THE IMPACT OF SELF ASSESSMENT TOWARD STUDENTS’ READING COMPREHENSION IN NARRATIVE TEXT

(An experimental research to the tenth grade students of SMK Sultan Fattah Salatiga in academic year 2018/2019)

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for degree of Sarjana Pendidikan (S.Pd)

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2019
DECLARATION

In the name of Allah,

Hereby the researcher declares that this graduating paper is written by the researcher herself. This paper does not contain any materials published by other people, and it does not cite any other peoples’ ideas except the information from the reference. This declaration is written the full concern of the researcher.

The researcher is capable to account her graduating paper if in the future it can be proved of containing others’ idea or in fact that the researcher imitates the others’ graduating paper. Likewise, this declaration is written by the researcher and hopes that this declaration can be understood. The researcher will also agree if the library of IAIN Salatiga published this graduating paper.

Salatiga, March 5th, 2019

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The Attentive Counselor’s note

Umi Simtiyah

To Dean of Teacher Training
and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Umi Simtiyah’s Graduating Paper entitled THE IMPACT OF SELF ASSESSMENT TOWARD READING COMPREHENSION IN NARRATIVE TEXT (An experimental research to the tenth grade students of SMK Sultan Fattah Salatiga in academic year 2018/2019), I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

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A GRADUATING PAPER

THE IMPACT OF SELF ASSESSMENT TOWARD STUDENTS’ READING COMPREHENSION IN NARRATIVE TEXT

(An experimental research to the tenth grade students of SMK Sultan Fattah
Salatiga in academic year 2018/2019)

WRITTEN BY:
UMI SIMTIYAH
NIM. 113 14 069

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 Friday, April 5th 2019 and hereby consider to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education.

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Salatiga, April 9th 2019

(Signed)

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MOTTO

“Education is not to prepare life but it is the real life”

(John Dewey)
DEDICATION

This graduating paper is whole-heartedly dedicated to:

1. Allah SWT. Thankfully to always gives me the best things in my life

2. My dad Muhamad Mahfudz and my mom Jumiyati who always give me the best that they can be, support me in every condition, and never stop giving sincere prayers.

3. My beloved sister Asna Fauziyah who always gives me your sweet smile.

4. My big family “Khusaini” who always give me big support to finish my study in IAIN Salatiga.

5. My special friends. Thanks to your motivation and your support
ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious and the Most Merciful, the Lord of universe. Because of Him, the writer could finish this graduating paper as one of requirement for Sarjana Pendidikan in Department of Educational Faculty of State Institute of Islamic Studies (IAIN) Salatiga. Secondly, peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness.

However, this success would not be achieved without support, guidance, advices, helps, and encouragements from individual and institution, and I somehow realize that an appropriate moment for me to deepest gratitude for:

1. Dr. Rahmad Hariyadi, M. Pd, the Rector of State Institute of Islamic studies (IAIN) Salatiga.
2. Suwardi, M. Pd, as Dean of Teacher Training and Education Faculty.
3. Noor Malihah, S. Pd, M. Hum., Ph. D. as Head of English Education Department and counselor of this paper, who always gives a great attention and guidance for this paper from beginning until the end.
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Salatiga, March 5th, 2019

The Researcher

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ABSTRACT


This research dealt with the impact of self-assessment toward students’ reading comprehension in narrative text the tenth grade students at SMK Sultan Fattah Salatiga. The objectives of this research were to answer (1) how is the profile of the students reading comprehension in narrative text before implementing self-assessment. (2) how is the profile of the students reading comprehension in narrative text after implementing self-assessment (3) is the implementing of self-assessment effective in their reading narrative text. The subjects of this research were two classes for the tenth grade of SMK Sultan Fattah Salatiga: the first class was A1 (X Multimedia) as the experimental class and the second class was A2 (X Tata Busana) as the comparison class. The approach of research was quantitative research especially quasi experimental research. The instrumental used to collect the students’ reading comprehension was test. The data were collected from the score of pre-test and post-test after treatment was implemented. The data tested statistically by using Statistical Product and Service Solution (SPSS) version 16.0.

The researcher found that there was no significant difference in the students’ reading comprehension before implementing self-assessment. The mean score of EC (Experimental Class) was 62.21 and CC (Comparison Class) was 61.57. Then, there is any significant difference in the students’ reading comprehension after implementing self-assessment. The mean score of EC was 84.29 and CC was 78.14. The difference score mean is 6.15. Hence, researcher interpreted that there was any significant difference after implementing self-assessment. The result showed that self-assessment strategy was an effective strategy in improving the students’ reading comprehension especially in narrative text. To sum up, the researcher concluded that alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected.

Key Words: Self-Assessment, Reading Comprehension, Narrative Text.
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CHAPTER I
INTRODUCTION

This chapter present about the background of the research, problem of the research, objectives of the research, limitation of the research, significance of the research, statistical hypothesis, definition of keyword and organization of the research.

A. Background of the Research

English is one of the international languages. The English language has four language skills in language learning, i.e., listening, speaking, reading and writing. Reading is one of the language skills that play important roles in many aspects of life. Since much information or literature is still written in English so that reading skills are very important and it is needed in comprehending the texts.

Reading, as one of the language skills, has a very important part. The students should comprehend the reading for a certain purpose. However it needs a practical and suitable method. Reading is an important thing that cannot be disentangled from people daily activities. Reading is considered as an important skill especially in learning and reading hold a strategic role in people activities, especially for the students. Reading it is one the fourth skills that should be mastered by the students. As Ghorbani, Gangeraj, and Alavi (2013:1) mentions Reading is one of a part significant activities in any language teaching and study in the classroom. With reading, the students are
expected to ever comprehend the content from the material or lesson from books or other. Any other statements come from Pan (2014:191) said that Reading is considered as the most fundamental also convenient approach to learning English, especially for English as a foreign language (EFL) learners. If all of the students are able to read with kind and understand moreover with comprehending about what is being they read, the students can learn more and get additional knowledge where it will give them more get a profit and benefit in English learning.

However, reading is to be observed as a complex skill for the students. According to Noursi (2015:2) many students or foreign language learners face a substantial problem in mastering the reading skill. Some reasons why these can happen with students or foreign language learners are because the students or foreign language learners often do not understand the fill on the content of the text since they do not understand the meaning of the words or sentences in a text what is being they read, inadequate vocabularies, and lack of reading experience.

Mastering reading especially in reading comprehension is not a simple matter. There are several emerge problems as the researcher carried out the pre-survey to know the situation in class on August 28th, 2018 in SMK Sultan Fattah Salatiga, the researcher found that the students for the tenth grade of SMK Sultan Fattah Salatiga had some difficulties when learning English in reading, especially comprehending fill on the content of the text. The students do not have much time to learn English because they only have
3 hours to learn English every week, had the lack the students motivation to learn English, especially in reading comprehension.

Concerning this problem, the researcher take into consideration some strategies in teaching that can be used to make better the students reading, especially on reading comprehension. The researcher chooses a technique called self-assessment. Self-assessment is evaluation technique where students judged them self-associated with status, level of competence achievement that is being studied from the certain subject. This assessment technique can measure the cognitive aspect, psychomotor and also effective (Suwandi, 2010:114). The concern for involving students to develop their own responsibility towards their learning progress has raised some scholars’ interests in implementing self-assessment in the class. Self-assessment has also gained much attention in recent years because of its growing emphasis on learner independence, learner autonomy and significant pedagogic value. O’Malley and Valdez (1996) emphasize that self-assessment application not only encourage students critical thinking towards their performance but also hearten them to look for solutions to the constraints encountered. According to Chen (2008), active involvement of the students in assessing their performance will enable them to be gain ownership of their learning. In her grounds for self-assessment, Dickinson and Millero (1987) note that, in contrast to external modes of self-assessment, which can increase inhibition, self-assessment helps to make smaller competition in the classroom and increases collaboration among learners. Li (2011) states that implementing
method self-assessment in a less important school in Hong Kong is a meaningful activity to sensitize students to the experience of greater participation and also to make students more associated in the learning.

One of the most effective manners to assess students know and understand the integrated into assessment with the formative ways (test in the process of learning) of instruction continually is using of method self-assessment as instrumental learning McMillan (2007). When students engaged with their learning process, so they will reflect on their accomplishment, on this own evaluate their works, revision, set goal and evaluated their self (Paris and Ayres, 1994;7)

In addition, the process of assessing students by using self-assessment will give students a chance to get involved to make better in the learning process. Students are involved deeply in the evaluation of work. Also, the teacher can give some immediate feedback which can be used to improve learning. Moreover the emphasis of self-assessment is on the progress and mastery of knowledge to increase the students confidence and motivation in learning (McMillan, 2007; Genesee and Upshur, 1996) especially in reading.

Self-assessment will make the students realize the huge responsibility of the process of their learning. Also, self-assessment has a big role to help learners locate their own strengths and weaknesses, Chamot and O’Malley (1994, cited in Harris, 1997). Then after they know about that, self-assessment can help them to think about what they need to do. Harris (1997) also mentions that self-assessment helps to direct students to summarize and
decide what the best strategy for their learning. Consequently, self-assessment can increase the awareness of the communication strategies they use.

For that reason, the researcher intends to conduct experimental research with entitled a “The Impact of Self Assessment toward Students Reading Comprehension in Narrative Text.”

B. Problem of the Research

The problems that are going to be discussed in this paper can be stated as follows:

1. How is the profile students’ reading comprehension in narrative text before implementing Self-Assessment?
2. How is the profile students’ reading comprehension in narrative text after implementing Self-Assessment?
3. Is the implementation of questionnaire self-assessment effective in their reading narrative text?

C. Objectives of the Research

Based on the problem of the research above, the researcher can conclude the objectives of this research are as follows:

1. To find out the profile of the students’ reading comprehension in narrative text before implementing self-assessment.
2. To find out the profile of the students’ reading comprehension in narrative text after implementing self-assessment.
3. To know the effectiveness of implementation questionnaire self-assessment in their reading narrative text.

D. Limitation of the Research

In order to come into focus on this research, the researcher limits research to be concerned only by the using of self assessment. This research is limited in the students’ reading comprehension and it focuses to discover the aspect of interpretation, clarity, understanding and detail of content.

E. Significances of the Research

The researcher hoped that the result of this research gives brief information and contribution theoretically and practically as followers:

1. Theoretically
   a. The result of this research can be used as a reference for those who want to carry out of research by using self assessment.
   b. The result of this research can be advantageous in the English teaching learning process.

2. Practically
   a. For the students
      The result of this research can support the students’ reading comprehension. Teaching reading uses this strategy permits to students can appraise they self, to correct their self and to deepen the Students’ understanding about the text.
b. For the teacher

The result of this research can give useful information and contribution to the teacher. The teacher can use the self-assessment strategy to avoid the students’ less participation, boredom, and can give appraise they self in teaching reading.

c. For the institution

The result of the research can contribute the institution to enrich the strategies in English teaching and learning.

F. Statistical Hypothesis

There are two (2) types of hypothesis. The first is an alternative hypothesis \( (H_α) \) and second is the null hypothesis \( (H_0) \). The research (or alternative) hypothesis is a positive statement about what the research expectation to find. Conversely, the null hypothesis is a statement that a relationship expects in the research hypothesis does not exist.

1. \( (H_α) \): there is a difference between using Self-assessment toward students reading comprehension in narrative text for tenth grade students at SMK Sultan Fattah Salatiga.

2. \( (H_0) \): there is no difference between using Self-assessment toward students reading comprehension in narrative text for tenth grade students at SMK Sultan Fattah Salatiga
G. Definition of the key Term

In this part, there are some explanations from the topic of the title mentioned in the previous item to avoid misunderstanding. The title is “The Impact of Self Assessment toward Students Reading Comprehension in Narrative Text” the definition of the key term as follows:

1. Self assessment

Self-assessment is defined as the tool to assess students comprehension by involving them on the process of evaluation. It has been popular from the 1990s since it was considered as a tool to help learners (Kato, 2009). In line with that, self-assessment provides is a real role to be played by learners themselves to help their own language learning and also it has an important role in helping learners or students to focus on their learning process (Genesee and Upshur, 1996; Harris, 1997).

2. Reading comprehension

Reading comprehension is reading that is involves a difficult combination of skill in which students make demands on their understanding of various element, the how finding and understanding of main ideas and details and make a difference between the two (Pakzadian and Rasekh 2012:118)

According to Moreillon et al., (2012:10), mentions that reading is making meaning from the media of print and from visual information. While, Duke (2003) as quoted by Gilakjani and Sabouri (2016:230)
defines that comprehension is a process in which reader or learner make meaning by interacting with the text through the combination of previous knowledge, information on the text, and also the views of readers related to the text.

3. Narrative Text

Narrative text is a type of text in the form of imaginary story texts, engineered real stories, or fairy tales. According to Anderson (2003) that any some type from narrative text, there is humor, romance, crime, real life fiction, historical fiction, mystery, fantasy, science fiction, diary novel, and adventure. The generic structure of narrative text is orientation, complication, resolution and generic structure which can be added is re-orientation and coda.

H. Graduating Paper Organization

The researcher arranges the graduating paper into five chapters, as follows:

1. Chapter I: introduction

This chapter will tell about the introduction and explain the relationship related to the paper. It consists of the background of the research, problem of the research, objective of the research, limitation of the research, significances of the research, statistical hypothesis, definition of the key term and graduating paper organization.
2. Chapter II: review of related theories

This chapter provides the related theories of this research. It covers some theories about self-assessment (definition of self-assessment, types of self-assessment, advantages and disadvantages of self-assessment, and implementation of self-assessment), reading (definition of reading, the function of reading, the principle of teaching reading, and technique of reading), comprehension (definition of comprehension, and level of comprehension), and narrative text.(the understanding of narrative text, the purpose of narrative text, and the schematic structures of narrative text) and previous research. Some of the theories used in this research are based on the related previous research in this field.

3. Chapter III: research methodology

This chapter gives a clear discussion about the type of the research, the location and time of the research, population and sample of the research, variable of the research, instrument of the research, technique of collecting data, evaluation criteria, medium of evaluation, and technique of the data analysis.

4. Chapter IV: research finding and data analysis

This chapter consists of description the research finding, data analysis and discussion.
Chapter V: conclusion and suggestion

This chapter will present the conclusion and suggestions of the study based on the analysis in chapter four for further research. The last terms of this research are references, appendix and curriculum vitae.
CHAPTER II
REVIEW OF RELATED THEORIES

This chapter presents a review of theories concerning the research topics and
the conceptual framework underlying the study. The details of the theoretical
review and conceptual framework are presented as follows.

A. Theoretical Framework

1. Self-Assessment

   a. Definition of Self-Assessment

      Self-assessment is an evaluation method where learners judged
      their self-associated with their status and level of capability
      achievement that is being studied from definite from the subject. This
      self-assessment technique can measure the cognitive aspect,
      psychomotor and also effective (Suwandi, 2010:114).

      Self-assessment is defined as the instrument to assess students’
      comprehension by implicated them on the process of evaluation. It has
      been popular from the 1990s since it was considered as a tool to help
      learners (Kato, 2009 in Lianisya, 2014). In line with that, the method
      of self-assessment provides is a real role to be played by learners
      themselves to help their own language learning and also it has a very
      important role in helping learners or to focus understanding on their
      learning process (Genesee & Upshur, 1996; Harris, 1997). Moreover,
      by using the self-assessment method in their learning process,
language learners will have some responsibility in locating they come into strengths and weaknesses, (Harris, 1997 in Lianisya, 2014).

b. Types of Self-Assessment

1) Formative assessment

Formative assessment is an evaluation of assessment based evidence for the purpose of providing feedback and informing teacher, students, and education stakeholders about the teaching and learning process.

