She told prince that she was maid
   d. She wanted her mother to buy the most beautiful gown
   e. She was joining her father hunting for a long time

5. What happened at last?
   a. Misna got married to a prince
   b. Misna was wet in rain
   c. Her mother bought her the most beautiful gown
   d. A thunder hit Misna to dead
   e. She had meal in villagers house
6. What is the orientation of this text?
   a. Once upon a time, there was an old women who lived in a very old hut near a forest with her only daughter. The daughter ame is Misna. She is beautiful but she had envious heart.
   b. Suddenly there was a heavy rain accompanied with big thunders everyone ran away to save themselves.
   c. On the way home misna met a handsome prince. he was interested in her to marry her.
   d. She decided to sell a piece of land, the only valuable thing that she had. she bought her beloved daughter a very beautiful dress.
   e. Misna admired herself. she wanted to show everybody that she was a very beautiful girl.

7. She is beautiful but she had envious heart.

   What is the synonym of the underlined word?
   a. Ambiguous
   b. Jealous
   c. Fierce
   d. Festive
   e. Humble

The Legend of Lake Toba

There was a handsome man named Batara Guru Sahala, who enjoyed fishing so much. One day, he caught a fish. He was surprised to find that the fish could talk. The fish begged him to set it free.
Batara Guru Sahala was so surprised and set the fish free. As soon as it was free, the fish changed into a very beautiful woman. Batara Guru Sahala fell in love with that fish-woman and wanted to marry her. Batara Guru Sahala also promised to keep the secret that she had been a fish and would never tell anybody about it.

They were happily married. They had two daughters. One day Batra Guru Sahala got very angry with his daughters. He could not control his temper. He shouted angrily and the word fish reached his daughters. The daughters were crying. They found their mother and told her about it.

The mother was very angry. Batara Guru Sahala broke his promise. The mother started shouting angrily, then earth began to shake and volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Oday the lake is known as Lake Toba. (Taken with adaptation from: [http://mahirmsoffice.blogspot.co.id/2016/03/contoh-soal-narrative-text-pilihan.html](http://mahirmsoffice.blogspot.co.id/2016/03/contoh-soal-narrative-text-pilihan.html)).

8. Why did the mother very angry? Because ......

a. Her daughter were crying and found her

b. The earth began to shake and volcanoes

c. Batara Guru Sahala broke his promise

d. Batara Guru Sahala was angry

e. Batara Guru Sahala was sleep
9. What is the main idea of the fourth paragraph?
   a. How Lake Toba was formed
   b. The daughters found their mother
   c. Their daughters were crying
   d. Batara Guru Sahara had two daughters
   e. Batara Guru Sahala’s wife is a widow

10. From the txt, we know that ........
    a. Sahala’s wife was a captured fish
    b. The daughters changed into fish too
    c. Sahala broke his promise to his wife
    d. The daughters and father are fish
    e. Sahala is fish

11. What is the purpose of the text?
    a. To entertain the readers.
    b. To describe about Toba Lake
    c. To report about Toba Lake
    d. To give information about how to make Toba Lake
    e. To invite the readers come to Toba Lake

12. What is the generic structure of this text?
    a. Identification – description
    b. General classification – description
    c. Orientation – events – re-orientation
    d. Orientation – complication – resolution – re-orientation
e. Aim – materials – Steps

13. The text above mostly uses ........ tense.

   a. Simple Present
   b. Simple Past
   c. Present Continuous
   d. Simple Future
   e. Simple Perfect

   A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

   Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

   So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

   One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and
higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur. (Taken with adaptation from: http://thediwrys.blogspot.co.id/2014/12/contoh-narative-text-beserta-soal-dan.html).

14. Which the following fact is true about Kbo Iwo?
   a.  Kebo Iwo ate a little amount of meat
   b.  Kebo Iwo is a destroyer that cannot make anything
   c.  Kebo Iwo was angry because his food was stolen by Balinese people
   d.  Kebo Iwo destroyed all the house but not the temple
   e.  Kebo eat food was equal for food of thousand people

15. Why did Kbo Iwo feel angry to the Balinese people?
   a.  Because Balinese people ate his meal
   b.  Because Balinese people took his food so his barns was empty
   c.  Because Balinese people didn’t give him food
   d.  Because Balinese people were in hunger
   e.  Because Balinese people turned to rage

16. According to the story, if Kbo Iwo is never existed in Bali island, what do you think will happen?
   a.  There will be no Bali island
   b.  Bali People will never be angry
   c.  All Bali people will live in a prosperous way
   d.  We are not able see the beauty of Lake Batur
17. So, they came together to plan steps to oppose this powerful giant……(Paragraph 3) The antonym of the word “oppose” is….
   a. Support
   b. Defeat
   c. Turn Against
   d. Beat
   e. Change

18. What is mount batur?
   a. A lake build by Kbo Iwa
   b. A well dug by Kbo iwa
   c. The mountain build by Kbo Iwa
   d. A mound of earth dug from the well by Kbo iwa
   e. A home build by Balinese people to Kbo Iwa

SANGKURIANG

A long time ago, the ancient land of Sunda was ruled by a king and queen who had but a single daughter. Her name was Dayang Sumbi. She was beautiful and clever but also pampered and spoilted.

One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor. Once when it fell she exclaimed she would marry the one who gave it back to her. At that
very moment her dog Tumang, a demigod possessing magic powers, came up to her with the shuttle in his mouth. Dayang Sumbi had to marry him.

They lived happily together, and Dayang Sumbi gave birth to a baby boy, human in appearance but endowed with his father’s magic powers. She named him Sangkuriang. As the boy grew up, he was always guarded by the faithful dog Tumang, whom he knew only as a companion and not as his father, Sangkuriang became handsome and brave.

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

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

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

The cock crowed, the sun rose much earlier than usual, and Sangkuriang realized he had been deceived. In a fit of fury he caused Dayang Sumbi and kicked the half-finished boat back into the forest. There it lies upside down today, forming the mountain Tangkuban Perahu (Upturned Boat). Not far away is the stump of the tree Sangkuriang had felled, now called Bukit Tinggi. The dam Sangkuriang had built caused the valley to become a lake, where both Sangkuriang and Dayang Sumbi drowned themselves. They were never heard of again. (Taken from http://andriantanjungenglish.blogspot.co.id/2012/05/soal-soal-narrative-pilihan-ganda.html).

19. Who was Dayang Sumbi’s husband?

   a. The King
   b. Sangkuriang
   c. Tumang
d. Her fiancee

e. Her father

20. Why did she marry her dog, Tumang? because...

   a. She exclaimed to marry one who gave it back her shuttle

   b. It was a companion Sangkuriang

   c. She fell in love with it

   d. It was a demigod possessing magic powers

   e. She detected the scar on the temple

21. Why did Sangkuriang kill his dog? Because....

   a. It had married his mother

   b. He wanted to take Tumang’s powers

   c. Sangkuriang loved Dayang Sumbi

   d. He took an arrow and shot the dog

   e. He worried about facing his mother empty-handed

22. What did Dayang Sumbi do after she knew about Tumang?

   a. She married Sangkuriang

   b. She struck her son so hard

   c. She exclaimed she would marry him

   d. She asked Sangkuriang to make a lake

   e. She kicked the half-finished boat back into the forest

23. Why did Dayang Sumbi avoid marry with Sangkuriang? because ..... 

   a. Sangkuriang had shot her dog

   b. She didn’t love him

   c. Dayang Sumbi elected the scar on her fiancee’s head
d. Sangkuriang was not a king

e. Sangkuriang didn’t have magic powers

24. What did Sangkuriang have to do to marry Dayang Sumbi?

a. He had to make a lake and built a boat before dawn

b. He had to make a lake and built a temple after dawn

c. He had to make a palace and built a boat before dawn

d. He had to be a king and built a boat before dawn

e. He had to make a lake and built a boat before evening

25. What did Sangkuriang do after he realize that he had been deceived?

a. He took an arrow and shot Dayang Sumbi

b. He struck Dayang Sumbi

c. He chopped down a huge tree in the forest

d. He cursed Dayang Sumbi and kicked the half-finished boat back into the forest

e. He returned home and handed over the meat to his pleased mother
In the Kingdom of Medang Kamulan, in Java, came a young man, by the name of Aji Saka, to fight Dewata Cengkar, the cruel King of The Country who had a habit to eat human flesh of his own people. Aji Saka himself he came from Bumi Majeti.

One day he told his two servants, by the name of Dara and Sembodo, that he was going to Java. He told them that while he was away, both of them have to guard his Heirloom / Pusoko. No one except Aji Saka himself not allowed to take the Pusoko. In the big battle, Aji Saka could successfully push Dewata Cengkar to fall to the South Sea. Dewata Cengkar did not die, he became a Bajul Putih (White Crocodile). Aji Saka became a ruler of Medangkamulan.

Meanwhile a woman of the village of Dadapan, found an egg. She put the egg in her Lumbung (Rice Barn). After a certain period the egg vanished, instead a snake found in the rice barn. The villagers would like to kill the snake, but the snake said: “I’m the son Aji Saka, bring me to him”.

Aji Saka told the snake, that he would be recognized as his son, if he could kill the Bajul Putih in the South Sea. After a long stormy battle which both
sides demonstrating physical strength and showing skillfull ability of fighting, the snake could kill Bajul Putih.

As had been promised the snake was recognized as Aji Saka’s son and he was given a name Jaka Linglung (a stupid boy).

In the palace Jaka Linglung greedily ate domestic pets of the palace. He was punished by the King, expelling him to live in the Jungle of Pesanga. He was tightly roped until he could not move his head. He was instructed only to eat things which fall to his mouth.

