THE USE OF PARLOUR GAME TO IMPROVE
READING COMPREHENSION

(A Classroom Action Research of the Eleventh Grade Students of
MAN Salatiga in the Academic Year of 2014/2015)

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the
Requirements for the Degree of Sarjana Pendidikan Bahasa Inggris
(S.Pd.I) in the English Department of Education Faculty State
Institute for Islamic Studies (STAIN) Salatiga

By :

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ENGLISH DEPARTMENT OF EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (STAIN)
SALATIGA
2014
DECLARATION

In the name of Allah, the most gracious and merciful.

Hereby the writer declares that this graduating paper is made by the writer herself. It is not containing materials and written and has been published by other people and other people's idea except the information from the references.

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

Salatiga, 27 November 2014
The writer

[Signature]

Resfu Asnillah
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ATTENTIVE COUNSELOR’S NOTE

Case: Restu Asnillah’s Graduating Paper

Salatiga,

Dear:

The Rector of State Institute for Islamic Studies Salatiga

Assalamu'alaikum Wr. Wb.

After reading and correcting Restu Asnillah’s graduating paper entitled “The Use of Parlour Game to Improve Reading Comprehension (A Classroom Action Research of the Eleventh Grade Students of MAN Salatiga in the Academic Year of 2014/2015).” I have decided and would like to propose that if it could be accepted by educational faculty, I hope it would be examined as soon as possible.

Wassalamu'alaikum Wr. Wb.

Counselor

Setia Rini, M. Pd

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GRADUATING PAPER

THE USE OF PARLOUR GAME TO IMPROVE READING COMPREHENSION

(A Classroom Action Research of the Eleventh Grade Students of MAN Salatiga in the Academic Year of 2014/2015)

CREATED BY:
RESTU ASNILLAH

NIM. 113 10 109

Has been brought to the board of examiners of English Department of Educational Faculty of State Institute for Islamic Studies Salatiga in February 21st, 2015, and hereby considered to completely fulfill the requirements of Degree of Sarjana Pendidikan Islam (S.Pd.I) in English and Education Department.

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Salatiga, February 21st, 2015
Rector of STAIN Salatiga

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MOTTO

“Do the best and don’t give up”
DEDICATION

I hereby dedicate this graduating paper for:

❖ My beloved *Ummi* and *Abi*. Thanks to be patient and the best parents. I love you so much.

❖ My brothers and my sister *Mas Arfian* (Wherever you are, I know that you always remember your family), *Mbak Nike*, and *Dek Arif* (Please, be the best and always smile!).

❖ All of big family MAN Salatiga, the head master, all of my teachers and students of XI.IS2 class.

❖ My lovely best friends (Rahayu, Fak Iyah, Irma, Ratna, and Wiwit) who have made my life more meaningful.

❖ And, especially for my soul mate will be…

You would be the man I belong to and my heart would be in your hands…
ACKNOWLEDGMENT

*Bismillahirrahmanirrahim,*

*Assalamu’alaikum Wr. Wb.*

Alhamdulillahi robbil ‘alamin, all praise be to Allah SWT, the Most Gracious and the Most Merciful who always bless and help the writer so the writer can finished the graduating paper. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the writer to the truth.

However, this paper will not be finished without support, advices, help and encouragement from several people and institution. Hence, the writer would like to express special thanks to:

1. Mr. Dr. H. Rahmat Hariyadi, M.Pd as the rector of State Institute for Islamic Studies of Salatiga.
2. Mrs. Rr. Dewi Wahyu Mustikasari, M. Pd as the head of English Department of States Institute for Islamic Studies (STAIN) of Salatiga.
3. Mrs. Setia Rini, M.Pd. as the writer counselor who has always educated, supported, directed, and given the writer countless advices, suggestions, and recommendations for this graduating paper from beginning until the end. Thanks for your patience and care.
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5. All staff that have helped the writer in processing of graduating paper administration.

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9. All of my friends TBI ’10 especially D class, thanks for the cheerfull and your togetherness.

10. Everybody who has helped me in finishing this thesis. Thanks for all supports, advice, suggestion and other helps that you all gives. The writer hopes that this thesis will useful for everyone.

   Wassalamu’alaikum Wr.Wb.