Formative assessment is an evaluation designed to obtain information about the learning progress of learner. This evaluation performed on the learning process. Oriented in the learning process and intend to control students’ learning progress. Formative assessment is the assessment for learning, and summative assessment, which is the assessment of learning (Stiggins, 2001)

2) Summative assessment

Summative assessment is the evaluation of assessment based on the data for the purpose of assessing academic progress at the end specified time to establish a students’ academic standing relative to some establish a criterion, (Dunn and Mulvenon: 2009)
c. Advantages and Disadvantages of Self-Assessment

1) Advantages of Self-Assessment

According to Martha and Monica (2010) the advantages or benefit of self-assessment is:

a) Help students to think about there in our process of learning, learning progress, and matter in learning.

b) Self-assessment is a very effective method because with self-assessment can obtain their deficiency themselves.

c) When students are capable to analyze their own advance, they can find ways, method and strategies to create corrective and be better on learning.

d) Self-assessment can be an excellent way for the teacher to identify the matter and difficulties of students.

2) Disadvantages of Self-Assessment

The disadvantages or detriment of self-assessment is:

a) Self-assessment can be confiscated of time, so the teacher must have a purpose before it.

b) Sometimes, it is only appropriate for intermediate to a higher level, because if this method improves in senior high school or below it, this method cannot effective.

c) It implies understanding about language and learning about second language learning does not have.
d. Implementation of Self-Assessment

Rolheiser (1998) explains how self-assessment contributes to learning. She gives suggest a cycle that comprises the following steps:

1) Discuss term the goal for the learner.
   a) Encourage effort to learn.
   b) A combination of effort and goal with the learner feeling of achievement.
   c) Self-evaluate.
   d) Self-judge of how to do the student stand when meeting the goal.
   e) Self-react with enable the learner to give an opinion about their work.
   f) Establish self-confidence.

2. Reading

a. Definition of Reading

Reading is a procedure when readers learn something from a book or what they read and implicate it in an academic context as a section of education (Grabe, 2009 : 5). In the classroom, some teachers oftentimes use texts and books as an intermediary to deliver material of a subject. Moreover, the teacher undertakes to interview the students to read the texts to conclude information in order that they may understand from the material. According to Urquhart in (Grabe
2009: 14), Reading is the process of receiving also interpreting information in other languages from a medium of print.

Reading also engages human brain power, emotions, and confidence as Weaver (2009) states that Reading is a way which is very much determined by what which reader’s brain and emotions and confidence carry to the reading: the science or information (misinformation, nothing information), strategies for understanding of text, moods, fears, and joys—all of it. With reading a text, the readers may understand well what the writer meant on they write. The readers dominantly use the brain when reading argumentative and scientific writing. They use emotions when someone read a letter, a story and others which dominate use feeling. And when they reading a newspaper or religious books then will incline their belief or understanding the meaning of the book or they read.

Other experts specify that reading as an activity in what the readers respond to and create a sense of text or book being read connected to their previous knowledge (Spratt, Pulverness, and William: 2005: 21).

Reading can be a means of consolidating and extending someone knowledge of the language. Doing it, the reader can grab any information and pleasure about the subject of the language. This activity also gives some advantages to the readers. One of the advantages is the students can improve their knowledge by reading a
text without the teacher’s help because they can interpret by themselves (Rivers, 1981: 260).

People know that reading always deals with a text which is written in books, newspapers, magazines, and websites. Furthermore, the written text has many varieties. Brown (2001: 302) states there are two main categories of the varieties of the written texts. The first is non-fiction such as reports, editorials, letters, greeting cards, diaries, journals, memos, messages, announcements, newspaper journalese, academic writings, forms, applications, questionnaires, directions, labels, signs, recipes, bills, maps, manuals, menus, schedules, advertisements, invitations, directories, articles, and dictionaries. The second is fiction such as novels, short stories, and comic strips or cartoons.

From those genres of the written text read by the readers, they have to interweave their background knowledge to construct meanings after understanding the text in order to make a better concept of the readers thought. To construct meaning and conceive writers’ message from the text, the readers bring information, knowledge, emotion, experience, and culture to the printed words in order. The text does not by itself carry meaning (Brown: 2001). It is known as the schema theory.

Hence, reading can be defined as an activity which constructs meaning from a written text based on the reader background
knowledge to make a better concept so that the readers will learn a new thing from the information grabbed from the text.

b. The Function of Reading

According to Mahmoed (2006:103-104), there are at least five main purposes for comprehensive reading.

1) Reading for Specific Information

Reading for specific information is a common form of reading used to discover specific or limited information. For the example is when looking up a word in the dictionary or a number in the telephone book.

2) Reading for Information

The materials of reading for information like newspaper and magazine are designed to be read quickly in order to find new fact and news. Usually, readers only read from a head title or skim the page for the key fact.

3) Reading for Ideas

Type of this reading is required paying special attention to the main ideas, the concept of the nature of the presented information. The reader skims through the major topic, headings, illustration, and conclusion in order to obtain a general idea of the content.
4) Reading for Understanding

Reading for understanding requires comprehension of the relationship between the information introduced and overall knowledge of the subject. It requires understanding the relationship of a topic to the sentence, paragraph, and the main ideas.

5) Reading for Application

Reading for application is used to accomplish a special task. This type of reading consists of reading a cake recipe or the following introduction to make or fix something. Usually, this typed text is in the procedure text.

c. The Principle of Teaching Reading

Here there are three principles of teaching reading to aid students to become better readers.

1) Develop Reading Lessons in Three Parts

a) Pre-reading Activities

Before students start reading before it introduces some *schema-building* activities. A *schema* is the framework or context of comprehension that the students carry to a new idea or experience. Any some pre-reading tasks include is discussion question, vocabulary, and skimming.
b) During Reading Activities

When the students are reading, the teacher can also ask students to take part in during reading activities.

c) Post Reading Activities

The first asks students to analyze a text critically also evaluate it, the second ask students to allow in which lines of the text the writer gives factual information, as against to just giving their own opinion, and the last call on students to indicate any certain signal words that indicate fact or opinion.

2) Explicitly Teach Reading Strategies

Reading is one of the best ways to assist students in their reading is to clearly teach reading strategies (Grabe, 2009). Any some strategy:

a. Encourage the students to skim quickly through a text, only to get the gist or to inspection on the text for specific information.

b. Encourage the students to underline or high point keywords, phrases, and ideas.

3) Help Students Expand Vocabulary Skill

With reading may help students expand in vocabulary by increase their consciousness of word. Word families are groups of
words that share a general base to which different prefixes also
suffixes can be added that either change on the part of speech or
the meaning in the text. The teacher’s must help students admit
that the same root word may exist in different on forms.

d. Technique of Reading

According to Edine (2016) there are four techniques on the
reading, there are:

1) Scanning

In this method, students only look for keywords or specific
information such as when we search for the meaning of a word in
a dictionary, look up telephone numbers in books, search for
books in the library, e-mail, or food menu. in this scanning there
are three things we must know, namely:

a) The objective which is what we should look for

b) Type of material

c) The layout is how information or reading of the text is
arranged

2) Skimming

Skimming is a technique of speed reading and reading the
entire text to find out the main ideas, subject matter and to look
for important things. In this skimming technique, you can also get
important information. But it cannot save time.
3) **Intensive Reading**

Intensive learning is a reading technique that takes a long time because usually intensive learning is used to read research results, proposals, and text for long-term and focused knowledge, also to truly understand the contents in a context, so there is no mistake in interpreting the meaning.

4) **Extensive Reading**

Extensive reading focuses on reading for pleasure. Usually, to read fiction works. In extensive reading techniques not too focused but still follows the flow of the text. But it also interprets the contents of the text being read.

3. **Comprehension**

   a. **Definition of Comprehension**

   According to Pang et al., (2003: 14) comprehension is the process of acquiring or understanding the meaning that involves vocabulary and thought, understanding is an active process because the reader is actively involved in building meaning. Communicating information, ideas, and perspectives by utilizing prior knowledge is active involvement incomprehension.

   The meaning of comprehension is an understanding, comprehend or know. Comprehension is meant to build purpose from what is being perceived (Dallmann, 1982:159).
comprise the correct association of meaning with word symbols, also
an selection of the correct meaning suggested of the context, the
organization also retention of meaning, the capacity to reason one's
way through smaller idea segments, and the capacity to understand the
meaning of a larger unitary idea (Dechant, 1982:311)

b. Level of Comprehension

There are three levels of comprehension:

a)  Level One

   Literal – what is actually: fact and details, rote learning
   and also memorization, and surface on understanding only on
   this category are objective tests with true/false, multiple choice
   or fill-in-the-blank questions. Generic questions may be used in
   this type are who, what, when, and where questions.

b)  Level Two

   Interpretative - what is implied and meant, somewhat than
   what is actually stated with: Drawing the inferences, drain into
   prior knowledge/experience, append new learning on the old
   information, can making logical leaps and educated guesses,
   Reading the lines between determining what is meant by what
   is stated. In this category are subjective, the types of questions
   are asked are open-ended, like why, what if, and how.
c)  *Level Three*

Applied - taking what was said or literal and from what was meant by what was said or interpretive and then, extend or apply the concepts or ideas beyond the situation. With: analyzing, synthesizing, and applying. In this level use are analyzing, synthesizing information and also applying it to other information.

4  Narrative Text

a.  *The Understanding of Narrative Text*

A narrative is a text that tells about a story and entertains the audience. The narrative purpose is mainly to inform often include large passage arranging the occurrence in a story strictly in chronological order.

Narrative can be imaginary or factual like story fairy tales, mysteries, fables, romances stories and adventure stories, myths and also legends, Anderson and Kathy (2003) describe that many different types of narrative text; namely humor stories, romance stories, crime stories, real-life fiction stories, historical fiction stories, mystery stories, fantasy stories, science fiction, diary novel, and adventure stories. In narrative there are two main categories, it is literary and factual. Within these, there is various type of text. Each type has a general and usual way of using language.
From the explanation above, that narrative text is a story occurred in past time which it is have social function is to entertain the readers. It is written with particular characteristics and its language features. Chatman (1993) classified that narrative text into four basic elements as follows:

1) Characters

There are two characters take place in a story. They are the main characters and secondary characters. The character is the single very important element in the narrative text. Because describe physical of the character such as age, height, even personality character including the strength and weaknesses.

2) Settings

Settings are what the author writes to describe for the reader where and when the story takes place. The setting of the location where and when of the story writer the story tells a reader among realistic, historical fiction or fantasy.

5) Plot

The plot includes an initiating event, starting of the main character the series of events to problem-solving.

6) Conclusion

The writer ends up the story with summarizing and telling how the solution for completion of the problems in the story.
b. The Purpose of Narrative Text

This is one idea to Anderson’s (2003:6) states that narrative is used as present a view of the world that entertains or as informs the reader. It means that the social function from the narrative text is to providing entertainment, can be to make the readers thinks about an issue, teach them a lesson, and excite their emotions.

c. The Schematic Structures of Narrative Text

In addition, Anderson and Kathy (1998:4) states that the generic structures of narrative texts are orientation, the complication, the sequence of events, the resolution, and the coda. Detail the generic structure of the narrative text is:

1) Orientation

Orientation sets the scene that is when, where and who (introduces participants/character).

2) Complication where a problem arises and something happened unexpectedly.

3) Resolution when the problem is resolved in which the characters eventually sort out the complication.

B. Previous of the Research

The first previous research came from Permatasari, Sutapa and Rosnija. They are doing research in SMK N 07 Pontianak. In their research
told about their experiences when applying the self-assessment method in teaching English Narrative text in senior high school. The aim of apply the self-assessment method to know the effectiveness of implementation self-assessment on reading comprehension.

In the study, they used pre-test and post-test methods. That is to know the level of comparison, especially in reading. A pre-test is a test that is done before getting treatment (method applied) while post-test is a test that is carried out after the method is applied or after the treatment is done.

In this study, they used written tests for measurement and assessment in reading comprehension. They found that there were significant differences between before and after being given treatment for self-assessment methods. The difference is, the first on the identification of the pre-test 10 score and post-test settings also 10 scores there is no difference in score in the setting, the second is understanding the character in the pre-test text narrative 25.9 and the post-test 24.97 there is a decrease in character understanding here, then a plot of pre-test 24.54 and post-test 27.42 there is an increase in understanding the plot, theme pre-test 0 and post-test 7.72 and the last point of view score on the pre-test and post-test is the same, which is 5 point but, on average the overall score in the pre-test and post-test is very different, from 61.44 up to 71.11. So the increase in average is 9.67 points.

From the study, they found that self-assessment carried out by students themselves greatly contributed to their learning. Supported by the theory of Sadler (2006: 20) who said that self-assessment provides benefits
because pedagogically gives students the opportunity to analyze their work, metacognitive develop skills also evaluate, effectively that is changing the point of view and improving the learning environment.

The second previous research comes from Baniabelrahman (2010). With title The Effect of the Use Self-Assessment on EFL Students’ Performance in Reading Comprehension in English. He is conducted research in Irbid First Directorate of Education during the second semester. Total female students’ is 69 and total male students’ is 67. In his research told that use self-assessment in reading comprehension to know the effect of the method self-assessment.

In this research, He uses the instrument of research is a test. There is a test before treatment and test after treatment. In every the end of the lesson he uses the instrument to evaluate the lesson, there are One Minute Paper and questionnaire self-assessment for reading comprehension. One Minute Paper used to evaluate the lesson today. While questionnaire self-assessment for reading used for to know the activities students’ when their test reading comprehension.

He found that there was a significant score in post-test. The mean of control class is 56.40 and the mean of the experimental class is 65.43. the mean of female students is 59.84 and mean for male students’ is 62.01. Based on the data, the different mean in the control class and experimental class is 9.03.
From the research, the writer found that self-assessment carried out by students themselves greatly contributed to their learning. Self-assessment is effective to use as a medium of evaluation students’ in the learning process.
CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the researcher discusses about the research methodology. It includes: type of research, location and time of the research, population and sample of the research, variable of the research, instrument of the data research, technique of collecting data, evaluation criteria, medium of evaluation, and technique of the data analysis.

A. Type of the Research

In this research are included in quantitative research which focuses on the experiment method. In the quantitative experimental method, the researcher used quasi-experimental research. According to Muijs, (2004:27) state, quasi-experiment is research to collect, analyze, and interpret data. Quasi-experimental research aims to reveal the causal relationship by involving experiment class and control class.

Students’ scores are obtained from written tests (essays). There is from pre-test and post-test. Participant/subject are placed into two groups or class, the experimental class and the comparison class. The experimental class will receive the treatment by using the self-assessment strategy while the comparison class will not give the treatment. Then both of class will receive a pre-test before the treatment is given, and a post-test, usually on the same instrument, after the treatment was given. The post-test is to know is
there any improvement reading comprehension in narrative text after the
treatment was given.