One day, a group of 9 (nine) village boys were playing around in that Jungle. Suddenly it was raining heavily. They had to find a shelter, luckily there was a cave. Only 8 (eight) boys went inside the cave, the other one who was suffering from very bad skin disease, sting and dirty, he had to stay out of the cave. All of a sudden, the cave was falling apart. The 8 (eight) boys vanished, only the one who stayed outside was safe. The cave in fact was the mouth of Jaka Linglung. (Taken from: http://andriantanjungenglish.blogspot.co.id/2012/05/soal-soal-narrative-pilihan-ganda.html).

1. Who was the main character from the text?
   a. Dewata Cengkar
   b. Dara
   c. Sembodo
   d. Aji Saka
   e. Jaka Linglung
2. Who was Dewata Cengkar?
   a. A young wise man.
   b. The cruel king.
   c. White crocodile.
   d. Bajul Putih.
   e. Jaka Linglung.

3. Where did the woman put the egg?
   a. In a rice barn.
   b. In the south sea.
   c. In the palace.
   d. In the jungles of Pasanga.
   e. Inside the cave.

4. Where did Aji Saka come from?
   a. Medang Kamulan
   b. South Sea
   c. Jungle of Pesanga
   d. Bumi Majeti
   e. Dadapan Village

5. Who was Jaka Linglung?
   a. A greedy pet belong to Aji Saka.
   b. The cruel king.
   c. A stupid boy.
   d. The snake was recognized as Dewatacengkar’s son.
   e. The snake was recognized as Aji Saka’s son.
6. Why did the king punish Jaka linglung to live in the jungle of Pesanga?
   because ......
   a. Jaka Linglung greedily ate human flesh of the village.
   b. Jaka Linglung greedily ate domestic pets of the palace
   c. Jaka Linglung put the egg in the rice born
   d. Jaka Linglung could kill Bajul Putih
   e. Jaka Linglung pushed Dewata Cengkor to fall to the Sout sea

7. What is the best title of the text above?
   a. The Legend of Dewata Cengkar
   b. The Story of Aji Saka and Dewata Cengkar
   c. The Legend of Aji Saka
   d. Jaka Linglung
   e. The Story of Medang Kemulan

TELAGA WARNA

Long long ago, there was a kingdom in West Java. The kingdom was ruled by a king named Majesty Prabu. Prabu was a kind and wise king. But it was a pity that Prabu and his queen hadn't got any children. The queen often cried. That was why Prabu went to the jungle. There he prayed to God every day, begging for a child.

A few months later, the queen got pregnant. Nine months later, a princess was born. Prabu and Queen loved their beautiful daughter so much. They gave whatever she wanted. It made Princess turn into a very spoiled girl.
One day, the princess celebrated her 17th birthday party. Many people gathered in the palace. Then, Prabu took out a necklace which was made from gold and jewel. "My beloved daughter, today I give you this necklace. Please, wear this necklace," said Prabu. "I don't want to wear it! It's ugly!" shouted the princess. Then she threw the necklace. The beautiful necklace was broken. The gold and jewels were spread out on the floor. Everybody couldn't say anything. They never thought that their beloved princess would do that cruel thing. In their silence, people heard the queen crying. Every woman felt sad and began crying, too. Then, everybody was crying.

Suddenly, from the underground, a spring emerged. It made a pool of water. Soon, the place became a big lake. The lake finally sank the kingdom. Nowadays, people called the lake "Telaga Warna". It means "Lake of Color". On a bright day, the lake is full of color. These colors come from shadows of forest, plants, flowers, and sky around the lake. But some people said that the colors are from the princess's necklace, which spreads at the bottom of the lake. (Taken with adaptation from: http://mahir-msoffice.blogspot.co.id/2016/04/soal-narrative-teks-telaga-warna.html)

8. What is the type of the text above?
   a. Recount
   b. Narrative
   c. Report
   d. News item
   e. Descriptive
9. What is the purpose of the text?
   a. To entertain the readers with the story of Telaga Warna.
   b. To describe Telaga Warna.
   c. To report about Telaga Warna.
   d. To give information about Telaga Warna.
   e. To invite the readers come to Telaga Warna.

10. Which statement is TRUE according to the story?
   a. Prabu had a kingdom in Centre Java.
   b. Prabu was a father of his only daughter.
   c. Prabu was an evil king.
   d. Princess was a smart girl.
   e. Princess was a kind person.

11. What we can learn from the story?
   a. Being honest is not always wise.
   b. It is good to be honest in life.
   c. We must respect our parents.
   d. Being a miser is sometimes important.
   e. We need our parents in life.

12. What is the meaning of word “begging” in the first paragraph?
   a. Giving
   b. Asking
   c. Praying
   d. Requesting
13. What made the queen often cried?

   a. Her husband was an evil king.
   b. The princess celebrated her 17th birthday party.
   c. Prabu and queen hadn't got any children.
   d. Prabu went to the jungle.
   e. Princess becomes a friendly person.

**Roro Jonggrang**

Once upon a time there was a king named Prabu Boko who reigned in Prambanan. Prabu Boko is a giant Galaxy. He has a daughter named Roro Jonggrang. It borders with the Kingdom of Boko there is a Kingdom named Pengging also.

One day the King of Pengging also want to expand the territory of his Kingdom, so he sent his son Bandung Bondowoso, led an army of attacking the Kingdom of Prambanan. Bandung Bondowoso who defeated Boko even killed King Boko. Bandung Bondowoso who else lived in the Palace. He fell in love with Roro Jonggrang and asks the girl to become his consort. Roro Jonggrang does not like to be the wife of Bandung Bondowoso who had killed her father. He was looking for a reason to be able to resist on it with delicate Pengging also Prince.

Eventually she met Bandung Bondowoso and said, “I want to be your wife, but as a requirement you must make two wells and a thousand temples overnight.” Although the terms of the proposed Roro Jonggrang impossible met
others, Bandung Bondowoso directly said yes. He collected a delicate creatures that became his men and started to dig wells and build the temple.

Bandung Bondowoso and his men worked very quickly. In a short time they had completed a well and hundreds of temples. Roro Jonggrang watched anxiously from afar. She thought hard to find how to thwart the efforts of Bandung Bondowoso. Roro Jonggrang’s server calling any and told them to burn straw and beating a dimple. The fire of straw burned to make the atmosphere becomes light and the sound of the mortar well surprisingly rowdy delicate creatures that are at work. They thought the day was morning. They fled, leaving Bandung Bondowoso and wells and temples which are not yet finished. Bandung Bondowoso who attempted to call them back, but they still leave her.

Roro Jonggrang encountered Bandung Bondowoso and asked, “your time is up, Bandung. If my temple already done? “Bandung Bondowoso was very angry because he knows Roro Jonggrang have thwart her hard work, but he was trying to hold back, “of course the temple is finished. If you do not believe, please calculate yourself. “ Roro Jonggrang temple as unaccompanied counting one by one. It turns out that Bandung Bondowoso who has successfully completed nine hundred ninety-nine temples. “You failed, Bandung. Still less one temple again, “said Roro Jonggrang.

Bandung Bondowoso who ride the blood, “If you’re not cheating, I could definitely finish the temple for you, a thousand Jonggrang,” he said. “Well, I indulge your appetites. Be you, Roro Jonggrang Temple, keseribu! “the curse of the Bandung Bondowoso. Then the Roro Jonggrang else transformed into stone
statues are very beautiful and wonderful, the stones arranged one after the other by itself form the temple, around the image. Until now the stone statue of Roro Jonggrang gorgeous can we see in the main temple at Prambanan.

(Taken with adaptation from: http://www.kuliahbahasainggris.com/20-contoh-soal-bahasa-inggris-dari-text-roro-jonggrang-lengkap/)

14. Who was the name of king who expand the territory of his Kingdom?
   a. King of Roro Jonggrang.
   b. King of Ratu Boko.
   c. King of Salman Alfarizi.
   d. King of Pengging.
   e. King of Bondowoso

15. Why did Roro Jonggrang refuse Bandung Bondowoso?
   a. Because she doesn’t like him.
   b. Because she loves him so much.
   c. Because she wants to know Bandung Bondowoso’s love.
   d. Because she asks Bandung Bondowo’s gift.
   e. Because she wants to marry with him.

16. Who was helped Bandung Bondowoso to build two wells and thousand temples?
   a. Bandung Bondowoso’s server
   b. His friend
   c. Delicate creatures
   d. Neighbors
e. Bandung Bondowoso’s father

17. Why did Bandung Bondowoso very angry? Because ......
   a. Roro Jonggrang’s server calling any and told them to burn straw and beating a dimple.
   b. Bandung Bondowoso and his men worked very quickly.
   c. Roro Jonggrang does not like to be the wife of Bandung Bondowoso.
   d. Bandung Bondowoso knows Roro Jonggrang have thwart her hard work.
   e. Delicate creatures fled, leaving Bandung Bondowoso.

18. “They thought the day was morning.” (Paragraph 4)
   The bold type word refers to.......  
   a. Roro Jonggrang
   b. Bandung Bondowoso
   c. Delicate creatures
   d. Roro Jonggrang’s server
   e. The fire

19. What happened at last?
   a. Roro Jonggrang got married to Bandung Bondowoso.
   b. Bandung Bondowoso fell in love with Roro Jonggrang.
   c. Bandung Bondowoso finished two wells and thousand temples.
   d. Roro Jonggrang transformed into stone statues are very beautiful and wonderful.
   e. Bandung Bondowoso killed Prabu Boko.
Once upon a time, there was a king who ruled in Teberu Lombok, who had a beautiful daughter called Puteri Mandalika. Because of her beauty, princes and kings from other kingdom around Teberu wished that she would be their wife. Six of them came to Teberu and ask for her hand of marriage. They were Prince Bumbang, Prince Aryo Johor, Prince Singa Trasak, Prince Daria Loka, Prince Gunung Piring and Prince Bungsu. Each prince wanted to win the hearth of Puteri Mandalika.