Salatiga, 27 November 2014

   The Writer

Restu Asnillah

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ABSTRACT


This research is mainly aimed to develop the students’ reading comprehension through Parlour game. This research will answer these main questions (1) How far is student English achievement on reading comprehension before using parlour game of the eleventh grade students of MAN Salatiga in the Academic Year of 2014/2015? (2) How is the implementation of students’ reading comprehension using parlour game for the eleventh grade students of MAN Salatiga in the Academic Year of 2014/2015? (3) How is the result of the study after using parlour game in the students’ reading comprehension of the eleventh grade students of MAN Salatiga in the Academic Year of 2014/2015? Forty students of the eleventh grade students of MAN SALATIGA 2014 were instructed through Parlour game to improve their reading comprehension. The methodology of this research used Classroom Action Research (CAR). It is conducted in three cycles. Each cycle consists of planning, action, observation and reflection. From the result, the researcher found several findings on it. The T-calculation results shows that the T-calculation of cycle I is 5, 95, in cycle II 6, 64 and in cycle III is 8, 51. It means that the use of parlour game is able to improve the students’ reading comprehension.

Key word: Parlour Game, Reading Comprehension.
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PERNYATAAN PUBLIKASI SKRIPSI

Yang bertandatangan di bawah ini :

NAMA : Restu Asnillah
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PROGDI : Tadris Bahasa Inggris

Menyatakan bahwa skripsi ini benar-benar karya sendiri dan tidak berkeberatan untuk dipublikasikan oleh pihak perpustakaan STAIN Salatiga tanpa menuntut konsekuensi apapun.

Demikian surat pernyataan ini saya buat dan apabila dikemudian hari terbukti karya saya ini bukan karya saya sendiri, maka saya sanggup untuk menanggung semua konsekuensinya.

Salatiga, 11 Maret 2015
Hormat Saya,

[Signature]
Restu Asnillah
A. Background of the Study

In Indonesia, English becomes the first foreign language that has an important role to the beneficial development of the country. It can be paid in more attention for the use of English in many scientific fields, which are in English subtitled.

English consists of four basic skills; they are speaking, listening, writing, and reading. According to Beene (2004:12) Reading is process of finding meaning in written characters or symbols and of interpreting and analyzing texts. Reading is process of learning to read in one’s native language is the process of transfer from the auditory signs for language signals, which the child has already learned, to the new visual signs for the same signals (Dallmann, 1982:22).

Dechant (1982:311) said that comprehension includes the correct association of meanings with word symbols, the selection of the correct meaning suggested by the context, the organization and retention of meanings, the ability to reason one’s way through smaller idea segments, and the ability to grasp the meaning of a larger unitary idea. In Oxford Learner Dictionary
(1995:81) Comprehension is the ability to understand completely and be familiar with a situation, facts.

Some students say that reading is the difficult skill. There are some factors which caused it, such as attention, memory, or challenge of learning English as a foreign language.

According to the researcher’s observation, the students’ reading comprehension skill of MAN Salatiga is still low because they difficult to get standardized score on reading is 70. Although there are still some students who are able to get standardized score, which is the highest score is 95 and the lowest is 30. Based on the observation in the classroom and interview with the teacher on Wednesday, October 1st 2014 at 10.00am at the MAN Salatiga, the researcher found that they had difficulties in understanding text.

The students’ difficulties in reading were caused by some factors that might come from the students and the teacher. Most of the students admitted that they often felt bored when they had to read a text without picture, especially a long and uninteresting topic text. In the class, some students are sometimes seemed to lean over their head on the table and talk each other. They just paid attention to the teacher when they did exercises but if the time given to do it was too long, they began to be noisy again. When they read a long text, they were not so interested because they often did not understand the meaning of the words used in the text. It was difficult for them to
understand the content of the text. However, they were reluctant to bring the dictionary.

Actually, the teacher’s way in explaining the materials was clear enough. All of those factors made the students to have low motivation in learning English, especially reading.

We can see that students with low motivation cannot improve their skill. According to Sukadi (2008:61), there are four factors that make the students unsuccessful in learning process:

1. The students do not have clear aim.
2. The students do not have concentration.
3. The students do not do really in learning.
4. The students do not appreciate knowledge.

Fauziati (2005:130) said that game is one of activities which can help to create dynamic, motivating classes. The reason is that real learning takes places when the students, in a relaxed atmosphere, participate in activities that require them to use what they have been drilled on. Games are not only suitable for children but also for adult. Jill also says that a game is in activity with rules a goal and an element of fun (Halfield, 2001:4).