Table 3.1
The Design of Pre-Experimental Research

<table>
<thead>
<tr>
<th>Class</th>
<th>O₁</th>
<th>X</th>
<th>O₂</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment class</td>
<td>Pre-Test</td>
<td>Self-Assessment</td>
<td>Post-Test</td>
</tr>
<tr>
<td>Comparison class</td>
<td>Pre-Test</td>
<td>No Treatment</td>
<td>Post-Test</td>
</tr>
</tbody>
</table>

(Adapted from Cohen, Manion, Marrison, 2007:282)

- O₁ : Pre-test
- O₂ : Post-test
- X : Treatment

B. Location and Time of the Research

1. Location

   This research was conducted. It was located in SMK Sultan Fattah
   Salatiga, Diponegoro Street Number 112 Salatiga city, Central Java
   Province.

2. Time

   The researcher conducted the research started from February 6th to
   February 26th, 2019 in the tenth grade of SMK Sultan Fattah Salatiga.
   Giving a clear schedule of the research, the researcher managed the
   research matrix in the table 3.2 below:
Table 3.2

The time to research in SMK Sultan Fattah Salatiga

<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Activities</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>February 4\textsuperscript{th}, 2019</td>
<td>Giving observation letter to one of the administration staff at SMK Sultan Fattah Salatiga.</td>
<td>Office staff SMK Sultan Fattah Salatiga</td>
</tr>
<tr>
<td>2</td>
<td>February 5\textsuperscript{th}, 2019</td>
<td>Interview with the English teacher, do a consultation about lesson plan.</td>
<td>Office of English teacher</td>
</tr>
<tr>
<td>3</td>
<td>February 6\textsuperscript{th}, 2019</td>
<td>Pre-survey</td>
<td>Class A1</td>
</tr>
<tr>
<td>4</td>
<td>February 7\textsuperscript{th}, 2019</td>
<td>Pre-survey</td>
<td>Class A2</td>
</tr>
<tr>
<td>5</td>
<td>February 18\textsuperscript{th}, 2019</td>
<td>Pre-test and treatment 1</td>
<td>Class A1</td>
</tr>
<tr>
<td>6</td>
<td>February 19\textsuperscript{th}, 2019</td>
<td>Pre-test</td>
<td>Class A2</td>
</tr>
<tr>
<td>7</td>
<td>February 25\textsuperscript{th}, 2019</td>
<td>Treatment 2 and Post-test</td>
<td>Class A1</td>
</tr>
<tr>
<td>8</td>
<td>February 26\textsuperscript{st}, 2019</td>
<td>Post-test</td>
<td>Class A2</td>
</tr>
</tbody>
</table>

C. Population and Sample of the Research

1 Population

According to Ary et al., (2010:148) population is defined as all members of any well-defined class of people, events, or objects. Other statements, Kohari (2004:55) states that the definition of the population of the research is all items in any field of a research study. Addition from
Creswell (2012:142) states that the population is a class of individuals who have the same characteristic.

Based on the definition, the researcher concludes that a population is a number of groups interest to the researcher, a number of groups which she should make the results of the study to be reported. The field of this research study is about self-assessment and reading comprehension.

Table 3.3
The total population of the tenth year students of SMK Sultan Fattah Salatiga in 2018/2019

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Major</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A1</td>
<td>Multimedia</td>
<td>14 students</td>
</tr>
<tr>
<td>2</td>
<td>A2</td>
<td>Tata Busana</td>
<td>14 students</td>
</tr>
<tr>
<td>3</td>
<td>A3</td>
<td>Akuntansi</td>
<td>9 students</td>
</tr>
<tr>
<td>4</td>
<td>A4</td>
<td>Pemasaran</td>
<td>22 students</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>59 students</td>
</tr>
</tbody>
</table>

2 Sample

A sample is the selected participants taken from the population for the research study. Arikunto (2014:175) state that a sample is a set of some, not all of the observation or other things. A sample is a part of the population that represents the whole population. There are two methods of sampling:
a. Probability Sampling

Probability sampling is a sampling method that provides equal opportunity to be taken to all elements. There are several types, including:

1) Random sampling

Sample random sampling is how to retrieve data randomly regardless of the level in the members of the population.

2) Systematic sampling

This method requires researchers to select population elements systematically, namely the population elements that can be sampled are "what". Stages of sample selection:

a) Look for sampling frames, give sample unit numbers from 1 to N
b) Determine the desired sample size (n)
c) Specify interval (K): K = N / n
d) Choose randomly (use lottery methods, calculators or random number tables) integers between 1 and K as the first sample
e) Take the next sample with the K interval

3) Stratified sampling

Dividing the population into groups homogeneous and from every stratum taken randomly
4) Cluster sampling

In cluster sampling is sampling from the unit/group. Every item (individual) in the group chosen will take a sample.

5) Stage sampling

This method takes samples through 2 or more stages the process is multilevel either two or more stories. Multi-phase sampling

b. Non-probability Sampling

Non-probability sampling is the sampling method is not randomly selected but made available because there are other things. There are some several types of non-probability, including:

1) Purposive sampling

Purposive sampling is a sample unit chosen based on certain considerations to get sampling according to the desired characteristics the researcher need.

2) Accidental sampling

Accidental sampling is the sampling technique is done because of accidental or spontaneously determining the sample because the person is according to the characteristics of his research.
3) Convenience sampling

Convenience sampling or opportunity sampling involves choosing the nearest individuals that process until the required sample size has been obtained.

4) Quota sampling

Quota sampling is sampling where the number and characteristics have been determined by the researcher. Usually, this method is used when the researcher already knows about the condition and situation in place.

5) Snowball sampling

Snowball sampling is done in sequence or chain. From the small sample, size than the bigger / wider.

In this research, the researcher uses a non-probability sampling because the researcher did not choose the sample randomly but had determined in a place for research at SMK Sultan Fattah Salatiga with a sample of X A1 (MM) and X A2 (TB) classes. In this research, the researchers used a purposive sampling with characteristics same of understanding in English language learning between first class and second class, especially in reading comprehension, which is relatively similar in class X A1 and class X A2 the understanding or ability in English especially in reading comprehension is same. The class
became an experimental class is X A1 (MM) and the comparison class is X A2 (TB).

D. Variable of the Research

Research variables are everything / what has been determined by the researcher to be studied and then conclusions are drawn after obtaining information (Sugiyono, 2013: 38). In this research use two variables:

1. Independent Variable

According to Sugiyono (2013:39), Independent Variable is variables that are causes or variables that affect other variables. In this study the independent variable is self-assessment

2. Dependent Variable

The dependent variable is the consequent/bound variable because this variable is a variable that is influenced by other variables or also called a result variable (Sugiyono, 2013:30). In this research dependent variable is reading comprehension.

E. Instrument of the Research

Instrument is used to collect data. Instrument is a tool used by researcher in a research (Arikunto, 1998: 137). Instrument of the research are divided into two categories. They are test and non-test. Categories of the test consist of pre-test and post-test, while from non-test is documentation. In this research, the researcher use test and non-test instrument. There are essay test
(written test) and documented test sheets, lesson plan, narrative text sheets, syllabus, and photo reports.

F. Technique of Collecting Data

In this research, the technique of collecting data was tested. Through two stages, namely pre-test and post-test with questions from text and documentation.

1. Test
   a) Pre-test

   A pre-test is given before the treatment, is to know students’ basic reading comprehension before the self-assessment method was given. A pre-test is a test for the sample of the research before the treatment is given Craswell (2012:297). The pre-test consisted of 10 essays which the students need to answer the question based on the passage.

   b) Post-test

   The post-test is given after the treatment. The treatment is just given the experiment class. The result of a post-test score was used to measure the effectiveness of self-assessment method on students reading comprehension. According to Craswell (2012) post-test is an assessed participant in the experiment after the treatment. The post-test consisted of 10 essay questions.
2. Documentation

In this research, the research used a photo as the documentation of the research. The documentation used as the students’ test sheet, lesson plan, the narrative text sheet, syllabus, and photo reports.

Table 3.4
The table of rubric reading comprehension

<table>
<thead>
<tr>
<th>Skill</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicit Information</td>
<td>Answers mostly include supporting evidence from the text.</td>
<td>Answers usually include supporting evidence from the text.</td>
<td>Answers include occasional supporting evidence from the text.</td>
<td>Answers do not include any supporting evidence from the text.</td>
</tr>
<tr>
<td>Implicit Information</td>
<td>Answers are mostly related with the text.</td>
<td>Answers are usually related with the text.</td>
<td>Answers are occasionally related with the text.</td>
<td>Answers are not related with the text.</td>
</tr>
<tr>
<td>Main Idea</td>
<td>Identification of main idea with extensive use of supporting details.</td>
<td>Identification of main idea with considerable use of supporting details.</td>
<td>Identification of main idea with adequate use of supporting details.</td>
<td>Identification of main idea with limited use of supporting details.</td>
</tr>
<tr>
<td>Making Prediction</td>
<td>Students make valid predictions based on information from text and pre-existing knowledge.</td>
<td>Students make prediction, though some based on themed understanding.</td>
<td>Students make only “guess” not based on any understanding of information or knowledge.</td>
<td>Students are not able to make any prediction.</td>
</tr>
<tr>
<td>Interpretation</td>
<td>Answers are mostly correct and demonstrate excellent comprehension. Opinions are fully justified.</td>
<td>Answers are often correct and demonstrate good comprehension. Opinions are adequately justified.</td>
<td>Answers are occasionally correct and demonstrate an incomplete comprehension of the topic. Opinions are sometimes justified.</td>
<td>Answers do not reflect accurate comprehension of topic. Opinions are unjustified.</td>
</tr>
</tbody>
</table>

Adapted from (Brown:2004)

Assessment analysis is formulated with

\[
P = \frac{\Sigma x}{\Sigma x_1} \times 100
\]

\(P\) = judgment

\(\Sigma x\) = total number of students' answers

\(\Sigma x_1\) = the highest total number of answers

In the research to assess reading comprehension, researcher used rubric from Brown (2004) in the pre-test and post-test of collect data. The definition number of question is:

1. Explicit information is to give information in a clearly or details.

   Explicit information on question number 3 and 4. Example: How many character in this story?, The students must answer with detail information (mention in number or mention the character).
2. Implicit information is to give information knotted/suggestive. Implicit information on question number 9 and 10. Example: what can we conclude from the text? In this question we are required to conclude from the text.

3. Mean idea or the basic idea on question number 5 and 6. Example: What is main idea of first paragraph? In this question students must conclude in every paragraph or paragraph referred to in the questions.

4. Making a prediction. Example: what is the text tell us about? Students must give prediction about the topic in the text. Making prediction on question number 1 and 2.

5. Interpretation students must give their prediction from the sentence or word. Interpretation on question number 7 and 8. Example: She is sad and cry. The underlined word refers to? Students must read the sentence in before/after word it.

G. Evaluation Criteria

Table 3.5
Table of Evaluation Criteria

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Mark</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>85-100</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>2</td>
<td>75-84</td>
<td>B</td>
<td>Very Good</td>
</tr>
<tr>
<td>3</td>
<td>65-74</td>
<td>C</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>55-64</td>
<td>D</td>
<td>Pass</td>
</tr>
</tbody>
</table>
Adapted from Heaton (1990: 145)

H. Medium of Evaluation

The medium of evaluation is questionnaire self-assessment for reading comprehension. This questionnaire is used to know the students’ activity when their test reading comprehension in narrative texts and as a medium to give motivation learning the students’ themselves. In this questionnaire, there are 19 questions carried out during the pre-test. This questionnaire was given the experimental class (X A1) only. The format of the questionnaire self-assessment for reading comprehension is show in table 3.6.

Table 3.6
The Medium of Evaluation Questionnaire of Self-Assessment for Reading Comprehension

<table>
<thead>
<tr>
<th>Name</th>
<th>…………………………………………………………………...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>…………………………….. 2019</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Before I read “…………………………………..”, I :</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>_____</td>
<td>_____ thought about the title and what it suggested the text was about.</td>
</tr>
<tr>
<td>_____</td>
<td>_____ preview the whole text or parts of it.</td>
</tr>
<tr>
<td>_____</td>
<td>_____ thought about the subject or situation.</td>
</tr>
<tr>
<td>_____</td>
<td>_____ set a purpose for my reading.</td>
</tr>
</tbody>
</table>
While I was reading “…………………………………….”, I :

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>___</td>
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<tr>
<td>___</td>
<td>___</td>
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<td>___</td>
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<tr>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

After I read “……………………………………..”, I :

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>___</td>
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<td>___</td>
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<td>___</td>
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</tr>
</tbody>
</table>


To complete the questionnaire, there are 3 stage:

1. **Before I read.** In this step before reading the text students’ should answer questions 1 – 4.

2. **While I was reading.** In this step, students’ showed read the text and while there are reading. They should complete question 5 – 12.

3. **After I read.** In this step, after the students’ finished reading the text, they complete question 13 – 19.

I. **Technique of the Data Analysis**

After collecting the data, the next step of this research is to analyze the data. The difference between the means of a continuous variable between two
classes, use a different test. This text has been designed to test whether the means of two samples differ and can be easily calculated in SPSS,Muijs (2004: 131). In practice, the researcher used SPSS 16.0 had a number of add-on modules that extend the range of data entry, statistical, or reporting capabilities. That also provided methods for data description, simple inference for continuous and categorical data and linear regression. Researcher used SPSS 16.0 to calculate paired sample statistic and paired sample test, test of normality, test homogeneity, and independent sample t-test.
CHAPTER IV
RESEARCH FINDING AND DATA ANALYSIS

This chapter focuses on analyzing the collected data. The researcher gives the details of the finding. This chapter is likely the main discussion of the research concludes. It displays the finding of the beginning until the end of the research. The findings consist of the results from calculating data used several formulas. Clearly, the researchers explain in this chapter.

A. Research Finding

In the following description, the researcher would be presented research finding. The value obtained by students from the pre-test and post-test scores experimental class (X A1) and comparison class (X A2). The researcher will be presented the findings score of students’ reading comprehension in narrative text achievement between experimental class (self-assessment class) and comparison class (non-self-assessment class). Table showing the score is below:

1. Pre-test of Students

The pre-test was conducted before the treatment self-assessment applied. To make a guideline on correcting the item test, the researcher arranges the formula:

\[ P = \frac{\Sigma x}{\Sigma x_1} \times 100 \]

P = judgment
\( \Sigma x \) = total number of students' answers
\( \Sigma x_1 \) = the highest total number of answers
a. Pre-test of Student’s in Experimental Class

Table 4.1

Result of Students’ Pre-test in Experimental Class

<table>
<thead>
<tr>
<th>No</th>
<th>Name Students'</th>
<th>Score Pre-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AFAN</td>
<td>67</td>
</tr>
<tr>
<td>2</td>
<td>ANK</td>
<td>65</td>
</tr>
<tr>
<td>3</td>
<td>AA</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>AM</td>
<td>65</td>
</tr>
<tr>
<td>5</td>
<td>DYK</td>
<td>70</td>
</tr>
<tr>
<td>6</td>
<td>EPW</td>
<td>55</td>
</tr>
<tr>
<td>7</td>
<td>IT</td>
<td>70</td>
</tr>
<tr>
<td>8</td>
<td>IR</td>
<td>57</td>
</tr>
<tr>
<td>9</td>
<td>JYK</td>
<td>62</td>
</tr>
<tr>
<td>10</td>
<td>MHA</td>
<td>60</td>
</tr>
<tr>
<td>11</td>
<td>MIK</td>
<td>65</td>
</tr>
<tr>
<td>12</td>
<td>MZM</td>
<td>55</td>
</tr>
<tr>
<td>13</td>
<td>SGAP</td>
<td>60</td>
</tr>
<tr>
<td>14</td>
<td>WZMA</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Total score</td>
<td>871</td>
</tr>
</tbody>
</table>

Based on the table 4.1, there were 14 students in the experimental class joining the pre-test. The higher score in experimental class is 70 and the lowest is 55.