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

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

Meanwhile, the six princes prayed in their heart that he would be the chosen one. Then in a loud and clear voice, Puteri Mandalika Said, "Oh my beloved mother and father, all the princes and especially the people of Teberu Kingdom. Today I would like to announce that I will not give myself to any one
of the princes, but rather to all people of Teberu and my own kingdom.” Then Puteri Mandalika threw herself into the sea from the top of a hill and disappeared. Everybody desperately search for her but she could not be found and people believed she was transformed into flowing sea worms called “nyale”. (Taken with adaptation from: http://abidtinfaz.blogspot.co.id/2015/01/soal-bahasa-inggris-narrative-text-dan.html)

20. The generic structure of the text is ……
   a. Orientation > Complication > Resolution > Re-Orientation
   b. Orientation > Events > Re-Orientation
   c. General Classification > Description
   d. Identification > Description
   e. Newsworthy Events > Background Events > Sources

21. The second paragraph is called ……
   a. Orientation
   b. Complication
   c. Resolution
   d. Identification
   e. Conclusion

22. Why was it hard for the princess to choose one of the princes?
   a. She loved all the princes.
   b. All the princes were handsome.
   c. All the princes were powerful.
   d. She was afraid of the dangerous risk.
e. Her father permitted her to marry.

23. “Six of them came to Teberu and ask for her hand of marriage.” (Paragraph 1)

   The underlined phrase can be replaced by …….

   a. Intend
   b. Admit
   c. Promise
   d. Accompany
   e. Propose

24. From the text we may conclude that ………

   a. Putri Mandalika sacrificed herself to the sea for the sake of her people.
   b. Putri Mandalika was a selfish princess.
   c. One of the princes won the heart of Putri Mandalika.
   d. The war happened against the kingdom due to the princess’ decision.
   e. The people of Teberu kingdom hated the princess

25. The text above mostly uses ……. tense.

   a. Simple Present
   b. Simple Past
   c. Present Continuous
   d. Simple Future
   e. Simple Perfect
RENCA PELAKSANAAN PEMBELAJARAN (RPP)

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</tr>
<tr>
<td>Materi Pokok</td>
<td>Narrative Text</td>
</tr>
<tr>
<td>Ketrampilan Bahasa</td>
<td>Reading</td>
</tr>
<tr>
<td>Alokasi Waktu</td>
<td>2 x 45 menit</td>
</tr>
</tbody>
</table>

A. KOMPETENSI INTI (KI)

KI3 : 3. Memahami, menerapkan, menganalisis pengetahuan faktaal, konseptual, prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan aasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI4 : 4. Mengolah, menalar dan menyaji dalam ranah kongkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.
B. Kompetensi Dasar

3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.

4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi fungsi sosial, stuktur teks dan unsur kebahasaan dalam teks naratif terkait legenda rakyat sesuai dengan konteks penggunaannya.

2. Membedakan fungsi sosial, stuktur teks dan unsur kebahasaan dalam teks naratif terkait legenda rakyat sesuai dengan konteks penggunaannya.

3. Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif terkait legenda rakyat.

D. TUJUAN PEMBELAJARAN :

1. Siswa mampu mengidentifikasi fungsi sosial, stuktur teks dan unsur kebahasaan dalam teks naratif terkait legenda rakyat.

2. Siswa mampu membedakan fungsi sosial, stuktur teks dan unsur kebahasaan dalam teks naratif terkait legenda rakyat.

3. Siswa mampu menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif terkait legenda rakyat.
E. MATERI PEMBELAJARAN

1. Narrative text: a text that tells imaginary story.

2. The Social Function: to entertain or amuse the readers with the story.

3. The Generic Structure:
   a. Orientation: sets the scene: where and when the story happened, introduces the participants of the story: who and what is involved in the story.
   b. Complication: tells the beginning of the problem by the main characters.
   c. Resolution: the problem (the crisis) is resolved, either in a happy ending or in a sad ending.
   d. Re-orientation: this is a closing remark to the story and it is optional. It consists of moral value lesson, advice or teaching from the writer.

4. Language Feature:
   a. Using temporal conjunction: one day, long time ago, then, when, etc.
   b. Using past tense: saw, helped, became, brought, studied, heard, lived, etc.

5. Narrative Text

   The Legend of Toba Lake

   Once upon time, there was a handsome man. His name was Batara Guru Sahala. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.
Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He felt in love with that fish-woman. The woman wanted to marry with him and said that Batara Guru had to keep the secret which she had been a fish. Batara Guru agreed and promised that he would never tell anybody about it.

They were married happily. They had two daughters. One day Batara Guru got very angry with his daughter. He could not control his mad. He shouted angrily and got the word of fish to his daugters. The daughters were crying. They found their mother and talked her about it.

The mother was very annoyed. Batara Guru broke his promise. The mother was shouting angrily. Then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Then this lake is known as Toba lake.

F. Pendekatan dan Model/Metode Pembelajaran

1. Pendekatan pembelajaran: Scientific Approach

2. Metode/model: Card Sort and Discussion

Card sort is a collaborative activity that can be used to teach concepts, classification characteristics, facts about objects, or review information. The physical movement featured can help to energize a tired class.
3. Sintaksis:

| 1. Pemberian stimulus terhadap siswa | Mengamati |
| 2. Identifikasi masalah | Menanya |
| 3. Pengumpulan Data | Mengumpulkan Informasi |
| 3. Pembuktian | Menalar/Mengasosiasikan |
| 4. Menarikkesimpulan/ generalisasi | Mengkomunikasikan |

G. Media, Alat, Bahan dan Sumber Belajar

1. Media: Power point, gambar, card sort, white board, dan board marker.
3. Bahan: Absensi, silabus, dan RPP.
4. Sumber belajar:
   1. Buku Guru Bahasa Inggris SMA/MA/SMK/MAK Kelas X

H. Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan Pendahuluan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guru mempersiapkan kelas agar lebih kondusif untuk memulai proses KBM.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Guru membuka pelajaran dengan mengucap salam dan menyapa dengan menggunakan bahasa</td>
<td>15 menit</td>
<td></td>
</tr>
<tr>
<td>Kegiatan Inti</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Inggris.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Guru meminta salah satu siswa untuk memimpin do’a.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Guru memeriksa kehadiran siswa sebagai sikap disiplin.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Guru menyampaikan tujuan pembelajaran.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mengamati</td>
<td></td>
</tr>
<tr>
<td>- Guru menampilkan sebuah foto tentang legenda rakyat.</td>
<td></td>
</tr>
<tr>
<td>- Siswa mengidentifikasi foto tersebut dengan cara mendeskripsikan tokoh asal usul cerita legenda tersebut.</td>
<td></td>
</tr>
<tr>
<td>- Guru membantu siswa mengingat pengalaman siswa yang berhubungan dengan materi yang akan diajarkan untuk mempermudah siswa memahami materi yang akan dipelajari.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Menanya</th>
<th>60 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Guru menjelaskan tentang card sort dan discussion sebagai metode pembelajaran.</td>
<td></td>
</tr>
<tr>
<td>- Guru menjelaskan langkah-langkah card sort.</td>
<td></td>
</tr>
<tr>
<td>- Guru membagi siswa menjadi 7 kelompok dan memberikan “card sort” terdiri dari satu set kategori dan empat kartu induk yang berkaitan dengan materi pembelajaran.</td>
<td></td>
</tr>
<tr>
<td>- Siswa mempresentasikan hasil diskusi.</td>
<td></td>
</tr>
<tr>
<td>- Guru memberi feedback.</td>
<td></td>
</tr>
<tr>
<td>- Guru memberi materi teks naratif tentang legenda rakyat.</td>
<td></td>
</tr>
<tr>
<td>- Siswa membaca teks naratif.</td>
<td></td>
</tr>
<tr>
<td>Dengan bimbingan guru, siswa menanyakan kosa kata yang sulit di dalam teks naratif.</td>
<td></td>
</tr>
<tr>
<td>Guru meminta siswa menulis kosa kata di buku masing-masing.</td>
<td></td>
</tr>
<tr>
<td>Guru memberikan pertanyaan yang merujuk pada materi pembelajaran.</td>
<td></td>
</tr>
<tr>
<td>Dengan bimbingan guru, siswa menanyakan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif.</td>
<td></td>
</tr>
<tr>
<td>Siswa menanyakan hal-hal yang belum diketahui tentang teks naratif.</td>
<td></td>
</tr>
<tr>
<td>Guru memberi respond and feedback.</td>
<td></td>
</tr>
</tbody>
</table>

**Megumpulkan Informasi**

- Guru bersama dengan siswa mendiskusikan apa saja yang telah mereka temukan dalam teks naratif.
- Guru membinging siswa untuk memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif.

**Mengasosiasi**

- Siswa diminta berdiskusi untuk mengidentifikasi generic structure dari teks naratif secara berkelompok.
- Siswa mengerjakan soal terkait teks naratif secara berkelompok.