In this study, the researcher uses game as a method to improve students’ reading comprehension. Thus, the teacher has one way to solve the problem above.
For the reason, the researcher is interested in writing a graduating paper entitled: THE USE OF PARLOUR GAME TO IMPROVE READING COMPREHENSION (A CLASSROOM ACTION RESEARCH OF THE ELEVENTH GRADE STUDENTS OF MAN SALATIGA IN THE ACADEMIC YEAR OF 2014/2015).

B. The Definition of the Key Term

The definitions of the key term are:

1. The Use of Parlour Game
   a. Use
      
      In Oxford Learner Dictionary (1995:455) use is the act of using; the application or employment of something for a purpose.
   
   b. Parlour
      
      According to Jill (1996:9) Parlour game is one of game to teach and improve students’ reading. Many kinds of Parlour game, such as: Botticelli, Crambo, The Person’s Cat, and The Adverb Game. Parlour game is a game played inside a house, usually involving words or acting (www.dictionary.cambridge.org/.../parlour game)

   c. Game
      
      Fauziati (2005:130) said that game is one of activities which can help to create dynamic, motivating classes. The reason is that real learning takes places when the students, in a refused atmosphere,
participate in activities that require them to use what they have been drilled on. Games are not only suitable for children but also for adult.

2. Improve reading comprehension

a. Improve

In Oxford Learner Dictionary (1995:209) Improve is the process of becoming or making better.

b. Reading

According to Beene (2004:12) Reading is process of finding meaning in written characters or symbols and of interpreting and analyzing texts. Reading is process of learning to read in one’s native language is the process of transfer from the auditory signs for language signals, which the child has already learned, to the new visual signs for the same signals (Dallmann, 1982:22).

c. Comprehension

In Oxford Learner Dictionary (1995:81) said that Comprehension is the ability to understand completely and be familiar with a situation, facts. Dechant (1982:311) said that comprehension includes the correct association of meanings with word symbols, the selection of the correct meaning suggested by the context, the organization and retention of meanings, the ability to reason one’s way through smaller idea segments, and the ability to grasp the meaning of a larger unitary idea.
C. Review of Previous Researches

In this graduating paper, the researcher takes some reviews from other thesis as a comparative in this research. The first research is done by Purniati (2014) is “Improving Students Reading Comprehension in Recount Text through Two Stay Two Stray Technique” (A Classroom Action Research at the Eight Grade Year Students of SMP Muhammadiyah 05 Wonosegoro in the Academic Year of 2013/2014). In her thesis, she analyzed the students’ reading comprehension improvement using two stay two stray technique. She used action research. She also showed the learning process. In the end of her research she said that there was different result before and after two stay two stray technique to improve students’ reading comprehension in recount text.

The second research is done by Dedy Khisbulloh (2012) entitle “Improving the Students’ Reading Comprehension through Retelling Technique” (A Classroom Action Research of the third year students of MA Mir’ atul Muslimien Grobogan in the academic year of 2011/2012). In this thesis, he found that the students’ reading comprehension can be improved through Retelling Technique. The finding showed that the improvement of the students’ reading comprehension was significant after the students got reading instruction by retelling technique.

The other research is “Improving Students’ Reading Mastery through Semantic- Mapping Strategy”. It was written by Merita Yuliasari, a student of State Institute of Islamic Studies in the academic year 2011. She concluded
that the implementation of semantic-mapping could enhance students’ interest in learning English especially reading. The students’ response was good. They were attracted in the strategy and the media used in the class. They felt happy and regard that English is fun during English teaching learning process.

This research is different with the previous research because in this graduating paper the researcher will cover about the improving students’ reading comprehension through Parlour game. The difference is showed at the way of the teaching. In Parlour game, the students make four groups and play the game.

D. The Limitation of the Study

In order to make focus in this research, especially on the explanation the researcher limits the study as follow:

1. The research is limited in Parlour game by Botticelli game.
2. The research is limited in reading comprehension.
3. The research is carried out to the eleventh grade students of MAN Salatiga in the academic 2014/2015.
E. The Statement of the Problem

Based on the background of the study, the researcher formulates the problems as follows:

1. How far is students’ English achievement on reading comprehension before using Parlour game of the eleventh grade students of MAN Salatiga in the Academic Year of 2014/2015?

2. How is the implementation of students’ reading comprehension using Parlour game for the eleventh grade students of MAN Salatiga in the Academic Year of 2014/2015?