The distribution of the pre-test score of the experimental class following:
Table 4.2

Distribution of Students’ Pre-test Scores in Experimental Class

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Category</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>85-100</td>
<td>Excellent</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>75-84</td>
<td>Very Good</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>65-74</td>
<td>Good</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>55-64</td>
<td>Pass</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>45-54</td>
<td>Weak</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>&lt;44</td>
<td>Very Poor</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>N=14</td>
</tr>
</tbody>
</table>

b. Pre-test of Student’s in Comparison Class

Table 4.3

Result of Students’ Pre-test in Comparison Class

<table>
<thead>
<tr>
<th>No</th>
<th>Name Students’</th>
<th>Score Pre-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ANI</td>
<td>45</td>
</tr>
<tr>
<td>2</td>
<td>AM</td>
<td>65</td>
</tr>
<tr>
<td>3</td>
<td>DIS</td>
<td>67</td>
</tr>
<tr>
<td>4</td>
<td>DK</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>DA</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>DK</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>INS</td>
<td>55</td>
</tr>
<tr>
<td>8</td>
<td>JR</td>
<td>60</td>
</tr>
</tbody>
</table>
Based on the table 4.3, there were 14 students in the comparison class joining the pre-test. The higher score in comparison class is 70 and the lowest is 45.

The distribution of the pre-test score of the comparison class following:

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Category</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>85-100</td>
<td>Excellent</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>75-84</td>
<td>Very Good</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>65-74</td>
<td>Good</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>55-64</td>
<td>Pass</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>45-54</td>
<td>Weak</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>&lt;44</td>
<td>Very Poor</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>N=14</td>
</tr>
</tbody>
</table>

**Table 4.4**

Distribution of Students’ Pre-test Scores in Comparison Class
2. Post-test of Student’s

a. Post-test of Student’s in Experimental Class

Table 4.5

Result of Students’ Post-test in Experimental Class

<table>
<thead>
<tr>
<th>No</th>
<th>Name Students’</th>
<th>Score Pre-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AFAN</td>
<td>92</td>
</tr>
<tr>
<td>2</td>
<td>ANK</td>
<td>85</td>
</tr>
<tr>
<td>3</td>
<td>AA</td>
<td>77</td>
</tr>
<tr>
<td>4</td>
<td>AM</td>
<td>80</td>
</tr>
<tr>
<td>5</td>
<td>DYK</td>
<td>87</td>
</tr>
<tr>
<td>6</td>
<td>EPW</td>
<td>75</td>
</tr>
<tr>
<td>7</td>
<td>IT</td>
<td>97</td>
</tr>
<tr>
<td>8</td>
<td>IR</td>
<td>80</td>
</tr>
<tr>
<td>9</td>
<td>JYK</td>
<td>80</td>
</tr>
<tr>
<td>10</td>
<td>MHA</td>
<td>85</td>
</tr>
<tr>
<td>11</td>
<td>MIK</td>
<td>85</td>
</tr>
<tr>
<td>12</td>
<td>MZM</td>
<td>80</td>
</tr>
<tr>
<td>13</td>
<td>SGAP</td>
<td>90</td>
</tr>
<tr>
<td>14</td>
<td>WZMA</td>
<td>87</td>
</tr>
</tbody>
</table>

Total score: 1.180
Based on the table 4.5, there were 14 students in the class experimental class joining the post-test. The higher score in experimental class is 97 and the lowest is 75.

The distribution of the post-test score of the experimental class following:

**Table 4.6**

**Distribution of Students’ Post-test Scores in Experimental Class**

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Category</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>85-100</td>
<td>Excellent</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>75-84</td>
<td>Very Good</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>65-74</td>
<td>Good</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>55-64</td>
<td>Pass</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>45-54</td>
<td>Weak</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>&lt;44</td>
<td>Very Poor</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>N=14</strong></td>
</tr>
</tbody>
</table>

b. Post-test of Student’s in Comparison Class

**Table 4.7**

**Result of Students’ Post-test in Comparison Class**

<table>
<thead>
<tr>
<th>No</th>
<th>Name Students'</th>
<th>Score Pre-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ANI</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>AM</td>
<td>75</td>
</tr>
</tbody>
</table>
Based on the table 4.7, there were 14 students in the comparison class joining the post-test. The higher score in comparison class is 90 and the lowest is 60.

The distribution of the post-test score of the comparison class following:

**Table 4.8**

**Distribution of Students’ Post-test Scores in Comparison Class**

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Category</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>85-100</td>
<td>Excellent</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>75-84</td>
<td>Very Good</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>65-74</td>
<td>Good</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4</td>
<td>55-64</td>
<td>Pass</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>45-54</td>
<td>Weak</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>&lt;44</td>
<td>Very Poor</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>N=14</td>
</tr>
</tbody>
</table>

**B. Data Analysis**

There were two equal classes in this research: A1 as experimental class (EC) and A2 as comparison class (CC). The researcher applied two kinds of test that is pre-test and post-test. Pre-test was given before treatment applied. While post-test was given after the researcher implemented self-assessment method in the class. These test were used to measure the students’ in both experimental class or comparison class. The procedures were as follows:

1. The researcher as the teacher gave the test to the students both experimental class and comparison class.
2. The teacher given one hours (45 minutes) time for the students’ when they completed the test (pre-test and post-test) in experimental class and comparison class.
3. The teacher recapitulated the test score.
1. Data Descriptive

The data descriptive explained and present the description of research from the result of the pre-test and post-test in the experimental class and the comparison class. The result showed in table 4.9.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test Experiment</td>
<td>14</td>
<td>55</td>
<td>70</td>
<td>62.21</td>
<td>4.949</td>
</tr>
<tr>
<td>Post-Test Experiment</td>
<td>14</td>
<td>75</td>
<td>97</td>
<td>84.29</td>
<td>6.094</td>
</tr>
<tr>
<td>Pre-Test Comparison</td>
<td>14</td>
<td>45</td>
<td>70</td>
<td>61.57</td>
<td>6.734</td>
</tr>
<tr>
<td>Post-Test Comparison</td>
<td>14</td>
<td>60</td>
<td>90</td>
<td>78.14</td>
<td>7.284</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on table 4.9 it is clear that the minimum score in pre-test experimental class is 55 and the maximum is 70, in the comparison class minimum score is 45 and the maximum score is 70. Based on the data, the different mean of pre-test in the experimental class is 62.21 and the comparison class is 61.57, the different mean only 0.64

While on the post-test in the experimental class minimum score is 75 and the maximum score is 97, in the comparison class minimum score is 60 and maximum90. Based on the data there is any significant different
mean in experimental class is 84.29 and the comparison class is 78.14, the different mean is 6.15.

Based on table 4.9 that the improvement mean to score the experimental class from pre-test to post-test (84.29 – 62.21) is 22.08 and improvement mean score in comparison class (78.14 - 61.57) is 16.57.

2. Normality Test of the Data

Normality test is conducted to find out whether the research data is normally distributed or not. Normal data is then used as a condition for conducting paired tests. In this normality test, there are two types, namely the Kolmogorov Smirnov test and the Shapiro Wilk test. The significant value in type Kolmogorov Smirnov test and the Shapiro Wilk test is $>0.05$, the data obtained is normal data. The data is significant $<0.05$, then, the data does not contribute to normal/abnormal data. Researcher finding:

<table>
<thead>
<tr>
<th>Class</th>
<th>Kolmogorov-Smirnov</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>Df</td>
</tr>
<tr>
<td>Result of Learning Pre-Test Experiment</td>
<td>.219</td>
<td>14</td>
</tr>
<tr>
<td>Post-Test Experiment</td>
<td>.188</td>
<td>14</td>
</tr>
<tr>
<td>Pre-Test Comparison</td>
<td>.206</td>
<td>14</td>
</tr>
<tr>
<td>Post-Test Comparison</td>
<td>.190</td>
<td>14</td>
</tr>
</tbody>
</table>

a. Lilliefors Significance Correction
Based on table 4.9, the significant value from Kolmogorov-Smirnov for pre-test and post-test in experimental class is 0.068 and 0.197. From comparison class is 0.109 and 0.182. It can be concluded that these values are greater than 0.05.

While based on Shapiro-Wilk for the value of pre-test and post-test in the experimental class is 0.213 and 0.653, in the comparison class is 0.152 and 0.278. The value of Shapiro-Wilk types also normal distribution because of > 0.05.

3. **Paired Sample of the Data**

Paired samples use to find out whether there are differences in the average on both samples or not.

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Test Experiment</td>
<td>62.21</td>
<td>14</td>
<td>4.949</td>
<td>1.323</td>
</tr>
<tr>
<td>Post-Test Experiment</td>
<td>84.29</td>
<td>14</td>
<td>6.094</td>
<td>1.629</td>
</tr>
<tr>
<td>Pair 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Test Comparison</td>
<td>61.57</td>
<td>14</td>
<td>6.734</td>
<td>1.800</td>
</tr>
<tr>
<td>Post-Test Comparison</td>
<td>78.14</td>
<td>14</td>
<td>7.284</td>
<td>1.947</td>
</tr>
</tbody>
</table>

As table 4.11 shows that the mean scores of pre-test experimental class and comparison class are relatively equal in number 62.21 and 61.57. However, before the researcher applied the treatments, the researcher tried to find out the significant difference of pre-test score between experimental
class and comparison class. It aimed to know whether the students’ reading comprehension was equal and for post-test in experimental class and comparison class in number 84.28 and 78.14. the mean score is 84.28 >78.14.

Table 4.12
Paired Samples Test

<table>
<thead>
<tr>
<th>Pair</th>
<th>Pre-Test Experiment - Post-Test Experiment</th>
<th>Paired Differences</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-Test Experiment</td>
<td>Mean</td>
<td>Std. Deviation</td>
</tr>
</tbody>
</table>

Table 4.12 shows that the mean of experimental class was 22.071, the standard deviation was 4.548, the standard error mean was 1.216. $t_0$ was 18.157 and df was 13. Significant 2 tailed was 0.000, was obtained by consulting with t-table and significant level 0.05.

4. **Homogeneity of the Data**

Homogeneity tests were used to determine whether the variants of the experimental class post-test data using self-assessment and post-test comparison classes used conventional methods.
Table 4.13
Test of Homogeneity of Variance

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on Mean</td>
<td>.080</td>
<td>1</td>
<td>26</td>
<td>.780</td>
</tr>
<tr>
<td>Based on Median</td>
<td>.026</td>
<td>1</td>
<td>26</td>
<td>.873</td>
</tr>
<tr>
<td>Based on Median and with adjusted df</td>
<td>.026</td>
<td>1</td>
<td>22.885</td>
<td>.873</td>
</tr>
<tr>
<td>Based on trimmed mean</td>
<td>.054</td>
<td>1</td>
<td>26</td>
<td>.818</td>
</tr>
</tbody>
</table>

The based output on the table 4.12 data known significant value (mean) is 0.780 which is greater than 0.05. Can be concluded variant data of post-test experimental class and comparison class is homogeneity.

5. Independent Sample T-Test

Independent sample t-test used to find out whether there are differences in the average between two unpaired samples or to answer the problem statement whether there are differences in student learning outcomes in reading comprehension lessons between self-assessment learning strategy and conventional strategy. With use score from post-test experimental class (self-assessment) and comparison class, to compare the mean scores of students’ researcher finding:
### Table 4.14
**Group Statistics**

<table>
<thead>
<tr>
<th>Class</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome: Post-Test Experimental Class</td>
<td>14</td>
<td>84.29</td>
<td>6.094</td>
<td>1.629</td>
</tr>
<tr>
<td>Post-Test Comparison Class</td>
<td>14</td>
<td>78.14</td>
<td>7.284</td>
<td>1.947</td>
</tr>
</tbody>
</table>

### Table 4.15
**Independent Samples T-Test**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Equal variances assumed</th>
<th>Equal variances not assumed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Levene’s Test for Equality of Variances</td>
<td>t-test for Equality of Means</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>.080</td>
<td>.780</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>2.420</td>
<td>25.215</td>
</tr>
</tbody>
</table>

Based on the table 4.14 mean of post-test on experimental class and comparison class is any different value. In an experimental class is 84.29 and in comparison class is 78.14. The mean in the experimental class higher from the comparison class and there are any different from value of the pre-test. It can be concluded that the use of the self-assessment method is more effective than the use of conventional methods.
6. Treatment

The treatment self-assessment was implemented in X A1 (Multimedia class) as the experimental class was conducted on February 18th, 2019. The time allocation of this section was 3x45 minutes. In this session the teacher, Mr. Lastusiwi Aulia and researcher entered the classroom together. The teacher was opening of the lesson and give time researcher to continue the learning.

The researcher started the lesson by asking the students about the narrative text. Part of the students little knowledge about the material narrative text. The researcher gives a questionnaire self-assessment in reading comprehension and exercise narrative text. After it, the teacher and students do evaluate from the questionnaire. The researcher divided into 4 groups and give the narrative text, after it the students on group answer the question. The students try to do the activity in the questionnaire to the understanding of the narrative text.

The teaching schedule in the experimental class by using self-assessment as follows:

a. The first meeting on February 18th, 2019. The material that given was about the narrative text (definition of narrative text, generic structure, example, and first exercise with title sura and baya)

b. The second meeting on February 25th, 2019. The material given was a social function, language features, and second exercise with title rawakening.
C. Discussion

1. The Result of Mean Calculation

Based on the SPSS calculation and data analysis, the result of pre-test of experimental group was 62.21. There was 6 students in average to good and 8 students’ in average pass. It means that most of them were in average to pass. Where, the result of mean pre-test of comparison group was 61.57. There are 7 students in average to good, 8 students’ pass and 1 student with category weak. It means that most of them were in average to good. It means that the result of mean pre-test of experimental and comparison groups was different. Thus, the mean of pre-test of experimental group was higher than comparison group or \( X_{A1} > X_{A2} \) (62.21 > 61.57).

The result of post-test of experimental group was 84.29. There 8 students in average to excellent and 6 students in very good. It means that most of them were in average excellent. The result of post-test of comparison group was 78.14. There are 3 students’ in average excellent, 10 students’ in very good, and 1 student in category pass. It means that most of them were in average very good. Based on the data above, the mean of post-test experimental group was higher with comparison group or \( X_{A1} > X_{A2} \) (84.29 > 78.14). Thus, there was any different effectiveness between experimental and comparison groups after implementing self-assessment techniques. Based on the result of the mean, teaching English especially on reading comprehension in narrative
text is effective to improve the students’ reading comprehension and to evaluated themselves.

The first previous study came from Permatasari, Sutapa, and Rosnija (2015) entitled “The Implementation of Self-Assessment in Teaching Reading Comprehension on Narrative Text”. In this study, they concluded that use self-assessment is carried out by students’ themselves greatly contributed to their learning. Self-assessment can help the students’ to evaluation themselves to improve the reading, especially in reading comprehension in text.