**Mengkomunikasikan**

- Siswa mmpresentasikan hasil diskusi.
- Siswa memperoleh feedback dari guru dan teman.
<table>
<thead>
<tr>
<th>Kegiatan Penutup</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guru membantu siswa untuk menyimpulkan poin utama dari pembelajaran.</td>
<td></td>
</tr>
<tr>
<td>• Dengan bimbingan guru, siswa menyimpulkan poin utama pembelajaran.</td>
<td></td>
</tr>
<tr>
<td>• Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.</td>
<td></td>
</tr>
<tr>
<td>• Guru menyampaikan motivasi belajar kepada siswa.</td>
<td></td>
</tr>
<tr>
<td>• Salam penutup.</td>
<td></td>
</tr>
</tbody>
</table>

15 menit

I. Penilaian
1. Teknik Penilaian : Tertulis
2. Bentuk Instrumen : Penugasan
3. Instrumen Penilaian:
   1. Pre- Test : Read the text carefully and answer the questions correctly!
   2. Post- Test : Read the text carefully and answer these questions based on the text!
<table>
<thead>
<tr>
<th>No</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik</th>
<th>Bentuk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mengidentifikasi fungsi sosial, stuktur teks dan unsur kebahasaan dalam teks naratif terkait legenda rakyat sesuai dengan konteks penggunaannya.</td>
<td>Tes Tertulis</td>
<td>Multiple-choice</td>
</tr>
<tr>
<td>2</td>
<td>Membedakan fungsi sosial, stuktur teks dan unsur kebahasaan dalam teks naratif terkait legenda rakyat sesuai dengan konteks penggunaannya.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif terkait legenda rakyat.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**J. Pedoman Penilaian**

Dalam tes tulis berbentuk teks naratif ada 25 multiple-choice. Penilaiannya sebagai berikut:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jawaban Benar</td>
<td>1</td>
</tr>
<tr>
<td>Jawaban Salah</td>
<td>0</td>
</tr>
</tbody>
</table>

Skor maksimal = 25
Nilai siswa = Jawaban benar \* 4

Mengetahui

Guru Mata Pelajaran

Semarang, 10 Agustus 2017

Anjas Karuniawan, S.Pd.
NIP: 198101172009021005

Dwi Ratnasari
NIM: 113-13-066
The Golden Cucumber

Once upon a time, lived husband and a wife. They were a farmers. They very sad because they had been married for many years and still not have a child. Everyday they always prayed for had a child.

One day the farmers met the giant. "I can give you a child. If the child is a girl, you must give her to me!" said the giant. The farmers were very happy. They didn't think about the risk of losing their child and agree to take the offer. Then the giant gave them a bunch of cucumber seeds.

The farmers planted them in the garden. Then the seeds changed into plants. After that, a big golden cucumber grew from plants. After it had ripe, the farmers picked and cut it. After that, they were very surprise to see beautiful girl inside the cucumber. They named her 'Timun Mas'.

A few years later, Timun Mas adult. She was very beautiful. But, that moment the giant came back to collect on the promise to his parents. "Give me your child" said the giant. Timun Mas was very scared. Then his father gave a pouch for Timun Mas. "My daughter take this pouch." said the father. "What do you meant father? I don't understand" said Timun Mas.

Then his father told she to run. The giant was angry and chased Timun Mas. Timun Mas kept running and she opened the poch and threw a needles. It changed became bamboo forest. The giant's body was scratched and bled. But the giant could be freed from bamboo forest. Then Timun Mas threw a handful of salt and it changed became sea. The giant had to swiming to cross the sea. Then she threw a fish pastee. It changed became mud poon. The giant
difficult to pass. Finally the giant sink down in the sea. Timun Mas were very happy and she walk home to met his parents. (Taken with adaptation from: http://lisanovitasari89.blogspot.co.id/2013/03/the-golden-cucumber.html)

1. What is the type of the text?
   a. Descriptive
   b. Narrative
   c. Recount
   d. Procedure
   e. News item

2. What is the generic structure of the text?
   a. Identification – description
   b. General classification – description
   c. Orientation – events – re-orientation
   d. Orientation – complication – resolution – re-orientation
   e. Aim – materials – Steps

3. Where did the farmers plant a bunch of cucumber seeds?
   a. In the forest
   b. In the garden
   c. In the giants castle
   d. In the field
   e. In the house

4. Timun Mas was very scared. (Paragraph 4) The antonym of the word “scared“ is….
   a. Brave
   b. Afraid
   c. Surprise
   d. Tired
   e. Amazed
5. Which statement is TRUE according to the story?
   a. The farmers planted a bunch of cucumber seeds in the forest.
   b. Needles changed became sea.
   c. The farmers broke their promise to the giant.
   d. The giant sink down in the well.
   e. Everyday the farmers always prayed for had a girl.

6. What made the farmers very sad? Because ..... 
   a. They still not have a child.
   b. The giant came back to collect on the promise to them.
   c. A few years later, Timun Mas adult.
   d. They were very surprise to see beautiful girl inside the cucumber.
   e. The giant sink down in the sea.

Text 2 for questions number 7-14

**The Legend of Banyuwangi**

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

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

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

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

Raden Banterang who was unable to control his emotions soon stabbed his kerís (dagger) into his wife’s chest. She died instantly. The dead body of Made Surati was quickly thrown into the dirty river. Raden Banterang was shocked to see the river suddenly become clean and as clear as glass with a fragrant smell. Raden Banterang screamed crazily and regretted his deed. He walked unsteadily and fell into the river screaming, “Banyu… Wangi… Banyuwangi!” This means “fragrant water”. Banyuwangi was born from the proof of noble and sacred love. From then on, the place is called Banyuwangi. (Taken from: http://kebuncerita.blogspot.co.id/2015/12/contoh-soal-narrative-text-10-soal-dan_13.html)

7. What is the purpose of the text?
   a. To describe
   b. To entertain
   c. To explain
   d. To tell the reader
   e. To story

8. Who is name of the king invaded the kingdom of Klungkung?
   a. Agung Bagus Mantra
   b. Made Surati
   c. Raden Banterang
d. Prabu Menak Prakoso

e. King klungkung

9. Where place Made Surati and Agung Bagus Mantra hide?
   a. In the kingdom
   b. In palace
   c. In the cave
   d. In the old house
   e. In the jungle

10. What kingdoms were attacked by Prabu Menak and his army?
    a. Klungkung
    b. Banyuwangi
    c. Majapahit
    d. Sriwijaya
    e. Kartanegara

11. What is the name of the child Prabu Menak?
    a. Made Surati
    b. Agung Bagus Mantra
    c. Raden Banterang
    d. King Klungkung
    e. Menak Prakoso

12. Who the beggar who met with Made Surati?
    a. Raden Banterang
    b. King Klungkung
    c. Menak Prakoso
    d. Agung Bagus Mantra
    e. Prabu Menak

13. How made Surati action against her brother’s request?
    a. Rejected
    b. Accept
    c. Angry
    d. Think first
e. Behave as usual

14. What happens after the Made Surati bodies thrown into the river?
   a. The river suddenly become clean and as clear as glass with a fragrant smell
   b. The river suddenly becomes dirty
   c. The river suddenly stink
   d. The river suddenly change color
   e. Nothing happen

Text 3 for questions number 15-19

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.(Taken from: http://kebuncerita.blogspot.co.id/2015/12/contoh-soal-narrative-text-10-soal-dan_13.html)

15. Which one of the following statements is FALSE about Sang Prabu?
   a. Sang Prabu was a father of his only daughter
   b. Sang Prabu was a king of a kingdom in West Java
   c. Sang Prabu was taken to Kahyangan by a wicked fairy
   d. Sang Prabu was a wise man
e. Sang Prabu didn’t have a son

16. Why the wicked fairy did use her magic to make Raden Begawan unconscious?
   a. She didn’t like Raden Begawan
   b. She didn’t want Raden Prabu marry the princess
   c. She wanted Teja Nirmala to forget about her wedding
   d. She didn’t want the prince of Blambangan marry the princess
   e. She didn’t want the prince of Blambangan feel love with her

17. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
   a. Princess Segara will have married with Raden Begawan
   b. Sang Prabu will not hold strength competition
   c. Raden Begawan will not die
   d. Teja Nirmala will stay in the Kahyangan
   e. Wicked Fairy will not take Raden Begawan’s life

18. “So a nice fairy took her to the Kahyangan”. (Paragraph 2) The word her in the sentence refers to…
   a. The wicked fairy
   b. The nice fairy
   c. Princess Nirmala
   d. Prince Teja
   e. The prince of Blambangan

19. The similarity between fairy and human according to the text.
   a. The place they live
   b. The jealousy that they posses
   c. The way they don’t feel a love
   d. The strength they have
   e. Their life that is immortal
The Legend of Jambi

One upon a time, there lived in Sumatra island a very beautiful girl, Putri Pinang Masak. The girl was also a very kind-hearted person. This made everyone liked her so much. Many youths and princess from other countries desired her to be his wife. Nevertheless, she refused their proposals because she had not wanted to get married yet.

One day, there was a very wealthy king, the king of the east kingdom, coming to her village. He proposed to marry her. Putri Pinang Masak was afraid to refuse the king’s proposal although she actually did not love the king, the ugly-faced man, at all. She knew that the king would be very angry and there would be a battle if she refused his desire.

Exactly in the midnight, half of the castle was completely done. Nevertheless, it looks very beautiful and when it was nearly dawn, all the work was almost completely done. Putri Pinang Masak who had been spying on them all night became desperate. She realized that the condition she proposed to the king was very easy and refuse marry him. And the castle was only decorating and tidying the wall and the garden, Putri Pinang Masak wanted the rooster house. Light to might the rooster crow.

Hearing the crowing of the roosters, the king stopped the workers doing their work. He remembered the agreement that the whole works should be finished before the roosters crowed. Then Putri Pinang Masak came to meet the king. And the king admitted that he had failed to fulfill the condition, building a castle in one night. Then he gave up on his desire to marry Putri Pinang Masak. Even he handed over his kingdom and all of his wealth to her.

Since then, Putri Pinang Masak became the princess of the east kingdom. And people changed the name of the kingdom into Putri Pinang Masak kingdom. Meanwhile the kings from Java island called it with “Jambi kingdom”. The word “Jambi” came from “jambe” that had equivalent as
“pinang”, a kind of small palm fruit. (Taken with adaptation from: http://vinny-oxtaffianica.blogspot.co.id/2014/01/pengertian-narrative-text-dan-10.html).

20. The text above mostly uses ....... tense.
   a. Simple Present
   b. Present Continuous
   c. Simple Past
   d. Simple Future
   e. Simple Perfect

21. The second paragraph is called ……
   a. Identification
   b. Orientation
   c. Description
   d. Resolution
   e. Complication

22. What is the meaning of word “wealthy” in the second paragraph?
   a. Wicked
   b. Kind
   c. Rich
   d. Cruel
   e. Stingy

23. Who is Putri Pinang Masak?
   a. King’s wife.
   b. She is a cruel girl.
   c. She is an evil princess.
   d. The princess of the east kingdom.
   e. The princess of the west kingdom.