The effectiveness of self-assessment in reading comprehension techniques were proved by the result of pre-test and post-test in the previous research. Thus, it can be concluded that self-assessment technique were effective techniques to teach reading, especially in reading comprehension.

2. The Result of T-test

The results of pre-test and post-test scores were calculated by SPSS version 16. The result of $t_0$ of pretest scores of experimental and comparison groups was 18.157 and 10.232 and df was 20. It means that $t_0$ from experimental class higher from comparison class (18.157>10.232). Thus, Ha was accepted and Ho was rejected. There was any significant effectiveness between experimental and comparison groups before given the treatment of self-assessment.
The findings of this research support by Baniabdulrahman’s research (2010) and also Permatasari, Sutapa, and Rosnija (2015). That is, the use of self-assessment is effective in teaching English language skill: reading skill.

3. The Analysis of Reading Comprehension in Narrative Text Before Implementing Self-Assessment

The Pre-test was given before treatment (self-assessment strategy) applied. The means score of experimental class and comparison class was relatively equal in number 62. Mean in experimental class is 64.21 and mean in comparison class is 61.57. There are no significantly different from the mean in two classes. In pre-test on experimental class only two students’ who can reach the KKM value (70). While other students’ score below the KKM standard.

4. The Analysis of Reading Comprehension in Narrative Text After Implementing Self-Assessment

The Post-test was given after the treatment (self-assessment) was applied. The means score post-test of the experimental class is 84.29 and post-test of the comparison class is 78.14. In here any significant differences between post-test in experimental class and post-test in comparison class, that is 6.15 (84.29 – 78.14). In the two-class (experimental class and comparison class) any different value between
pre-test and post-test. In post-test on experimental class, all of the students’ can reach the KKM.

5. **Is the Implementing questionnaire of Self - Assessment Toward Reading Comprehension Students in SMK Sultan Fattah Salatiga**

   After using the questionnaire self-assessment in students tenth-grade experimental class there are changes from students in how to learn especially in reading comprehension in narrative text that they try to evaluated themselves and do activity in the questionnaire. The students became more thorough and there was an increase in vocabulary, they are more motivated by themselves and the feeling of wanting to be able to learn in particular in reading comprehension tends to increase from before the implementation of the self-assessment strategy.

6. **Hypothesis**

   From the table 4.12 score of significant in is 0.000. The significant score in experimental class and comparison class is smaller than the significance 0.05. Thus, the T-test shows there is a significant difference in the students’ of experimental class after implementing self-assessment.

   To sum up, the results have been proven that self-assessment managed to improve the students’ reading comprehension in narrative text. It was proven by the mean score of the post-test higher than the
mean score of pre-test. By referring to the result, the researcher cannot reject the null hypothesis ($H_0$). It can be said that there is a significant difference in the students’ reading comprehension between experimental class and comparison class. Thus, the researcher concluded that the hypothesis of $H_a$ is accepted and $H_0$ is rejected.
CHAPTER V

CLOSURE

Based on the final result, the conclusion and suggestion are presented in two points of view as follows:

A. CONCLUSION

1. Based on the previous discussions in chapter IV, the result calculation of the students in experimental class and comparison class the calculation by SPSS version 16.0 showed that the result of mean pre-test and post-test of the experimental group was 62.21 and 84.29. There is an average increase of 22.08. From the comparison group mean of pre-test and post-test is 61.57 and 78.14. Any average 16.57. It means that the mean post-test of the experimental was higher than or the equal with the comparison group (84.29 >78.14). So there is any the different effectiveness of self-assessment strategy in teaching reading comprehension in narrative text.

2. While after the self-assessment strategy was implemented, the mean score of post-test indicated that the students’ reading comprehension was increased. The mean score of EC became 84.29 while the mean score of CC became 78.14. Those results can make an impact on the degree of motivation to learn in reading comprehension. The result showed that there was a significant difference between the students’ motivation between experimental class and comparison class after self-assessment strategy implemented. The hypotheses were tested by T-test formula by comparing the pre-test and post-test. The T-test result showed that the sig.
(2-tailed) were equal in post-test in number 0.000. Therefore, the researcher concluded that there is a significant difference in the students’ reading comprehension in both experimental class and comparison class. By referring to the result, the researcher cannot reject the null hypothesis ($H_0$). It can be said that there is a significant difference in students’ reading comprehension. Based on the calculation summary above, the researcher concluded that the hypothesis of $H_\alpha$ is accepted and $H_0$ is rejected.

3. The implementation of self-assessment in reading comprehension with uses questionnaire as the media is effective because the students’ can evaluated themselves and given their motivation to learning English. From the experience of the researcher while researching at SMK Sultan Fattah Salatiga especially in experimental class X A1, the students’ are not enthusiastic about learning because of lack of motivation in themselves. The researcher use questionnaire self-assessment for reading comprehension to gives motivation students’ themselves as evaluation media. And the result of given questionnaire self-assessment for reading comprehension is significant because there are different mean between experimental class (uses questionnaire self-assessment for reading comprehension) and comparison class. Based output in the table 4.12, data of significant value is 0.780 which is greater than 0.05. Can be concluded variant data of post-test in experimental class and comparison class is homogeny.
B. SUGGESTIONS

Based on the research findings, the researcher would like to propose some suggestions, which are addressed to teachers, students, and other researchers.

1. For the teachers
   a. The implication and results of this research can support the English teachers to design English speaking classroom activity. Self-assessment strategy is suggested for English teachers to motivate and to improve the students’ reading comprehension. Moreover, self-assessment strategy is an effective strategy to improve the students’ comprehension in the study especially reading comprehension in narrative text.
   b. The teachers are suggested to be more creative and innovative in applying various kinds of interesting and appropriate teaching strategies so that the teaching and learning process is not monotone and to help the students’ evaluation themselves.

2. For other researchers
   a. The result only confirms the hypotheses, but it does not prove that something is absolutely true at all time. The researcher needs to improve though for other studies.
   b. The findings of the research hopefully will be employed as starting points of future research on a similar topic.
REFERENCES


Dechant, E.V. 1982, *Improving the Teaching of Reading*. Prentice Hall College Div (1823)


Purwanti, T.P. *Journal : The Implementation of Self-Assessment in Writing Class*. Jakarta.


Suryani, l. 2015. *Master Thesis : Improving Students' Reading Skill by Using the Mind Map Technique*. English Education Department Languages and Arts Faculty Unversitas Negeri Yogyakarta.


APPENDIXES
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMK Sultan Fattah Salatiga
Mata Pelajaran   : Bahasa Inggris
Bidang Keahlian  : Semua Bidang keahlian
Program Keahlian : Semua program keahlian
Kompetensi Keahlian : Semua Kompetensi Keahlian
Kelas / Semester : X / Genap
Tahun Pelajaran  : 2018 / 2019
Alokasi Waktu : 6 x 45 menit (6 JP)
Pertemuan ke : 5-6
Materi : Narrative text

I. Kompetensi Inti (KI)

<table>
<thead>
<tr>
<th>KI 1</th>
<th>Menghayati dan mengamalkan ajaran agama yang dianutnya</th>
</tr>
</thead>
</table>

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

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

| KI 4 | Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan |

II. Kompetensi Dasar (KD)
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunannya.

4. 13 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana

III. Indikator Pencapaian Kompetensi (IPK)

Indikator KD Spiritual:

1.1.1 Berdoa diawal dan diakhir pembelajaran

Indikator KD Sosial:

2.1.1 Bersikap disiplin dalam pembelajaran

Indikator KD Pengetahuan:

3.9.1 Menguraikan fungsi sosial dari teks naratif.

3.9.2 Menetapkan struktur teks dan struktur kalimat dari teks naratif.

3.9.3 Merinci unsur kebahasaan dari teks naratif.

3.9.4 Memahami isi bacaan dalam teks naratif

Indikator KD Keterampilan:

4.13.1 Menangkap gagasan utama, makna kata, menggali informasi tentang teks naratif legenda sederhana.

4.13.2 Menyimpulkan pesan moral dalam teks tulis berbentuk legenda sederhana.
IV. Tujuan Pembelajaran

Tujuan Pembelajaran KD Pengetahuan:

3.9.1 Melalui membaca teks naratif dan diskusi siswa dapat mengurai fungsi sosial dari teks naratif.

3.1.2 Setelah menggali informasi, siswa dapat menetapkan struktur teks dan struktur kalimat dari teks naratif dengan disiplin

3.1.3 Melalui diskusi siswa dapat merinci unsur kebahasaan dari teks naratif.

3.1.4 Melalui membaca teks naratif siswa mampu mengerjakan soal berdasarkan teks naratif

Tujuan Pembelajaran KD Keterampilan:

4.13.1 Melalui membaca teks naratif siswa dapat mengidentifikasi gagasan utama, makna kata, menggali informasi tentang teks naratif.

4.13.2 Melalui membaca teks naratif siswa dapat menyimpulkan pesan moral dalam text.

V. Materi Pembelajaran

1. Pengertian Teks Naratif
2. Fungsi Sosial Teks Naratif
3. Struktur Teks Naratif
4. Unsur Kebahasaan Teks Naratif (Terlampir 1)

VI. Pendekatan, Model, Metode Pembelajaran

Pendekatan : Saintifik (Scientific)

Model : Discovery Learning

Metode : ceramah, diskusi
### VII. Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>No.</th>
<th>Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Pendahuluan</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Guru membuka kegiatan dimulai dengan mengucapkan salam.</td>
<td>30 menit</td>
</tr>
<tr>
<td></td>
<td>2. Guru meminta salah satu siswa untuk memimpin berdo’a sebelum pelajaran dimulai.</td>
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<tr>
<td></td>
<td>3. Guru mengecek kehadiran siswa dan menyiapkan suasana belajar yang kondusif.</td>
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<tr>
<td></td>
<td>5. Menyebutkan kegiatan pembelajaran yang akan dilakukan.</td>
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</tr>
<tr>
<td></td>
<td><strong>Pertemuan ke-1</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>PRE-TEST</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Kegiatan Inti</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. <strong>Mengamati</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Siswa mengamati contoh teks naratif yang sudah disediakan oleh guru</td>
<td>20 menit</td>
</tr>
<tr>
<td></td>
<td>- Siswa membaca/mendengarkan contoh teks yang telah di berikan oleh guru</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Siswa mendengarkan penjelasan guru tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks naratif tersebut.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. <strong>Menanya</strong></td>
<td>15 menit</td>
</tr>
<tr>
<td></td>
<td>- Guru membimbing siswa mempertanyakan informasi yang terdapat dalam teks naratif tersebut, mengenai fungsi sosial, struktur teks, dan unsur kebahasaan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Siswa merespon pertanyaan yang berkaitan dengan teks naratif.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. <strong>Mengumpulkan Informasi</strong></td>
<td>30 menit</td>
</tr>
<tr>
<td></td>
<td>- Dengan bimbingan guru, siswa dibagi kedalam beberapa kelompok diskusi, 2 orang (sebangku).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru membagikan teks naratif kepada siswa untuk dianalisis Bersama</td>
<td></td>
</tr>
</tbody>
</table>
kelompoknya, mengenai fungsi sosial, struktur teks, dan, unsur kebahasaan yang digunakan dari teks explanation tersebut.
- Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks naratif dan memberi judul yang sesuai pada text yang disediakan.

d. **Mengasosiasikan**
- Dalam kerja kelompok, siswa menganalisis teks naratif dengan focus pada struktur teks dan unsur kebahasaan.
- Guru mengamati aktivitas siswa.

e. **Mengkomunikasikan**
- Siswa menyampaikan hasil kerja kelompok di depan guru dan teman.
- Siswa memperoleh umpan balikan dari guru dan teman tentang teks naratif yang telah disampaikan.

<table>
<thead>
<tr>
<th>e. <strong>Mengkomunikasikan</strong></th>
<th>10 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>f. <strong>Evaluasi</strong></td>
<td>10 menit</td>
</tr>
<tr>
<td>- Siswa mengisi kuesioner self-assessment tentang pemahaman pembelajaran teks naratif</td>
<td>10 menit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pertemuan ke-2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kegiatan Inti</strong></td>
<td></td>
</tr>
<tr>
<td>a. <strong>Mengamati</strong></td>
<td>10 menit</td>
</tr>
<tr>
<td>- Guru mereview materi yang sudah di pelajari sebelumnya..</td>
<td>10 menit</td>
</tr>
<tr>
<td>- Guru memberikan contoh teks naratif untuk diidentifikasi</td>
<td>10 menit</td>
</tr>
<tr>
<td>- Siswa mendengarkan penjelasan guru langkah-langkah mengidentifikasi teks naratif.</td>
<td>10 menit</td>
</tr>
<tr>
<td>b. <strong>Menanya</strong></td>
<td>15 menit</td>
</tr>
<tr>
<td>- Guru membimbing siswa mempertanyakan informasi yang terdapat dalam teks naratif.</td>
<td>15 menit</td>
</tr>
<tr>
<td>- Siswa merespon pertanyaan yang berkaitan dengan teks naratif</td>
<td>15 menit</td>
</tr>
<tr>
<td>c. <strong>Mengumpulkan Informasi</strong></td>
<td>20 menit</td>
</tr>
<tr>
<td>-------------------</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>Siswa berlatih menemukan gagasan pokok dan informasi rinci dari teks naratif.</td>
</tr>
<tr>
<td><strong>d. Mengasosiasi</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Siswa menganalisis teks naratif dengan focus pada gagasan pokok dan informasi rinci.</td>
</tr>
<tr>
<td></td>
<td>- Guru mengamati aktivitas siswa.</td>
</tr>
<tr>
<td><strong>e. Mengkomunikasikan</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Siswa menyampaikan hasil kerja di depan guru dan teman.</td>
</tr>
<tr>
<td></td>
<td>- Siswa memperoleh umpan balik dari guru dan teman tentang teks naratif yang telah disampaikan.</td>
</tr>
</tbody>
</table>

| POST-TEST |
|---|---|
| Penutup |   |
|   | 1. Menyimpulkan kegiatan pembelajaran bersama siswa. |
|   | 2. Meminta siswa untuk menyampaikan hal-hal yang masih belum dipahami dari materi yang sudah disampaikan. |
|   | 3. Menyampaikan rencana pembelajaran berikutnya. |
|   | 4. Mengajak siswa berdoa untuk mengakiri pertemuan. |

---

VIII. Penilaian Pembelajaran

A. Penilaian Hasil Belajar

1. Teknik : Tes tertulis
2. Bentuk : Essay
3. Instrument : PRE-TEST

**POST-TEST**

A. Read the text carefully and answer the essay question

B. Read the text carefully and answer the essay question from a text

B. Kriteria Ketuntasan Minimal (KKM) atau Ketuntasan Belajar

Siswa dinyatakan tuntas jika nilai yang dieproleh mencapai/melebihi nilai KKM. Nilai KKM yang digunakan adalah 70 (tujuh puluh).

C. Instrument Penilaian
(Terlampir 2)

IX. Media, Alat, Bahan dan Sumber Belajar

Media: Power point/teks tertulis

Alat: Whiteboard, spidol

Bahan: Kertas

Sumber Belajar: Buku Bahasa Inggris kelas X kurikulum 2013

https://www.englishcafe.co.id/pengertian-narrative-text-dalam-bahasa-inggris-beserta-contohnya/

Kamus Bahasa Inggris

Salatiga, 10 Februari 2019

Guru Mata Pelajaran Peneliti

Lastusiwi Aulia S.Pd Umi Simtiyah

(Lampiran 1)
A. Definisi dan fungsi narrative text.

Narrative text adalah suatu jenis teks yang berupa cerita khayalan, kisah nyata yang direkayasa, atau dongeng. Narrative text menceritakan suatu cerita yang memiliki rangkaian peristiwa kronologis yang saling terhubung. Tujuan dari narrative text adalah untuk menghibur pembacanya.

B. Fungsi Sosial

Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.

C. Struktur teks (generic structure).

Adapun struktur dari narrative text adalah sebagai berikut:

- **Orientation**: pendahuluan / pembuka yang berupa pengenalan tokoh, waktu, dan tempat.
- **Complication**: pengembangan konflik atau pemunculan masalah pada cerita.
- **Resolution**: penyelesaian konflik atau langkah yang diambil untuk merespons masalah.
- **Re-orientation**: ungkapan – ungkapan penutup yang menunjukan berakhirnya suatu cerita. Re-orientation bersifat opsional atau tidak selalu ada pada narrative text.
- **Coda**: perubahan yang terjadi pada tokoh dan pelajaran/ nilai moral yang bisa dipetik dari cerita. Coda juga bersifat opsional.

D. Unsur kebahasaan

Pada umumnya, narrative text memiliki unsur kebahasaan sebagai berikut:

- **Noun**: pada umumnya kata benda (noun) digunakan sebagai kata ganti orang hewan, atau benda dalam cerita, misalnya stepmother, the dwarfs, carriage, dan lain-lain.
- **Past tense**: narrative text menggunakan kata kerja bentuk lampau (verb 2), misalnya went, ate, met, dan lain-lain.
- **Time connective**: merupakan kata penghubung waktu untuk mengurutkan kejadian, misalnya after, before, after that, dan lain sebagainya.
- **Action verbs**: kata kerja yang menunjukan peristiwa atau kegiatan, misalnya stayed, climbed, wrote, dan lain-lain.
- **Saying and thinking verb**: kata kerja yang menunjukan pelaporan atau ujaran, misalnya said, told, thought, dan lain sebagainya.

(Lampiran 2)

Rubrik Penilaian

<p>| Skill | 4 | 3 | 2 | 1 |</p>
<table>
<thead>
<tr>
<th>Explicit Information</th>
<th>Answers mostly include supporting evidence from the text.</th>
<th>Answers usually include supporting evidence from the text.</th>
<th>Answers include occasional supporting evidence from the text.</th>
<th>Answers do not include any supporting evidence from the text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implicit Information</td>
<td>Answers are mostly related with the text.</td>
<td>Answers are usually related with the text.</td>
<td>Answers are occasionally related with the text.</td>
<td>Answers are not related with the text.</td>
</tr>
<tr>
<td>Main Idea</td>
<td>Identification of main idea with extensive use of supporting details.</td>
<td>Identification of main idea with considerable use of supporting details.</td>
<td>Identification of main idea with adequate use of supporting details.</td>
<td>Identification of main idea with limited use of supporting details.</td>
</tr>
<tr>
<td>Making Prediction</td>
<td>Students make valid predictions based on information from text and pre-existing knowledge.</td>
<td>Students make prediction, though some based on themed understanding.</td>
<td>Students make only “guess” not based on any understanding of information or knowledge.</td>
<td>Students are not able to make any prediction.</td>
</tr>
<tr>
<td>Interpretation</td>
<td>Answers are mostly correct and demonstrate excellent comprehension. Opinions are fully justified.</td>
<td>Answers are often correct and demonstrate good comprehension. Opinions are adequately justified.</td>
<td>Answers are occasionally correct and demonstrate an incomplete comprehension of the topic. Opinions are sometimes justified.</td>
<td>Answers do not reflect accurate comprehension of topic. Opinions are unjustified.</td>
</tr>
</tbody>
</table>

(Adaptasi dari Brown)
Analisis penilaian dirumuskan dengan

\[ P = \frac{\Sigma x}{\Sigma x_1} \times 100 \]

Keterangan:
P = Penilaian
\( \Sigma x \) = jumlah total sekor jawaban siswa
\( \Sigma x_1 \) = jumlah total skor jawaban tertinggi

Soal pre-test
Name : 
No : 
Class : 
The legend of Lau Kawar Lake

It was a beautiful day. Everybody in the Kawar village was happy. The farmers had just had their best harvest. The villagers were planning to hold a party to celebrate the good harvest. On one beautiful day, all the villagers gathered in a field. They wore beautiful dresses and made delicious food. Everybody was having good times! They were singing, laughing and, of course, eating delicious food.

Did everyone go to the party? Unfortunately, there was one old woman still staying at her house. She was too old and weak to go to the party. Her son, her daughter-in-law, and her grandchildren all went to the party. At home, the old woman felt very sad and lonely. She was very hungry too. She tried to find some food in the kitchen, but she was very disappointed. Her daughter-in-law did not cook that day. At the party, the son asked her wife, “Why don’t you take some food from the party and give it to my mom? Ask our son to deliver it.” Then the little boy brought the food to her grandmother. The old woman was so happy. But her happiness turned into sadness when she saw the food was not in a good condition. It seemed that someone had eaten the food. She just got little rice and fish bones.

The old woman was very sad. She thought bad things about her son. The old woman did not know that it was her grandson who had eaten the food on the way from the party to the house. She cursed her son. Then, a terrible thing happened. There was a great earthquake! Thunders struck the village. And heavy rains started to fall. All the villagers were so scared. They wanted to save themselves. They tried to find shelters. Slowly, the field turned into a lake. The lake was getting bigger and bigger, and finally the whole village turned into a big lake. People then named the lake Lau Kawar

Soal post-test

Name : 
No : 

The legend of Telaga Warna

Long time ago, there was a kingdom in West Java. The kingdom was ruled by a king named His Majesty Prabu. Prabu was a kind and wise king. But it was a pity that Prabu and his queen was named Dayang 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, Sirinta 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. Then, there was a miracle. Earth 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.
Answer the question based on the text above!

1. The texts tell us about?
   *The Legend of Telaga Warna*  
   ![Image](image1)

2. How character of Sirinta?
   *Princess*  
   ![Image](image2)

3. Who was Prabu?
   *was a kind and wise king*  
   ![Image](image3)

4. How many main characters were in this story?
   *4*  
   ![Image](image4)

5. What is the main idea of first paragraph?
   *Kingdom in west Java.*  
   ![Image](image5)

6. What is the main idea on third paragraph?
   *harus menghargai hewan orang lain*  
   ![Image](image6)

7. Then, everybody was crying. What does the word “everybody” refers to?
   *?*  
   ![Image](image7)

8. They gave whatever she wanted. What synonym of underlined word?
   *begain < Tidak menginginkan *  
   ![Image](image8)

9. From the text above, we know that Telaga Warna formed because?
   ![Image](image9)

10. What can we conclude from the text?
    *dont desire*  
    ![Image](image10)

\[
\frac{24}{40} \times 100 = 60
\]
Answer the question based on the text above!

1. The texts tell us about?
   The legend of Telaga Warna
   Story of a prince and princess
   Kings in kingdom visit royal
   Story of a hero who meets queen

2. How many main characters were in this story?
   4

3. Who was Prabu?
   A hero who meets queen
   A prince who becomes king
   A king who visits royal
   A hero who meets princess

4. What is the main idea of first paragraph?
   A hero who meets queen
   A prince who becomes king
   A king who visits royal
   A hero who meets princess

5. What is the main idea of second paragraph?
   A hero who meets queen
   A prince who becomes king
   A king who visits royal
   A hero who meets princess

6. What is the main idea of third paragraph?
   A hero who meets queen
   A prince who becomes king
   A king who visits royal
   A hero who meets princess

7. Then, everybody was crying. What does the word “everybody” refers to?
   People who come to party
   People who are crying
   People who are sad
   People who are happy

8. They gave whatever she wanted. What synonym of underlined word?
   Will

9. From the text above, we know that Telaga Warna formed because?
   Queen who is very beautiful
   Queen who is very cruel
   Queen who is very kind
   Queen who is very weak

10. What can we conclude from the text?
    * The legend of Telaga Warna happened because of daughter
        who is very pretty and hard-headed

\[
\frac{32}{70} \times 100\% = 45.71\%
\]
Answer the question based on the text above!

1. The texts tell us about?
   tell legend of Lau Kawar Lake. 

2. How character of old woman? 
   grumpy. 

3. Who was old woman?
   old grandmother who is starring 

4. How many main characters were in this story?
   her son → merciful, care 
   daughter-in-law → kind 
   grandchildren → egotistic. 
   old woman → grumpy. 

5. What is the main idea of first paragraph?
   the peasants throw a party because they get a declining crop. 

6. What is the main idea on paragraph third?
   the old woman cursed her child, so it rained heavily and became a lake. 

7. She cursed her son. What does the word "she" refers to?
   woman in the party 

8. "Why don’t you take some food from the party and give it to my mom? The underlined word refers to?
   her grandmother 

9. From the text above, we know that Lau Kawar Lake formed because?
   must she cursed her son. 

10. What can we conclude from the text?
    we must positive thinking. 

\[ \frac{28}{40} \times 100 = 70 \]
Answer the question based on the text above:

1. The texts tell us about?
   - the legend of Telaga Warna.  

2. How character of Sirinta?
   - Naughty, Impolite, grumpy, arrogant, hard, stubborn.

3. Who was Prabu?
   - A leader in the kingdom in West Java.

4. How many main characters were in this story?
   - There are three (3) main characters, namely King, Prabu, Queen, and the princess. 

5. What is the main idea of first paragraph?
   - There was a king who led in West Java when he was unhappy because he was not blessed with children.

6. What is the main idea of third paragraph?
   - When his daughter celebrated her 17th birthday, he was given a necklace by King Prabu, but instead he threw it away, making the king and queen sad and finally crying.

7. Then, everybody was crying. What does the word "everybody" refers to?
   - People who come at parties.

8. They gave whatever she wanted. What synonym of underlined word?
   - desired

9. From the text above, we know that Telaga Warna formed because?
   - Because he was sad because Sirinta was arrogant and hard, stubborn.

10. What can we conclude from the text?
    - We should be grateful for what is given to people and respect it.

\[ \frac{39}{40} \times 100 = 97.5 \]
Answer the question based on the text above!

1. The texts tell us about?

   The Legend of Lau Kawar Lake  

2. How character of old woman?

   Grumpy

3. Who was old woman?

   Her son, her daughter-in-law, and her grandchildren all went to the party, at home, the old woman felt very sad and lonely, she was very hungry.

4. How many main characters were in this story? too.

   - Grandmother  
   - Mother  
   - Father  
   - Children

   Grandchildren greedily

5. What is the main idea of first paragraph?

   In an abundant harvest village having a beautiful party

6. What is the main idea on paragraph third?

   The grandmother thought both of her child thought her child brought food was not enough then the grandmother cursed her child in

7. She cursed her son. What does the word “she” refers to? The grandmother

8. “Why don’t you take some food from the party and give it to my mom? The underlined word refers to?

   In the grandchildren

9. From the text above, we know that Lau Kawar Lake formed because?

   Because the old man cursed his son

10. What can we conclude from the text?

    Do not let one of you be disappointed in the others

\[
\frac{27}{40} \times 100 = 67.5
\]
Answer the question based on the text above!

1. The texts tell us about?
   - The Legend of Telaga Warna

2. How character of Sirinta?
   - Spoiled

3. Who was Prabu?
   - The king in the kingdom in Java lives

4. How many main characters were in this story?
   - Five: King, Queen, Princess, Sirinta, Prabu

5. What is the main idea of first paragraph?
   - Queen often cried because... Don't... Have... Children

6. What is the main idea on third paragraph?
   - Smaller the Princess... Celebrated her 17th... Birthday... Party

7. Then, everybody was crying. What does the word “everybody” refers to?
   - Every body couldn't say anything

8. They gave whatever she wanted. What synonym of underlined word?
   - Want... Desire

9. From the text above, we know that Telaga Warna formed because?
   - The earth cries because... King and queen said

10. What can we conclude from the text?
    - The king want to have children, and now many months have children and are spoiled

\[
\frac{30 \times 100}{40} = 75
\]
Answer the question based on the text above!

1. The texts tell us about?
   The legend of Telaga Warna

2. How character of Srinta?
   Stubborn

3. Who was Prabu?
   Prabu was a kind and wise king in the kingdom.

4. How many main characters were in this story?
   King: Wise
   Princess: Grumpy
   Queen: Wise

5. What is the main idea of first paragraph?
   Queen who wants to have children

6. What is the main idea on third paragraph?
   Prabu and queen were disappointed when a princess threw away the necklace she gave.

7. Then, everybody was crying. What does the word “everybody” refers to?
   The guests who came to the event

8. They gave whatever she wanted. What synonym of underlined word?
   Do not want

9. From the text above, we know that Telaga Warna formed because?
   The earth cries

10. What can we conclude from the text?
    We cannot be spoiled and selfish

\[
\begin{align*}
37 \times 100 &= 925 \\
\frac{37}{40} &= 0.925
\end{align*}
\]
Answer the question based on the text above!

1. The texts tell us about?
   The legend of Lau Kawa Lake

2. How character of old woman?
   The old woman misunderstood her son.

3. Who was old woman?
   She was the one who was left when there was a party.

4. How many main characters were in this story?
   Old woman, grandchildren, her son, her daughter-in-law.

5. What is the main idea of first paragraph?
   Celebrate an abundant harvest.

6. What is the main idea on paragraph third?
   The old woman cursed her son because of a misunderstanding.

7. She cursed her son. What does the word “she” refers to?
   Old woman/wife.

8. “Why don’t you take some food from the party and give it to my mom? The underlined word refers to?
   The daughter-in-law.

9. From the text above, we know that Lau Kawa Lake formed because?
   Old woman cursed her son.

10. What can we conclude from the text?
    Don’t misunderstand before knowing the truth.

\[ 28 \times 100 = 70 \]
Answer the question based on the text above!

1. The texts tell us about?
   - [Underline]

2. How character of old woman?
   - The woman described old was elderly.

3. Who was old woman?
   - Then old woman don't go to.

4. How many main characters were in this story?
   - Old woman, grandchild, her son, and daughter-in-law.

5. What is the main idea of first paragraph?
   - It was a beautiful day.

6. What is the main idea on paragraph third?
   - She old woman who cursed her son and eventually everyone take people when someone. They very trouble.

7. She cursed her son. What does the word “she” refers to?
   - Woman in party.

8. “Why don’t you take some food from the party and give it to my mom? The underlined word refers to?
   - Old woman.

9. From the text above, we know that Lau Kawar Lake formed because?
   - The old woman did know that a woman ever.

10. What can we conclude from the text?
    - The truth.

\[
\frac{28}{40} \times 100 = 70
\]
Answer the question based on the text above!