24. Why did the king stop the workers doing their work? Because....
   a. He is hearing the crowing of the roosters.
   b. Putri Pinang Masak came to meet the king.
   c. She had not wanted to get married yet.
d. Putri Pinang Masak wanted the rooster house.

e. The king admitted that he had failed to building a castle in one night.

25. What did the king do after he realize that he had failed?
   a. He proposed to marry Putri Pinang Masak.
   b. He was very angry and there would be a battle.
   c. He killed Putri Pinang Masak.
   d. He handed over his kingdom and all of his wealth to Putri Pinang Masak.
   e. The king stopped the workers doing their work.
Read the text carefully and answer these questions based on the text!

Text 1 for questions number 1-6

The Legend of Rawa Pening

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

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a “lesung”, a big wooden mortar for pounding rice. She reminded him, “please remember, if there is a flood you must save yourself. Use this “lesung” as a boat”. The “lesung” was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. “Can I try?” asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the “lesung” as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia. (Taken with adaptation from: http://mahirmsoffice.blogspot.co.id/2016/02/narrative-teks-legend-of-rawa-pening.html)
1. Who was help a little poor boy?
   a. Nobody
   b. Lesung
   c. Old woman
   d. People
   e. Everybody

2. Where did the boy pulled out the stick?
   a. In the field
   b. In the river
   c. In the garden
   d. In the forest
   e. In the huge lake

3. “The little boy continued his journey.” (Paragraph 2)
   The word “journey” has a similar meaning to...
   a. Holiday
   b. Trip
   c. Hobby
   d. Adventure
   e. Mission

4. What did happen after the boy pulled out the stick?
   a. The old woman gave him a “lesung”, a big wooden mortar for pounding rice.
   b. From the hole left by stick, water spouted out until it flooded the village.
   c. The boy came closer and saw a stick stuck in the ground.
   d. The boy knocked at every door and asked for some food.
   e. People challenged each other to pull out that stick.

5. Which one of the following statements is FALSE about little poor boy?
   a. He was very hungry and weak.
   b. The old woman gave him a “lesung”.
   c. The whole village became a huge lake.
d. He could pulled out the stick very difficult.
e. Nobody wanted to help the little boy.

6. “Finally, a generous woman helped him.” (Paragraph 2)
   The antonym of the word “generous” is….
   a. Wicked
   b. Wise
   c. Honest
   d. Patient
   e. Kind

Text 2 for questions number 7-13

**Bali Strait Legend**

In Daha kingdom there lived a powerful Brahmin named Sidi Mantra. Her son’s name was Manik Angkeran. Manik Angkeran liked to gamble. One day, Manik Angkeran could not pay the debt. He asked help to his father. Loving his son, Sidi Mantra fasted and prayed to the God. A mysterious voice asked him to meet Naga Besukih at Agung Mount. By ringing a genta, Naga Besukih came and gave gold and diamonds from his scales. Soon, Manik Angkeran finished all gold and diamonds. He asked help to his father again. Sidi Mantra came to Naga Besukih. This time, Manik Angkeran secretly followed his father.

A few days later, Manik Angkeran stole his father’s genta and came to Naga Besukih. Manik Angkeran got gold and diamonds. But he was not satisfied. Manik Angkeran saw a big gem at the end of the dragon’s tail. When Naga Besukih turned toward the cave, Manik Angkeran immediately cut off the dragon’s tail and ran away.

Naga Besukih was furious and licked Manik Angkeran’s footprints. Then he turned into ashes. Sidi Mantra was aware of this situation and begged Naga Besukih to revive his son. Naga Besukih agreed if his tail was back. With his magic, Sidi Mantra returned the tail back to normal. Then, Naga Besukih revived Manik Angkeran.
Sidi Mantra knew that he could not live with his son again. With his wand, Sidi Mantra made a line that separated him from his son. There came springs growing into a sea. This is the legend of Bali Strait separating Java from Bali.

(Taken with adaptation from: http://rofhiah.blogspot.co.id/2013/12/cerita-rakyat-dalam-bahasa-inggris.html)

7. What is the type of the text above?
   a. Recount
   b. Report
   c. Narrative
   d. News item
   e. Descriptive

8. What is the purpose of the text?
   a. To describe Bali Strait.
   b. To entertain the readers with the story of Bali Strait.
   c. To report about Bali Strait.
   d. To invite the readers come to Bali Strait.
   e. To give information about Bali Strait.

9. What is the main idea of the fourth paragraph?
   a. Manik Angkeran cut off the dragon’s tail.
   b. Naga Besukih revived Manik Angkeran.
   c. Manik Angkeran stole his father’s genta.
   d. Sidi Mantra was a powerful Brahmin.
   e. How Bali Strait was formed.

10. Where did Sidi Mantra meet Naga Besukih?
    a. in the Daha kingdom
    b. at Agung Mount
    c. at Bali Strait
    d. in the jungle
    e. in the cave
11. “Manik Angkeran immediately cut off the dragon’s tail and ran away”. *(Paragraph 2)* The underlined phrase can be replaced by ……
   a. Quickly
   b. Slowly
   c. Softly
   d. Easily
   e. Difficulty

12. “Then **he** turned into ashes”. *(Paragraph 3)* The bold type word refers to……
   a. Manik Angkeran
   b. Sidi Mantra
   c. Naga Besukih
   d. Brahmin
   e. His father

13. Why did Naga Besukih kill Manik Angkeran? Because ...
   a. He liked to gamble.
   b. He stole his father’s genta.
   c. He asked help to his father again.
   d. could not pay the debt.
   e. He cut off the dragon’s tail.

Text 3 for questions number 14-19

A long time ago, there lived a widow in a village. She had a son whose name was Jaka Tarub. Everyday, Jaka Tarub went to a forest to collect some woods and hunting for animals.

One day, when Jaka Tarub went to the forest, he heard a noise from a river near the forest. So, he came closer to the river and searched for them. He saw seven girls were taking bath in the river. After the girls were finished, they took their shawl and flew to the sky through a rainbow. Amazingly, they were not human but they were fairies.
On the next day, Jaka Tarub went back to the river. He had an idea. When the fairies were taking bath in the river. He stole one of their shawl. So, after the fairies were finished, one of them whose name was Nawang Wulan could not find her shawl. Her friends had to go back to the heaven. So, they left her in the river. Nawang Wulan cried. And then Jaka Tarub approached her and invited her to stay at his house. Not long after that, they got married and had a baby girl.

As a fairy, Nawang Wulan had a spiritual power. Everytime she cooked a rice, she just needed a small portion of rice and when it had done, the pot will be full of rice. But, the pot musn’t be opened before it had done.

One day, Jaka Tarub was really curious. He opened the pot before it had done. Consequently, Nawang Wulan’s spiritual power disappeared. She had to cook as an ordinary human being. She needed more rice than usual. The stock of rice in the silo diminished rapidly. Then one day, when she took rice in the silo, she found her shawl. It hidden by Jaka Tarub.

Finally, as a fairy, she had to come back to the heaven. Nawang Wulan asked Jaka Tarub to take care her daughter and build a tower. Every full moon, she will came to the tower to meet her daughter. Then, Nawang Wulan went back to the heaven and Jaka Tarub was very sad. (Taken with adaptation from: http://averousave.blogspot.co.id/2013/09/contoh-narrative-text-jaka-tarub-and.html)

14. What is the best title of the text above?
   a. Seven Fairies
   b. Jaka Tarub
   c. Nawang Wulan
   d. Jaka Tarub and Nawang Wulan
   e. Jaka Tarub and Seven Fairies

15. The first paragraph is called ……
   a. Identification
   b. Description
c. Orientation
d. Resolution
e. Complication

16. Where did the place Jaka Tarub see seven fairies?
   a. In the river
   b. In the forest
   c. In the kingdom
   d. In the palace
   e. In the garden

17. When did Jaka Tarub steal Nawang Wulan’s shawl?
   a. After the fairies were finished taking bath in the river.
   b. When the fairies were taking bath in the river.
   c. When the fairies had to go back to the heaven.
   d. When Nawang Wulan took rice in the silo.
   e. When Jaka Tarub went to the forest.

18. Why did Nawang Wulan cry?
   a. Because she was taking bath in the river.
   b. Because she had a spiritual power.
   c. Because she could not find her shawl.
   d. Because Jaka Tarub was really curious.
   e. Because Nawang Wulan’s spiritual power disappeared.

19. Which statement is TRUE according to the story?
   a. Jaka Tarub saw nine girls were taking bath in the river.
   b. He closed the pot before it had done.
   c. He heard a noise from a river near the garden.
   d. Jaka Tarub and Nawang Wulan got married and had a daughter.
   e. Nawang Wulan asked Jaka Tarub to take care her daughter and build two towers.
The Golden Slug

In the ancient time, lived a young man named Galoran. He was respected because of his wealth and honor. His parents were nobleman so he could live with luxury. However, he was very wasteful and every day just squandered the wealth of his parents.

One day, his parents died, but he did not care and continued to spend money as well as before. Because his life was so extravagant, all the treasure that he had was running out and he became an unemployed person. Many people sympathized with him and offered a job. But every time he got the job, he just dallied and it made him always be fired. Several months later, there was a wealthy widow who interested him. He married the widow and of course, he was very happy to be living in luxury again.

The widow had a daughter who was very diligent and clever to weave. Her name is Jambean, a beautiful girl and had been famous because of her weaving. However, Galoran did not like the girl, because the girl often scolded him because of his laziness. Finally, he threatened to torture and kill Jambean. He revealed the plan to his wife and the wife was very sad to hear of the threat.