1. The texts tell us about?
   the legend of Lau Kaur Lake
   
2. How character of old woman?
   Grumpy
   
3. Who was old woman?
   Grandmother Who is Home Alone and Starving
   
4. How many main characters were in this story?
   Grandmother, grandchild, teacher
   
5. What is the main idea of first paragraph?
   The farmers had their best harvests and were planning to hold a party to celebrate
   
6. What is the main idea of paragraph third?
   The old woman was very sad because the food was eaten
   By his grand daughter
   
7. She cursed her son. What does the word “she” refers to?
   the woman in party
   
8. “Why don’t you take some food from the party and give it to my mom? The underlined word refers to?
   Grand Mother
   
9. From the text above, we know that Lau Kaur Lake formed because?
   The lake kept getting bigger and bigger and finally the whole village turned into a big lake
   
10. What can we conclude from the text?
   learned Sincerely to others

\[
\frac{22}{40} \times 100 = 55\]
Name: DKH
Number: 4
Class: A2

Answer the question based on the text above!

1. The texts tell us about?
   
   [Underscored partial text: The legend of Telaga Water]

2. How character of Sirinta?
   
   [Underscored partial text: They never thought that their beloved father would]

   [Underscored partial text: ...]

3. Who was Prabu?
   
   [Underscored partial text: King of the kingdom in West Java]

4. How many main characters were in this story?
   
   [Underscored partial text: Prabu, Queen, Sirinta, others]

5. What is the main idea of first paragraph?
   
   [Underscored partial text: There was a kingdom in West Java named his majesty Prabu.]

   [Underscored partial text: But it was a pity that...]

6. What is the main idea on third paragraph?
   
   [Underscored partial text: Because coming the princess celebrated her 14th birthday party the children werespread out on the field]

7. Then, everybody was crying. What does the word "everybody" refers to?
   
   [Underscored partial text: Royal servant.../ Prabu...and Sirinta...]

8. They gavewhatever she wanted. What synonym of underlined word?

   [Underscored partial text: wish]

9. From the text above, we know that Telaga Warna formed because?
   
   [Underscored partial text: Suddenly from the underwater a spring emerged it made clear water]

10. What can we conclude from the text?

   [Underscored partial text: We should respect the other...]

   [Math problem: \(\frac{34 \times 100}{40} = 85\) ]
Answer the question based on the text above!

1. The texts tell us about?
   *legend of Lau Kawar Lake.*

2. How character of old woman?
   *were singing, laughing, and of course, eating delicious food.*

3. Who was old woman?
   *Woman who lived.*

4. How many main characters were in this story?
   *5.*

5. What is the main idea of first paragraph?
   *3.*

6. What is the main idea on paragraph third?
   *Zahal Faham.*

7. She cursed her son. What does the word “she” refers to?
   *Old woman was very sad.*

8. “Why don’t you take some food from the party and give it to my mom? The underlined word refers to?
   *Ada? ya....

9. From the text above, we know that Lau Kawar Lake formed because?
   *Rencana menumpah kean.

10. What can we conclude from the text?
    *Sihat jugur dan tidak boleh berbohong.*

\[
\frac{18 \times 100}{40} = 45
\]
### Self-assessment for reading

| Date: 18 February 2019 |

**Name:** EPW  
**Date:** 18 February 2019

<table>
<thead>
<tr>
<th>Before I read</th>
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</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>thought about the title and what it suggested the text was about.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>preview the whole text or parts of it.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>thought about the subject or situation.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>set a purpose for my reading</td>
<td>✔</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>While I was reading</th>
<th></th>
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<tbody>
<tr>
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<td></td>
<td>No</td>
</tr>
<tr>
<td>developed a dialogue with the writer (e.g. What is the writer communicating?</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>What is the main idea? What do I already know about this?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>visualized what places, people, events might look like.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>connected my personal experience to what I was reading.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>made inferences from textual clues given by the writer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tried to distinguish between fact and opinion.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>predicted and then checked what the writer might say next.</td>
<td>✔</td>
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<tr>
<td>went over the parts I found confusing.</td>
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<tr>
<td>check words that I did not know the meaning of from context.</td>
<td>✔</td>
<td></td>
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<tr>
<td>determined my initial impression of what I had read.</td>
<td>✔</td>
<td></td>
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<tr>
<td>discussed what I had read and my impression with someone.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>reflected on what I read.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>reviewed and summarized what I had read and learned.</td>
<td>✔</td>
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<tr>
<td>made notes in notebook.</td>
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<tr>
<td>developed a more thoughtful interpretation of what I had read (considered why</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>the writer wrote the text, what was being presented, and how it was constructed)</td>
<td></td>
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</tr>
<tr>
<td>evaluated what I read and supported my judgment with references to the text.</td>
<td>✔</td>
<td></td>
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Yes : 6  
No : 10
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<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
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<td>✓</td>
</tr>
<tr>
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<td>✓</td>
<td>✓</td>
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</tbody>
</table>


Yes: 13
No: 6
SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS - WAJIB
Kelas / Semester : X / 2
Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
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</thead>
<tbody>
<tr>
<td>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi</td>
<td>Teks tulis berbentuk announcement (pemberitaan)</td>
<td>Mengamati</td>
<td>Kriteria penilaian:</td>
<td>2 x 2 JP</td>
<td>Audio CD/ VCD/ DVD</td>
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<td></td>
<td>Fungsi sosial</td>
<td>• Siswa mendengarkan/membaca teks announcement dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format</td>
<td>• Pencapaian fungsi sosial</td>
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<td>SUAR A GURU</td>
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<tr>
<td></td>
<td>Memberikan informasi</td>
<td></td>
<td>• Kelengkapan dan keruntutan struktur teks announcement</td>
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<td>Koran/ majalah berbahasa</td>
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| internasional yang diwujudkan dalam semangat belajar | dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperluas informasi antara guru, siswa, kepala sekolah, dan staf administrasi | penyampaian/penulisannya.  
- Siswa mencoba meniru pengucapannya dan menuliskan teks yang digunakan.  
- Siswa belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses *skimming* dan *scanning* untuk mendapatkan informasi khusus. | : tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan  
- Kesesuaian format penulisan/penyampaian  
Cara Penilaian Unjuk kerja  
- Melakukan monolog dalam bentuk pemberitahuan (announcement) di depan kelas  
- Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks pemberitahuan (announcement) | Inggris  
- [www.dailyenglish.com](http://www.dailyenglish.com)  
- [http://americaenglish.state.gov/files/aereseources_files](http://americaenglish.state.gov/files/aereseources_files)  
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</table>
| **4.11. Menangkap makna pemberitaan (announcement)** | Unsur kebahasaan | embaca teks announcement dengan strategi yang digunakan dari berbagai sumber.  
- Siswa berlatih membaca teks announcement dengan strategi yang digunakan bersama teman.  
**Mengasosiasikan**  
- Siswa menganalisis teks announcement dengan memperhatikan format penulisannya melalui strategi yang digunakan.  
- Siswa membandingkan teks announcement yang didengar/dibacakan dari guru dengan yang dipelajari dari berbagai sumber lain.  
- Secara berkelompok siswa mendiskusikan teks announcement yang mereka temukan dari sumber lain.  
- Siswa | Pengamatan (observations)  
- Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.  
- Sasaran penilaian:  
  - kesantunan saat melakukan tindakan komunikasi  
  - perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi  
  - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan  
- Ketepatan | | |
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<td>memperoleh balikan (<em>feedback</em>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok.</td>
<td>dan kesesuaian menggunakan strategi dalam membaca</td>
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<td><strong>Mengkomunikasikan</strong></td>
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<td>• Siswa membuat teks <em>announcement</em> dalam kerja kelompok</td>
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<td>• Siswa menyampaikan pemberitahuan secara tertulis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks</td>
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<td>• Membuat jurnal belajar (<em>learning journal</em>)</td>
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<td><strong>Portofolio</strong></td>
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<td>• Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks pemberitahuan</td>
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<td>• Kumpulan karya siswa yang mendukung proses penulisan teks pemberitahuan berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</td>
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<td>Bentuk: diary, jurnal, format khusus,</td>
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<td>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</td>
<td>Teks recount lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peri asita.</td>
<td>Mengamati</td>
<td>Kriteria penilaian:</td>
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<td></td>
<td>• Pencapaian fungsi sosial</td>
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<td>• Kelengkapan dan keruntutan struktur teks recount</td>
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<td>• Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</td>
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<td>• Kesesuaian format penulisan/penyampaian</td>
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<td>Mempertanyakan (questioning)</td>
<td>Cara Penilaian Unjuk kerja</td>
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<td>• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peri asita yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan</td>
<td>• Melakukan monolog dalam bentuk recount dalam kelompok/berpasangan dalam/idepan</td>
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<td>a. Menyebutkan tindakan/peri asit a/kejadian secara umum</td>
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<td>Audio CD/VCD/DVD</td>
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<td>b. Menyebutkan urutan</td>
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<td>2.3</td>
<td>Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsiional</td>
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<td>Koran/majalah berbahasa Inggris</td>
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<td>3.9. Menganalisis</td>
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<td>isis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana a tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</td>
<td>tindakan n/ kejadian n/peristiwa secara kronologis, dan runtut c.</td>
<td>yang ada dalam bahasa Indonesia,. • Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam recount Mengeksporasi • Siswa mencari beberapa text recount dari berbagai sumber. • Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks • Siswa membaca teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat • Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi text recount. • Siswa secara berkelompok menulis kalimat-recount lisan dan tulis, sederhana, tentang pengalaman/kegiatan.</td>
<td>kelas • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks recount. Pengamatan (observations) : Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: - kesantunan saat melakukan tindakan - perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi.</td>
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<td>fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks</td>
<td>benda (3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan (4) Rujukan kata Topik Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.</td>
<td>tan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut.</td>
<td>- Kesungguhan siswa dalam proses pembelajaran di setiap tahapan - Ketepatan dan kesesuaian menggunakan strategi dalam membaca</td>
<td>- Portofolio Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks recount. Kumpulan karya siswa yang mendukung proses penulisan teks recount berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Catatan</td>
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<td>sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</td>
<td>1.2. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantara</td>
<td>atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</td>
<td>atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</td>
<td>6 x 2 JP</td>
<td>Audio CD/ VCD/DVD</td>
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<td>• Siswa mempresentasikannya di kelas</td>
<td>• Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</td>
<td>Penilaian Diri dan Penilaian Sejawat</td>
<td>• Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya</td>
<td>• Siswa menyimak berbagai contoh teks legenda yang diberikan/diperdengarkan guru</td>
<td>• Audio CD/ VCD/DVD</td>
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<td>• Siswa membuat kliping teks recount dengan menyalin dari beberapa sumber.</td>
<td>• Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya.</td>
<td>• Siswa membuat jurnal belajar (learning journal)</td>
<td>• Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya.</td>
<td>• Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya</td>
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<td>• Siswa membuat jurnal belajar (learning journal)</td>
<td>1.2. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantara</td>
<td>Kriteria penilaian:</td>
<td>• Siswa menyimak berbagai contoh teks legenda yang diberikan/diperdengarkan guru</td>
<td>• Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya.</td>
<td>• Koran/ majalah</td>
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**Teks naratif lisan dan tulis berbentuk legenda sederhana.**

**Fungsi sosial**

**Mengamati**

- Siswa menyimak berbagai contoh teks legenda yang diberikan/diperdengarkan guru
- Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya
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<td>komunikasi internasional yang diwujudkan dalam semangat belajar</td>
<td>Menelaah nilai-nilai moral, cinta tanah air, menghargai budaya lain. <strong>Struktur</strong>&lt;br&gt;a. Penganalan tokoh dan setting&lt;br&gt;b. Komplikasi terhadap tokoh utama&lt;br&gt;c. Solusi dan akhir cerita</td>
<td>kebahasaannya&lt;br&gt;• Siswa mengamati keteladanan dari cerita legenda&lt;br&gt;• Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <strong>Mempertanyakan (questioning)</strong>&lt;br&gt;• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.&lt;br&gt;• Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <strong>Mengeksplorasi</strong>&lt;br&gt;• Siswa membaca beberapa text legenda dari berbagai sumber.&lt;br&gt;• Siswa berlatih menemukan gagasan utama,</td>
<td>unsur kebahasaan: tata bahasa, kosa kata, ucapan, ejaan, dan tulisan tangan&lt;br&gt;• Kesesuaian format penulisan/penyampaian&lt;br&gt;<strong>Unjuk kerja</strong>&lt;br&gt;• Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan / didepan kelas&lt;br&gt;• Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif <strong>Pengamatan (observations)</strong>&lt;br&gt;: Bukan penilaian</td>
<td>berbahasa Inggris&lt;br&gt;• <a href="http://www.dailyenglish.com">www.dailyenglish.com</a>&lt;br&gt;• <a href="http://americaenglish.state.gov/files/aeressource_files">http://americaenglish.state.gov/files/aeressource_files</a>&lt;br&gt;• <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></td>
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<td>sesuai dengan konteks penggunaannya.</td>
<td>y verbs. (1) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi (5) Ucapan, tekankan kata, intonasi, ketika mempresentasikan secara lisan (6) Rujukan kata Topik Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</td>
<td>informasi rinci dan informasi tertentu - Siswa melengkapi rumpang dari beberapa teks legenda sederhana - Siswa secara berkelompok menuliskan/menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut - Siswa membaca teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat</td>
<td>formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: - Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi - Ketepatan dan kesesuaian menggunakan strategi dalam membaca - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</td>
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<td>Portofolio</td>
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<td>- Kumpulan catatan kemajuan belajar berupa catatan atau rekaman</td>
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| hasil analisis yang disampaikan dalam kerja kelompok. | Mengkomunikasikan  
  - Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasannya yang ditemukan setelah membaca teks legenda.  
  - Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasannya.  
  - Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber.  
  - Siswa membuat 'learning journal' | monolog teks naratif  
  - Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi  
  - Kumpulan hasil tes dan latihan.  
  - Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya.  
  - Penilaian Diri dan Penilaian Sejawat  
    Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain |
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<td>1.1</td>
<td>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</td>
<td>Lagu sederhana</td>
<td>Mengamati</td>
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<td>Fungsi sosial</td>
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<td>• <a href="http://www.youtube">www.youtube</a></td>
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<td>Menghibur, mengungkapkan perasaan, mengajar kan pesan moral</td>
<td>• Siswa menirukan pengucapan dengan menyanyikan sesuai lagu yang didengar</td>
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<td>• SUARA GURU</td>
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<td></td>
<td></td>
<td>Unsur kebahasaan</td>
<td>• Dengan bimbingan dan arahan guru, siswa mempertanyak antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</td>
<td></td>
<td>• Koran/maialah berbahasa Inggris</td>
</tr>
<tr>
<td>2.3</td>
<td>Menunjukan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</td>
<td>• Siswa memperoleh pengetahuan tambahan tentang kosa kata dan pesan dalam lagu</td>
<td></td>
<td></td>
<td>• <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pengamatan (observations)</td>
<td>• Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: - Perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan Komunikasi - Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu - Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</td>
<td></td>
<td>• <a href="http://americaenglish.state.gov/files/aeresource_files">http://americaenglish.state.gov/files/aeresource_files</a></td>
</tr>
<tr>
<td>3.11</td>
<td>Menyeb</td>
<td>Mengeksplorasi</td>
<td>• Siswa membaca lirik lagu yang disalin kepada teman sebangku</td>
<td></td>
<td>• <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Siswa menyanyikan lagu</td>
<td></td>
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<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pokok</td>
<td>Pembelajaran</td>
<td>Penilaian</td>
<td>Alokasi Waktu</td>
<td>Sumber Belajar</td>
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<td>-----------------</td>
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<tr>
<td>utkan fungsi sosial dan unsur kebahasaan dalam lagu.</td>
<td>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</td>
<td>yang disalin dengan pengucapan dan tekanan kata yang tepat</td>
<td>siswa berupa kumpulan lagu yang disalin dengan tulisan tangan berserta kesan terhadap lagu</td>
<td>siswa berupa kumpulan lagu yang disalin dengan tulisan tangan berserta kesan terhadap lagu</td>
<td>siswa berupa kumpulan lagu yang disalin dengan tulisan tangan berserta kesan terhadap lagu</td>
</tr>
<tr>
<td>Topik</td>
<td>Keteladanan tentang perilaku yang menginspirasi.</td>
<td>Siswa berdiskusi tentang pesan lagu yang didengar</td>
<td>kumpulan hasil tes dan latihan.</td>
<td>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mengasosiasikan</td>
<td></td>
<td>Penilaian Diri dan Penilaian Sejawat</td>
<td>Penilaian Diri dan Penilaian Sejawat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar</td>
<td>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Siswa membuat kumpulan lagu-lagu yang bertema perdamaian dengan menyalin</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Mengkomunikasikan</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalisis tentang pesan di dalam lagu-lagu tersebut</td>
<td></td>
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<td></td>
<td></td>
<td>• Antarsiswa melakukan penilaian terhadap kumpulan lagu yang dibuat.</td>
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<td></td>
</tr>
</tbody>
</table>
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : Umi Simtiyah
NIM : 113-14-069
Dosen Pembimbing : Noor Maliah, S.Pd., M.Hum., Ph.D.
Judul Skripsi pada surat penunjukan pembimbing skripsi :
THE IMPACT OF SELF ASSESSMENT TOWARD STUDENTS’ READING BEHAVIOR (THE SECOND GRADE OF SMKN 1 TENGARAN IN ACADEMIC YEARS 2018/2019)