Hearing the news, Jambean was very sad but she volunteered herself to be killed by her father. She told that she wanted to be dumped into a dam and did not bury under the ground after the death. The mother agreed and did all of her wants. In the dam, her body and head suddenly turned into the golden slugs.

Several years later, there are two widows who were looking for firewood. They were kindred, the first widow named Mbok Rondo Sambega and the second called Mbok Rondo Sembagil. When looking for the firewood in the jungle, they were very surprised because of finding the beautiful golden slugs. They brought it and maintained at home.

Once they brought the snails, there was always a miracle every day. Their kitchen was always filled with the delicious food when they came home
from work. They were very surprised, and wanted to know the person who made those foods. They pretended to go to work and hid in the back of the house. A few moments later, there was a beautiful girl came from the inside of the conch and she began to cook the delicious meals.

Both widows then secretly held and did not let the girl to get into the snail anymore. The girl apparently was Jambean who had been killed by her father. Both widows then allowed her to stay with them. Because of their versatility in weaving, she got her famous back and made a handsome prince attracted. In the end, she married the prince and lived happily.

20. The generic structure of the text is ……
   a. Identification – description
   b. General classification – description
   c. Orientation – events – re-orientation
   d. Aim – materials – Steps
   e. Orientation – complication – resolution – re-orientation

21. Who is the main character of the text?
   a. Galoran
   b. The widow
   c. Jambean
   d. Mbok RondoSambege
   e. Mbok Rondo Sembagil

22. Why did the Jambean’s mother is very sad? Because ……
   a. Her daughter often scolded her husband.
   b. Jambean told that she wanted to be dumped into a dam.
   c. Jambean volunteered herself to be killed by her father.
   d. Galoran threatened to torture and kill Jambean.
   e. Jambean’s body turned into the golden slugs.
23. From the text above, we know that ...
   a. Jambean turned into the golden slugs.
   b. Galoran was a wise man.
   c. Jambean was a lazy girl.
   d. Two widows helped the golden slug in the dam.
   e. Her father dumped Jambean into a dam.

24. What happened at last?
   a. Galoran threatened to torture and kill Jambean.
   b. He was very wasteful and every day just squandered the wealth of his parents.
   c. The girl apparently was Jambean who had been killed by her father.
   d. Jambean married the prince and lived happily.
   e. Many people sympathized with him and offered a job.

25. The text above mostly uses ....... tense.
   a. Simple Present
   b. Simple Past
   c. Present Continuous
   d. Simple Future
   e. Simple Perfect
1. The students do pre-test

2. The students active to answer the questions related material.
3. The students do card sort and discussion in group.

4. Card Sort
5. Each group present their work.

6. The teacher explains the material.
7. The students do post-test

8. X Science 1 Class
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Nomor : B.1.3.018/ln.21/D1.1/PN.03.00/ 01 /2017
Lamp : -
Hal : Pembimbing dan Asisten
Pembimbing Skripsi

Kepada
Yth. Hanung Triyoko, M. Hum, M.Ed
Di Tempat

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Saudara ditunjuk sebagai Dosen Pembimbing Skripsi mahasiswa:

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THE USE OF CARD SORT, DISCUSSION, AND SCIENTIFIC APPROACH TO IMPROVE STUDENTS’ READING COMPREHENSION (A CLASSROOM ACTION RESEARCH FOR THE FIRST GRADE STUDENTS OF SMA N 1 BRINGIN IN THE ACADEMIC YEAR OF 2016/2017)

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas. Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

Salatiga, 06 Februari 2016

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Judul skripsi :
THE USE OF CARD SORT AND DISCUSSION TO IMPROVE STUDENTS’ READING COMPREHENSION (A CLASSROOM ACTION RESEARCH FOR THE FIRST GRADE STUDENTS OF SMA N 1 BRINGIN IN THE ACADEMIC YEAR OF 2016/2017)

Dengan Pembimbing : Hanung Triyoko, M.Ed
Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dari bahan yang diperlukan dimulai tanggal 24 Juli 2017 s.d selesai.

Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

Salatiga, 21 Juli 2017

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SURAT KETERANGAN
Nomor : 800 / 094 / 2017

Yang bertanda tangan di bawah ini Ptt.Kepala SMA Negeri 1 Brigin Kab. Semarang

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Jabatan : Guru Madya / Ptt. Kepala Sekolah

Dengan ini menerangkan bahwa :
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Mahasiswa dari : IAIN Salatiga
Tadris Bahasa Inggris ( TBI )

Benar-benar telah melaksanakan Penelitian dengan Judul " THE USE OF CARD SORT AND DISCUSSION TO IMPROVE STUDENTS’ READING COMPREHENSION ( A CLASSROOM ACTION RESEARCH FOR THE FIRST GRADE STUDENTS OF SMA N1 BRINGIN IN THE ACADEMIC YEAR OF 2017 / 2018 )
Yang telah dilaksanakan pada tanggal 1 Agustus - 22 Agustus 2017.

Demikian surat keterangan ini dibuat dengan sesungguhnya dan sebenar - benarnya untuk dapat dipergunakan sebagaimana mestinya.

Bringin, 29 Agustus 2017

Ptt Kepala SMAN 1 Brigin
Kabupaten Semarang

[Signature]

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Dosen Pembimbingan Akademik : Hanung Triyoko, S.S., M.Hum., M.Ed.

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Salatiga, 4 Agustus 2017

Mengetahui,

Wakil Dekan Kemahasiswaan

dan Kerjasama FTK

Achmad Maimun, M.Ag.  
NIP. 19700510 199803 1003
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**CATATAN:**

Setiap Konsultasi Lembar ini Harus Dibawa

Dosen Pembimbing

Hanung Triyoko, S.S., M. Hum.,
NIP. 19730815 199903 1003
Read the text carefully and answer these questions based on the text!

Text 1 for questions number 1-6

The Legend of Rawa Pening

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

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a “lesung”, a big wooden mortar for pounding rice. She reminded him, “please remember, if there is a flood you must save yourself. Use this “lesung” as a boat”. The “lesung” was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. “Can I try?” asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the “lesung” as a boat and picked up the old woman. The whole village became a huge lake.

It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

(Taken with adaptation from: http://mahir-msoffice.blogspot.co.id/2016/02/narrative-teks-legend-of-rawa-pening.html)

1. Who was help a little poor boy?
   a. Nobody
   b. Lesung
   x Old woman
2. Where did the boy pulled out the stick?
   a. In the field
   b. In the river
   c. In the garden
   d. In the forest
   e. In the huge lake

3. "The little boy continued his journey." (Paragraph 2)
   The word "journey" has a similar meaning to...
   a. Holiday
   b. Trip
   c. Hobby
   d. Adventure
   e. Mission

4. What did happen after the boy pulled out the stick?
   a. The old woman gave him a "lesung", a big wooden mortar for pounding rice.
   b. From the hole left by stick, water spouted out until it flooded the village.
   c. The boy came closer and saw a stick stuck in the ground.
   d. The boy knocked at every door and asked for some food.
   e. People challenged each other to pull out that stick.

5. Which one of the following statements is FALSE about little poor boy?
   a. He was very hungry and weak.
   b. The old woman gave him a "lesung".
   c. The whole village became a huge lake.
   d. He could pulled out the stick very difficult.
   e. Nobody wanted to help the little boy.

6. "Finally, a generous woman helped him." (Paragraph 2)
   The antonym of the word "generous" is...
   a. Wicked
   b. Wise
   c. Honest
   d. Patient
   e. Kind
Text 2 for questions number 7-13

Bali Strait Legend

In Daha kingdom there lived a powerful Brahmin named Sidi Mantra. Her son’s name was Manik Angkeran. Manik Angkeran liked to gamble. One day, Manik Angkeran could not pay the debt. He asked help to his father. Loving his son, Sidi Mantra fasted and prayed to the God. A mysterious voice asked him to meet Naga Besukih at Agung Mount. By ringing a genta, Naga Besukih came and gave gold and diamonds from his scales. Soon, Manik Angkeran finished all gold and diamonds. He asked help to his father again. Sidi Mantra came to Naga Besukih. This time, Manik Angkeran secretly followed his father.

A few days later, Manik Angkeran stole his father’s genta and came to Naga Besukih. Manik Angkeran got gold and diamonds. But he was not satisfied. Manik Angkeran saw a big gem at the end of the dragon’s tail. When Naga Besukih turned toward the cave, Manik Angkeran immediately cut off the dragon’s tail and ran away.

Naga Besukih was furious and licked Manik Angkeran’s footprints. Then he turned into ashes. Sidi Matra was aware of this situation and begged Naga Besukih to revive his son. Naga Besukih agreed if his tail was back. With his magic, Sidi Mantra returned the tail back to normal. Then, Naga Besukih revived Manik Angkeran.

Sidi Mantra knew that he could not live with his son again. With his wand, Sidi Mantra made a line that separated him from his son. There came springs growing into a sea. This is the legend of Bali Strait separating Java from Bali.

(Taken with adaptation from: http://rofiiah.blogspot.co.id/2013/12/cerita-rakyat-dalam-bahasa-inggris.html)

7. What is the type of the text above?
   a. Recount
   b. Report
   × Narrative
   d. News item
   e. Descriptive

8. What is the purpose of the text?
   a. To describe Bali Strait.
   × To entertain the readers with the story of Bali Strait.
c. To report about Bali Strait.

d. To invite the readers come to Bali Strait.

e. To give information about Bali Strait.

9. What is the main idea of the fourth paragraph?
   a. Manik Angkeran cut off the dragon's tail.
   b. Naga Besukih revived Manik Angkeran.
   c. Manik Angkeran stole his father's genta.
   d. Sidi Mantra was a powerful Brahmin.
   x. How Bali Strait was formed.