<table>
<thead>
<tr>
<th>No.</th>
<th>Tanggal</th>
<th>Isi Konsultasi</th>
<th>Catatan Pembimbing</th>
<th>Paraf</th>
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<tbody>
<tr>
<td>1</td>
<td>8/1/19</td>
<td>Evaluasi terhadap RKB dan menulis ES.</td>
<td>- Baca awal, 4800 lembar.</td>
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<td>2</td>
<td>17/1/19</td>
<td>Lihat Bab 3, Teka-Teki</td>
<td>- Dikian amrya, isi rencana pelaksanaan.</td>
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<tr>
<td>3</td>
<td>8/2/19</td>
<td>Lihat Bab 5, Teka-Teki</td>
<td>- Pelamar cara mengambil laporan - corect</td>
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<tr>
<td>4</td>
<td>12/2/19</td>
<td>Bab 7</td>
<td>- Laporan - susah read.</td>
<td></td>
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<tr>
<td>5</td>
<td>15/2/19</td>
<td>Lihat Bab 3, Unit IV, Bab 6, Bab 7, Bab 8, Bab 9, Bab 10</td>
<td>- Bab 3 + Bab 4, Pembaruan.</td>
<td></td>
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</tbody>
</table>

Catatan:
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dan Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.

Noor Maliah, S.Pd., M.Hum., Ph.D
NIP. 197711282006042002
**LEMBAR KONSULTASI SKRIPSI**

Nama Mahasiswa : Umi Simliyah  
NIM : 113-14-069  
Dosen Pembimbing : Noor Malihah, S.Pd., M.Hum., Ph.D.  

Judul Skripsi pada surat penunjukan pembimbing skripsi : THE IMPACT OF SELF ASSESSMENT TOWARD STUDENTS’ READING COMPREHENSION IN NARRATIVE TEXT (THE TENTH GRADE OF SMK SULTAN FATTAH SALATIGA IN ACADEMIC YEAR 2018/2019)

<table>
<thead>
<tr>
<th>No.</th>
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<tbody>
<tr>
<td>8</td>
<td>6/2</td>
<td>Pake III, IV</td>
<td>Pelanjutkan penelitian</td>
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<td>9</td>
<td>14/3</td>
<td>Draft Manual</td>
<td>Revisi 3</td>
<td></td>
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<td>10</td>
<td>18/3</td>
<td>ACE</td>
<td>Draft</td>
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</table>

Catatan: 
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.

Dosen Pembimbing,  
Noor Malihah, S.Pd., M.Hum., Ph.D  
NIP. 197711282006042002
Kepada
Yth. Kepala SMK Sultan Fattah Salatiga
Di Tempat

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:
Nama : Umi Sitiyah
NIM : 11314069
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan

Dalam rangka penyelesaian studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripsinya adalah:
THE IMPACT OF SELF-ASSESSMENT TOWARD READING COMPREHENSION ON NARRATIVE TEXT (THE ELEVENTH GRADE IN ACADEMIC YEAR 2018/2019)

Dosen Pembimbing : Noor Maliah S. Pd. M. Hum, Ph. D

Kami mohon Bapak/ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian di SMK Sultan Fattah Salatiga pada tanggal 4 Februari 2019 sampai dengan selesai.

Demikian, atas pemberian izin Bapak/ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Wakil Dekan Bidang Akademik
SURAT KETERANGAN
Nomor: 999/YLPIA/SMK.SF/II/2019

Yang bertanda tangan di bawah ini:

Nama: Drs. H. Noor Rofiq
NIP: -
NUPTK: 2438741645200003
Jabatan: Kepala Sekolah

Dengan ini menerangkan bahwa:

Nama: Umi Sintiyah
NIM: 113-14-069
Mahasiswa dari: IAIN Salatiga
Tadris Bahasa Inggris
Fakultas Tarbiyah Ilmu Keguruan

Yang tersebut diatas, telah melaksanakan Penelitian mulai dari tanggal 4 Februari – 28 Februari 2019 dengan Judul The Impact of Self-Assessment Toward Reading Comprehension in Narrative Text.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Salatiga, 28 Februari 2019
Kepala Sekolah
SMK Sultan Fattah Salatiga

Drs. H. Noor Rofiq
<table>
<thead>
<tr>
<th>NO</th>
<th>ACTIVITIES</th>
<th>DATE</th>
<th>ROLE</th>
<th>POINT</th>
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<tr>
<td>1</td>
<td>OPAK STAIN SALATIGA 2014 dengan tema &quot;AKTUALISASI GERAKAN MAHASISWA YANG BERETIKA, DISIPLIN DAN BERFIKIR TERBUKA&quot;</td>
<td>18 - 19 Agustus 2014</td>
<td>PESERTA</td>
<td>3</td>
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<td>2</td>
<td>OPAK JURUSAN TERBIYAH STAIN SALATIGA 2014 dengan tema &quot;AKTUALISASI PENDIDIKAN KARAKTER SEBAGAI PEMBENTUK GENERASI YANG RELIGIUS, EDUCATIVE, DAN HUMANIS&quot;</td>
<td>20 - 21 Agustus 2014</td>
<td>PESERTA</td>
<td>3</td>
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<tr>
<td>3</td>
<td>ORIENTASI DASAR KEISLAMAN (ODK) oleh LDK Darul Amal dan ITTAQO STAIN SALATIGA dengan tema &quot;PEMAHAMAN ISLAM RAHMATAN LIL’ALAMIN SEBAGAI LANGKAH AWAL MENJADI MIMAHAHISWA BERKARAKTER&quot;</td>
<td>21 Agustus 2014</td>
<td>PESERTA</td>
<td>2</td>
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<td>4</td>
<td>Achievement Motivation Training (AMT) oleh CEC dan JQH STAIN SALATIGA dengan tema &quot;DENGAN AMT SEMANGAT MENYONGSONG PRESTASI&quot;</td>
<td>23 Agustus 2014</td>
<td>PESERTA</td>
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<tr>
<td>5</td>
<td>LIBRARY USER EDUCATION (Pendidikan Pemustaka) oleh UPT PERPUSTAKAAN STAIN SALATIGA</td>
<td>28 Agustus 2014</td>
<td>PESERTA</td>
<td>2</td>
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<td>6</td>
<td>SEMINAR NASIONAL oleh Himpunan Mahasiswa Jurusan (HMJ) Tarbiyah dengan tema &quot;PERBAIKAN MUTU PENDIDIKAN MELALUI PROFESIONALITAS PENDIDIKAN&quot;</td>
<td>13 November 2014</td>
<td>PESERTA</td>
<td>8</td>
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<tr>
<td>No</td>
<td>Event Description</td>
<td>Date</td>
<td>Category</td>
<td>Participants</td>
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<td>----</td>
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<tr>
<td>7</td>
<td>SCHOLARSHIP FORUM from COMMUNICATIVE ENGLISH CLUB (CEC) STAIN SALATIGA</td>
<td>15 November 2014</td>
<td>PESERTA</td>
<td>2</td>
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<tr>
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<td>TRAINING PERSONALITY PLUS Regional jawa tengah oleh KARIMA Learning and Training Center</td>
<td>23 November 2014</td>
<td>PESERTA</td>
<td>2</td>
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<td>9</td>
<td>PUBLIC HEARING oleh SENAT MAHASISWA (SEMA) IAIN SALATIGA dengan tema &quot;Meniti Langkah Baru IAIN SALATIGA, siapkah kita menjadi IAIN?&quot;</td>
<td>13 Juni 2015</td>
<td>PESERTA</td>
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<td>10</td>
<td>SURAT KEPUTUSAN (SK) REKTOR IAIN SALATIGA &quot;OPAK IAIN SALATIGA&quot;</td>
<td>27 Juli 2015</td>
<td>PANITIA (FASILITATOR)</td>
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<tr>
<td>11</td>
<td>SEMINAR NASIONAL Oleh DEMA FTIK dengan tema &quot;PENINGKATAN PROFESIONALISME GURU SEBAGAI DALAM PEMBELAJARAN DI ERA GLOBALISASI&quot;</td>
<td>23 November 2015</td>
<td>PESERTA</td>
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<td>12</td>
<td>PENDIDIKAN DASAR PERKOPERASIAN oleh Koperasi Mahasiswa (KOPMA) FATAWA IAIN SALATIGA dengan tema &quot;Mengembangkan Potensi Generasi Muda Dengan Berkoperasi&quot;</td>
<td>28 - 29 November 2015</td>
<td>PESERTA</td>
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<td>13</td>
<td>SEMINAR NASIONAL oleh HMJ AS FAKULTAS SYARIAH IAIN SALATIGA dengan tema &quot;HAK GENDER KAUM DIFABEL DALAM PRESPEKTIF SOSIOLOGI DAN HUKUM ISLAM&quot;</td>
<td>24 Desember 2015</td>
<td>PESERTA</td>
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<td>14</td>
<td>SEMINAR NASIONAL &quot;How to be a young entrepreneur&quot; oleh HMJ ES FEBI IAIN SALATIGA</td>
<td>03 Desember 2015</td>
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<td>Participants</td>
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<td>15</td>
<td>SEMINAR NASIONAL oleh HMJ PAI IAIN SALATIGA dengan tema &quot;PENDIDIKAN AGAMA MENJADI PELOPOR KEBANGKITAN NASIONAL DI ERA MODERN&quot;</td>
<td>2 Mei 2016</td>
<td>PESERTA</td>
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<tr>
<td>16</td>
<td>Syiar Ramadhan in Kampus oleh DEMA Fakultas Ekonomi dan Bisnis Islam IAIN Salatiga dengan tema &quot;Menumbuhkan semangat berbagi dan kebersamaan sesama muslim di bulan suci ramadhan&quot;</td>
<td>23 Juni 2016</td>
<td>PESERTA</td>
<td>2</td>
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<td>17</td>
<td>SURAT KEPUTUSAN (SK) PENGURUS TEATER LINTANG SONGO PMII KOTA SALATIGA sebagai Departemen pengembangan Ekonomi</td>
<td>27 Agustus 2016 - 10 maret 2018</td>
<td>PENGURUS</td>
<td>6</td>
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<td>18</td>
<td>SOSIALISASI 4 PILAR MPR RI Pancasila sebagai Dasar dan Ideologi Negara UUD NRI Tahun 1945 sebagai Konstitusi Negara serta ketetapan MPR NKRI sebagai bentuk Negara Bhineka Tunggal Ika sebagai Semboyang Negara oleh MPR RI</td>
<td>PESERTA</td>
<td>2</td>
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<td>19</td>
<td>SEMINAR NASIONAL oleh HMJ AS FAKULTAS SYARIAH IAIN SALATIGA dengan tema &quot;Rekonstruksi Ideal Sistem Peradilan di Indonesia&quot;</td>
<td>22 September 2016</td>
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<td>20</td>
<td>SEMINAR INTERNASIONAL oleh TAPP &quot;Menjadi Mobilepreneur dalam Era E-commerce&quot;</td>
<td>25 April 2017</td>
<td>PESERTA</td>
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<td>21</td>
<td>SEMINAR NASIONAL oleh PAC IPNU-IPPNU Kec. Getasan dengan tema &quot;Ahlussunnah Wal Jamaah sebagai benteng NKRI&quot;</td>
<td>10 Mei 2018</td>
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<td>No</td>
<td>Seminar Nasional oleh PAC IPNU-IPPNU Kec. Getasan dengan tema &quot;IPNU-IPPNU Sebagai penguat sendi kepemudaan&quot;</td>
<td>Tanggal</td>
<td>Panitia</td>
<td>Jumlah</td>
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<td>22</td>
<td>15 April 2018</td>
<td>PANITIA</td>
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<td>23</td>
<td>Seminar Nasional oleh KPID (Komisi Penyiaran Indonesia Daerah) Jawa Tengah dan KM SEMAR (Kelompok Mahasiswa Kabupaten Semarang) dengan tema &quot;Literasi Media Di Kalangan Pelajar dan Mahasiswa&quot;</td>
<td>26 April 2018</td>
<td>PANITIA</td>
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Jumlah: 109

Salatiga, 5 Desember 2018

Mengetahui,

[Signature]

Kepala Deken Bidang
Kooperationswaan dan Kerjasama

[NIP: 19700510 199803 1 003]
STATEMENT OF ORIGINALITY AND PUBLICATION’S WILLINGNESS

For my self who got a signature below:

Name : Umi Simtiyah
Student Number : 13-14-069
Faculty : Teacher Training and Education Faculty
Program : English Education Department

The researcher fully declares that this graduating paper was made by the writer herself, and it is no contained the materials written or has been published by other’s people ideas. The material and ideas from the other people in this graduating paper were cited scientifically. The writer be pleased if this graduating paper to be published at e-repository IAIN Salatiga.

Salatiga, March 15th 2019
Researcher

[Signature]

Umi Simtiyah
NIM. 11314069
CURRICULUM VITAE

Name: Umi Simtiyah

Place and Date of birthday: Kab. Semarang, October 05, 1996

Address: Batur Kidul, Batur, Getasan. Kab. Semarang

Email: Simtiyah0510@gmail.com

Education Background:

1. RA Roudlotul Falah Batur Graduated in 2002
2. MI Miftahul Falah Batur Graduated in 2008
3. MTs Sudirman Getasan Graduated in 2011
4. SMK Sultan Fattah Salatiga Graduated in 2014
5. IAIN Salatiga Graduated in 2018

Organization Experience:

1. PMII Kota Salatiga
2. DEMA FTIK IAIN Salatiga as division
3. DEMA IAIN Salatiga as division
4. IPPNU Getasan as secretary
The students experimental class doing post- test reading comprehension

photo session in experimental class
The students comparison class doing post-test reading comprehension

photo session with comparison class