10. Where did Sidi Mantra meet Naga Besukih?
    a. in the Daha kingdom
    x. at Agung Mount
    c. at Bali Strait
    d. in the jungle
    c. in the cave

11. "Manik Angkeran immediately cut off the dragon's tail and ran away". (Paragraph 2) The underlined phrase can be replaced by .......
    x. Quickly
    b. Slowly
    c. Softly
    d. Easily
    e. Difficulty

12. "Then he turned into ashes". (Paragraph 3) The bold type word refers to......
    x. Manik Angkeran
    b. Sidi Mantra
    c. Naga Besukih
    d. Brahmin
    e. His father

13. Why did Naga Besukih kill Manik Angkeran? Because ...
    a. He liked to gamble.
    b. He stole his father's genta.
    c. He asked help to his father again.
    d. could not pay the debt.
    x. He cut off the dragon's tail.
A long time ago, there lived a widow in a village. She had a son whose name was Jaka Tarub. Everyday, Jaka Tarub went to a forest to collect some woods and hunting for animals.

One day, when Jaka Tarub went to the forest, he heard a noise from a river near the forest. So, he came closer to the river and searched for them. He saw seven girls were taking bath in the river. After the girls were finished, they took their shawl and flew to the sky through a rainbow. Amazingly, they were not human but they were fairies.

On the next day, Jaka Tarub went back to the river. He had an idea. When the fairies were taking bath in the river. He stole one of their shawl. So, after the fairies were finished, one of them whose name was Nawang Wulan could not find her shawl. Her friends had to go back to the heaven. So, they left her in the river. Nawang Wulan cried. And then Jaka Tarub approached her and invited her to stay at his house. Not long after that, they got married and had a baby girl.

As a fairy, Nawang Wulan had a spiritual power. Everytime she cooked a rice, she just needed a small portion of rice and when it had done, the pot will be full of rice. But, the pot mustn’t be opened before it had done.

One day, Jaka Tarub was really curious. He opened the pot before it had done. Consequently, Nawang Wulan’s spiritual power disappeared. She had to cook as an ordinary human being. She needed more rice than usual. The stock of rice in the silo diminished rapidly. Then one day, when she took rice in the silo, she found her shawl. It hidden by Jaka Tarub.

Finally, as a fairy, she had to come back to the heaven. Nawang Wulan asked Jaka Tarub to take care her daughter and build a tower. Every full moon, she will came to the tower to meet her daughter. Then, Nawang Wulan went back to the heaven and Jaka Tarub was very sad.

(Taken with adaptation from: http://averousave.blogspot.co.id/2013/09/contoh-narrative-text-jaka-tarub-and.html)

14. What is the best title of the text above?

a. Seven Fairies
b. Jaka Tarub
c. Nawang Wulan
Jaka Tarub and Nawang Wulan

15. The first paragraph is called ……
   a. Identification
   b. Description
   ✗ Orientation
   d. Resolution
   e. Complication

16. Where did the place Jaka Tarub see seven fairies?
   a. In the river
   ✗ In the forest
   c. In the kingdom
   d. In the palace
   e. In the garden

17. When did Jaka Tarub steal Nawang Wulan’s shawl?
   a. After the fairies were finished taking bath in the river.
   ✗ When the fairies were taking bath in the river.
   c. When the fairies had to go back to the heaven.
   d. When Nawang Wulan took rice in the silo.
   e. When Jaka Tarub went to the forest.

18. Why did Nawang Wulan cry?
   a. Because she was taking bath in the river.
   b. Because she had a spiritual power.
   ✗ Because she could not find her shawl.
   d. Because Jaka Tarub was really curious.
   e. Because Nawang Wulan’s spiritual power disappeared.

19. Which statement is TRUE according to the story?
   a. Jaka Tarub saw nine girls were taking bath in the river. ✗
   b. He closed the pot before it had done. ✓
   c. He heard a noise from a river near the garden. ✓
   ✗ Jaka Tarub and Nawang Wulan got married and had a daughter.
   e. Nawang Wulan asked Jaka Tarub to take care her daughter and build two towers.
The Golden Slug

In the ancient time, lived a young man named Galoran. He was respected because of his wealth and honor. His parents were nobleman so he could live with luxury. However, he was very wasteful and every day just squandered the wealth of his parents.

One day, his parents died, but he did not care and continued to spend money as well as before. Because his life was so extravagant, all the treasure that he had was running out and he became an unemployed person. Many people sympathized with him and offered a job. But every time he got the job, he just dallied and it made him always be fired. Several months later, there was a wealthy widow who interested him. He married the widow and of course, he was very happy to be living in luxury again.

The widow had a daughter who was very diligent and clever to weave. Her name is Jambean, a beautiful girl and had been famous because of her weaving. However, Galoran did not like the girl, because the girl often scolded him because of his laziness. Finally, he threatened to torture and kill Jambean. He revealed the plan to his wife and the wife was very sad to hear of the threat.

Hearing the news, Jambean was very sad but she volunteered herself to be killed by her father. She told that she wanted to be dumped into a dam and did not bury under the ground after the death. The mother agreed and did all of her wants. In the dam, her body and head suddenly turned into the golden slugs.

Several years later, there are two widows who were looking for firewood. They were kindred, the first widow named Mbock Rondo Sambega and the second called Mbock Rondo Sembagil. When looking for the firewood in the jungle, they were very surprised because of finding the beautiful golden slugs. They brought it and maintained at home.

Once they brought the snails, there was always a miracle every day. Their kitchen was always filled with the delicious food when they came home from work. They were very surprised, and wanted to know the person who made those foods. They pretended to go to work and hid in the back of the house. A few moments later, there was a beautiful girl came from the inside of the conch and she began to cook the delicious meals.

Both widows then secretly held and did not let the girl to get into the snail anymore. The girl apparently was Jambean who had been killed by her father. Both widows then allowed her to stay with them. Because of their versatility in weaving, she
got her famous back and made a handsome prince attracted. In the end, she married the prince and lived happily.

20. The generic structure of the text is .......
   a. Identification – description
   b. General classification – description
   c. Orientation – events – re-orientation
   d. Aim – materials – Steps
   ✗ Orientation – complication – resolution – re-orientation

21. Who is the main character of the text?
   ✗ Galoran
   b. The widow
   ✗ Jambean
   d. Mbook Rondo Sambega
   e. Mbook Rondo Sembagi

22. Why did the Jambean’s mother is very sad? Because .......
   a. Her daughter often scolded her husband.
   b. Jambean told that she wanted to be dumped into a dam.
   c. Jambean volunteered herself to be killed by her father.
   ✗ Galoran threatened to torture and kill Jambean.
   e. Jambean’s body turned into the golden slugs.

23. From the text above, we know that ...
   ✗ Jambean turned into the golden slugs.
   b. Galoran was a wise man.
   c. Jambean was a lazy girl.
   d. Two widows helped the golden slug in the dam.
   e. Her father dumped Jambean into a dam.

24. What happened at last?
   a. Galoran threatened to torture and kill Jambean.
   b. He was very wasteful and every day just squandered the wealth of his parents.
   c. The girl apparently was Jambean who had been killed by her father.
   ✗ Jambean married the prince and lived happily.
   e. Many people sympathized with him and offered a job.
25. The text above mostly uses ....... tense.
   a. Simple Present
   ✗ Simple Past
   c. Present Continuous
   d. Simple Future
   e. Simple Perfect

\[ S = 1 \quad B = 24 \]
Read the text carefully and answer these questions based on the text!

Text 1 for questions number 1-6

The Legend of Rawa Pening

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

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "Please remember, if there is a flood you must save yourself. Use this "lesung" as a boat". The "lesung" was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the "lesung" as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

(Taken with adaptation from: http://mahir-msoffice.blogspot.co.id/2016/02/narrative-teks-legend-of-rawa-pening.html)

1. Who was help a little poor boy?
   a. Nobody
   b. Lesung
   c. Old woman
2. Where did the boy pull out the stick?
   a. In the field
   b. In the river
   c. In the garden
   d. In the forest
   e. In the huge lake

3. "The little boy continued his journey." (Paragraph 2)
   The word "journey" has a similar meaning to...
   a. Holiday
   b. Trip
   c. Hobby
   d. Adventure
   e. Mission

4. What did happen after the boy pulled out the stick?
   a. The old woman gave him a "lesung", a big wooden mortar for pounding rice.
   b. From the hole left by stick, water spouted out until it flooded the village.
   c. The boy came closer and saw a stick stuck in the ground.
   d. The boy knocked at every door and asked for some food.
   e. People challenged each other to pull out that stick.

5. Which one of the following statements is FALSE about little poor boy?
   a. He was very hungry and weak.
   b. The old woman gave him a "lesung".
   c. The whole village became a huge lake.
   d. He could pull out the stick very difficult.
   e. Nobody wanted to help the little boy.

6. "Finally, a generous woman helped him." (Paragraph 2)
   The antonym of the word "generous" is....
   a. Wicked
   b. Wise
   c. Honest
   d. Patient
   e. Kind
Bali Strait Legend

In Daha kingdom there lived a powerful Brahmin named Sidi Mantra. Her son's name was Manik Angkeran. Manik Angkeran liked to gamble. One day, Manik Angkeran could not pay the debt. He asked help to his father. Loving his son, Sidi Mantra fasted and prayed to the God. A mysterious voice asked him to meet Naga Besukih at Agung Mount. By ringing a genta, Naga Besukih came and gave gold and diamonds from his scales. Soon, Manik Angkeran finished all gold and diamonds. He asked help to his father again. Sidi Mantra came to Naga Besukih. This time, Manik Angkeran secretly followed his father.

A few days later, Manik Angkeran stole his father's genta and came to Naga Besukih. Manik Angkeran got gold and diamonds. But he was not satisfied. Manik Angkeran saw a big gem at the end of the dragon’s tail. When Naga Besukih turned toward the cave, Manik Angkeran immediately cut off the dragon’s tail and ran away.

Naga Besukih was furious and licked Manik Angkeran’s footprints. Then he turned into ashes. Sidi Matra was aware of this situation and begged Naga Besukih to revive his son. Naga Besukih agreed if his tail was back. With his magic, Sidi Mantra returned the tail back to normal. Then, Naga Besukih revived Manik Angkeran.

Sidi Mantra knew that he could not live with his son again. With his wand, Sidi Mantra made a line that separated him from his son. There came springs growing into a sea. This is the legend of Bali Strait separating Java from Bali.

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7. What is the type of the text above?
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8. What is the purpose of the text?
   a. To describe Bali Strait.
   ✗ To entertain the readers with the story of Bali Strait.
c. To report about Bali Strait.

d. To invite the readers come to Bali Strait.

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9. What is the main idea of the fourth paragraph?
   a. Manik Angkeran cut off the dragon’s tail.
   b. Naga Besukih revived Manik Angkeran.
   c. Manik Angkeran stole his father’s genta.
   d. Sidi Mantra was a powerful Brahmin.
   X. How Bali Strait was formed.

10. Where did Sidi Mantra meet Naga Besukih?
   a. in the Daha kingdom
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11. “Manik Angkeran immediately cut off the dragon’s tail and ran away”. (Paragraph
    2) The underlined phrase can be replaced by ……
    X. Quickly
    b. Slowly
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    d. Easily
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12. “Then he turned into ashes”. (Paragraph 3) The bold type word refers to………
    a. Manik Angkeran
    b. Sidi Mantra
    X. Naga Besukih
    d. Brahmin
    e. His father

13. Why did Naga Besukih kill Manik Angkeran? Because …
    a. He liked to gamble.
    b. He stole his father’s genta.
    c. He asked help to his father again.
    d. could not pay the debt.
    X. He cut off the dragon’s tail.
A long time ago, there lived a widow in a village. She had a son whose name was Jaka Tarub. Everyday, Jaka Tarub went to a forest to collect some woods and hunting for animals.

One day, when Jaka Tarub went to the forest, he heard a noise from a river near the forest. So, he came closer to the river and searched for them. He saw seven girls were taking bath in the river. After the girls were finished, they took their shawl and flew to the sky through a rainbow. Amazingly, they were not human but they were fairies.

On the next day, Jaka Tarub went back to the river. He had an idea. When the fairies were taking bath in the river. He stole one of their shawl. So, after the fairies were finished, one of them whose name was Nawang Wulan could not find her shawl. Her friends had to go back to the heaven. So, they left her in the river. Nawang Wulan cried. And then Jaka Tarub approached her and invited her to stay at his house. Not long after that, they got married and had a baby girl.

As a fairy, Nawang Wulan had a spiritual power. Everytime she cooked a rice, she just needed a small portion of rice and when it had done, the pot will be full of rice. But, the pot mustn’t be opened before it had done.

One day, Jaka Tarub was really curious. He opened the pot before it had done. Consequently, Nawang Wulan’s spiritual power disappeared. She had to cook as an ordinary human being. She needed more rice than usual. The stock of rice in the silo diminished rapidly. Then one day, when she took rice in the silo, she found her shawl. It hidden by Jaka Tarub.

Finally, as a fairy, she had to come back to the heaven. Nawang Wulan asked Jaka Tarub to take care her daughter and build a tower. Every full moon, she will came to the tower to meet her daughter. Then, Nawang Wulan went back to the heaven and Jaka Tarub was very sad.

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   d. Resolution
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16. Where did the place Jaka Tarub see seven fairies?
   a. In the river
   b. In the forest
   c. In the kingdom
   d. In the palace
   ✗ e. In the garden

17. When did Jaka Tarub steal Nawang Wulan’s shawl?
   a. After the fairies were finished taking bath in the river.
   ✗ c. When the fairies had to go back to the heaven.
   b. When the fairies were taking bath in the river.
   d. When Nawang Wulan took rice in the silo.
   e. When Jaka Tarub went to the forest.

18. Why did Nawang Wulan cry?
   a. Because she was taking bath in the river.
   b. Because she had a spiritual power.
   ✗ c. Because she could not find her shawl.
   d. Because Jaka Tarub was really curious.
   e. Because Nawang Wulan’s spiritual power disappeared.

19. Which statement is TRUE according to the story?
   a. Jaka Tarub saw nine girls were taking bath in the river.
   b. He closed the pot before it had done.
   c. He heard a noise from a river near the garden.
   ✗ d. Jaka Tarub and Nawang Wulan got married and had a daughter.
   e. Nawang Wulan asked Jaka Tarub to take care her daughter and build two towers.
The Golden Slug

In the ancient time, lived a young man named Galoran. He was respected because of his wealth and honor. His parents were nobleman so he could live with luxury. However, he was very wasteful and every day just squandered the wealth of his parents.

One day, his parents died, but he did not care and continued to spend money as well as before. Because his life was so extravagant, all the treasure that he had was running out and he became an unemployed person. Many people sympathized with him and offered a job. But every time he got the job, he just dallied and it made him always be fired. Several months later, there was a wealthy widow who interested him. He married the widow and of course, he was very happy to be living in luxury again.

The widow had a daughter who was very diligent and clever to weave. Her name is Jambean, a beautiful girl and had been famous because of her weaving. However, Galoran did not like the girl, because the girl often scolded him because of his laziness. Finally, he threatened to torture and kill Jambean. He revealed the plan to his wife and the wife was very sad to hear of the threat.

Hearing the news, Jambean was very sad but she volunteered herself to be killed by her father. She told that she wanted to be dumped into a dam and did not bury under the ground after the death. The mother agreed and did all of her wants. In the dam, her body and head suddenly turned into the golden slugs.

Several years later, there are two widows who were looking for firewood. They were kindred, the first widow named Mbok Rondo Sambeza and the second called Mbok Rondo Sembagi. When looking for the firewood in the jungle, they were very surprised because of finding the beautiful golden slugs. They brought it and maintained at home.

Once they brought the snails, there was always a miracle every day. Their kitchen was always filled with the delicious food when they came home from work. They were very surprised, and wanted to know the person who made those foods. They pretended to go to work and hid in the back of the house. A few moments later, there was a beautiful girl came from the inside of the conch and she began to cook the delicious meals.

Both widows then secretly held and did not let the girl to get into the snail anymore. The girl apparently was Jambean who had been killed by her father. Both widows then allowed her to stay with them. Because of their versatility in weaving, she
got her famous back and made a handsome prince attracted. In the end, she married the prince and lived happily.

20. The generic structure of the text is …….
   a. Identification – description
   b. General classification – description
   c. Orientation – events – re-orientation
   d. Aim – materials – Steps
   e. Orientation – complication – resolution – re-orientation

21. Who is the main character of the text?
   a. Galoran
   b. The widow
   c. Jambean
   d. Mbo Rondo Sambega
   e. Mbo Rondo Sembagil

22. Why did the Jambean’s mother is very sad? Because …….
   a. Her daughter often scolded her husband.
   b. Jambean told that she wanted to be dumped into a dam.
   c. Jambean volunteered herself to be killed by her father.
   d. Galoran threatened to torture and kill Jambean.
   e. Jambean’s body turned into the golden slugs.

23. From the text above, we know that …
   a. Jambean turned into the golden slugs.
   b. Galoran was a wise man.
   c. Jambean was a lazy girl.
   d. Two widows helped the golden slug in the dam.
   e. Her father dumped Jambean into a dam.

24. What happened at last?
   a. Galoran threatened to torture and kill Jambean.
   b. He was very wasteful and every day just squandered the wealth of his parents.
   c. The girl apparently was Jambean who had been killed by her father.
   d. Jambean married the prince and lived happily.
   e. Many people sympathized with him and offered a job.
25. The text above mostly uses ....... tense.
   a. Simple Present
   x. Simple Past
   c. Present Continuous
   d. Simple Future
   e. Simple Perfect

\[ \underline{\text{ } = 7} \quad \underline{B = 18} \]
LEMBAR VALIDASI

SILABUS

A. TUJUAN
Tujuan penggunaan instrumen ini adalah untuk mengukur kevalidan silabus dalam pelaksanaan pembelajaran bahasa inggris yang implementasinya menggunakan Card Sort and Discussion.

B. PETUNJUK
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<td>7.</td>
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<td>8. Penentuan jenis penilaian</td>
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**RUBRIK PENILAIAN**

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Keterangan:
Silabus dikatakan valid, apabila nilai mencapai 80-100

Mohon untuk memberikan skor/komentar/saran pada kolom dibawah ini:

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Semarang, 8 Agustus 2017
Validator

Anjas Karuniarwan, S.Pd.
NIP. 198009172009021002
LEMBAR VALIDASI INSTRUMEN
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

A. TUJUAN
Tujuan penggunaan instrumen ini adalah untuk mengukur kevalidan RPP dalam pelaksanaan pembelajaran bahasa inggris yang implementasinya menggunakan Card Sort and Discussion.

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<td>5</td>
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<tr>
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Keterangan:
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Semarang, 8 Agustus 2017

Validator

Anjas Karuniaawan, S.Pd.
NIP. 198009172009021002
# LEMBAR VALIDASI

## SILABUS

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Semarang, 22 Agustus 2017
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Anjas Karuniawan, S.Pd.
NIP. 19800917 200902 1 002
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*Data diambil dari Henry E. Guernsey, Op. cit., hlm. 427, dengan catatan bahwa yang diambil di atas hanya Harga Kritis "1" pada taraf signifikansi 5% dan 1%.*
DECLARATION AND PERMISSION FOR PUBLICATION

I have been marked bellow:

Name : Dwi Ratnasari
NIM : 113-13-006
Faculty : Teacher Training and Education Faculty
Department : English Education Department

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Salatiga, October 3rd 2017

The Writer

Dwi Ratnasari

113-13-066