3. How is the result of the study after using Parlour game in the students’ reading comprehension of the eleventh grade students of MAN Salatiga in the Academic Year of 2014/2015?

F. The Objectives of the Study

The objectives of this research are:

1. To find out students’ English achievement on reading comprehension before using Parlour game of the eleventh grade students of MAN Salatiga.

2. To identify the implementation of students’ reading comprehension using Parlour game for the eleventh grade students of MAN Salatiga.

3. To find out the result of the study after using Parlour game in the students’ reading comprehension of the eleventh grade students of MAN Salatiga.
G. The Benefit of the Study

1. Theoretically

This research is hoped to be an input to give contribution to the teachers in finding a good method and to improve the students’ reading comprehension into the better level.

2. Practically

This research is hoped in order that the students can be easier in following teaching and learning process, especially in reading subject, and it can improve their qualities in the reading comprehension.

H. Graduating Paper Organization

In order to have guidance for the researcher is writing the graduating paper or reader on the whole content of the graduating paper, the researcher needs to set up the organization of the graduating paper writing as follow:

Chapter 1 is introduction it contents background of the study, the definition of the key term, review of previous researches, the limitation of the study, the statement of the problem, the objectives of the study, the benefit of the study.

Chapter 2 is Theoretical Framework which discuss about definitions of reading, aspects of reading, reading strategy, definitions of comprehension,
level of comprehension, factor affecting comprehension, developing comprehension in the classroom, definitions of descriptive text, generic structure of descriptive text, language feature of descriptive text, example of descriptive text, kinds of Parlour game, roles of playing Parlour game, procedure of Botticelli game.

Chapter III explains about Methodology of Research that consist of the setting of the research, the subject of the research, type of this research, research procedures, technique of data collection and technique of data analysis.

Chapter IV is Data Analysis. Consist of cycle I, cycle II, cycle III research findings and discussion.

Chapter V is Closure. The researcher states summary of the study includes Conclusion and Suggestion.
CHAPTER II
THEORETICAL FRAMEWORK

A. Reading Comprehension

1. Definitions of Reading

There are many definitions of “Reading” presented by the experts. However, there must not be the worthiest sense. One of the definitions is implied by Daniel Hittlemen, (qtd. In Dallmann, Rouch, Char, & Deboer, 1982:23) argue that “Reading is a verbal process interrelated with thinking and with all other communication abilities-listening, speaking, and writing. Specifically, reading is the process of reconstructing from the printed patterns on the page the ideas and information intended by the author.”

Then, Charles C. Fries (qtd. In Dallmann, Rouch, Char, & Deboer, 1982:22) argue that reading is the process of learning to read in one’s native language is the process of transfer from the auditory signs for language signals, which the child has already learned, to the new visual signs for the same signals.

In addition, Dechant (1982:15) stated that reading classified definitions into those that define reading as interpretation of experience
and those that define reading as interpretation of graphic symbols, and discussed the importance of the sign system, decoding, semantic and language structures. Dechant concluded that reading is clearly a process which is complete only when comprehension is attained and reading is the process of giving the significance intended by the writer to the graphic symbols by relating them to one’s own fund of experience.

2. Aspects of Reading

(Dallmann, Rouch, Char, & Deboer, 1982:25) said that some of the aspects of reading which deserve both specific attention in isolated learning situations and, at the other times, more balanced attention in a more normal reading situation, here are:

a. Word Recognition

The degree of excellence in reading is determined, to a large extent, by the ability to recognize and pronounce words. The point of view that reading is chiefly skill in recognizing words continues to enjoy support in respectable and influential quarters.

b. Comprehension

Comprehension is an absolute necessity in reading. The effective reader needs to have learned the code used in written communication so that he can translate the written symbols into sound or meaningful language sequences.
c. Reflection

William S. Gray (qtd. In Dallmann, Rouch, Char, & Deboer, 1982:26) reflection includes reaction and fusion. By reaction he refers to the reaction of the reader to what he has read. This aspect of reading may be thought of as critical reading. By fusion he refers to assimilation of ideas gained through reading with the reader’s former experiences.

3. Reading Strategy

Wenden and Rubin (1987:19) assert that strategy is “conscious efforts learner make and as purposeful activities”. He also affirms in the literature strategy have been referred to as technique, tactics, potentially conscious plans, cognitive abilities, language processing strategies, problem solving procedures. Based on the definition from Wenden, it can be inferred that the strategies are involved many aspects and there are many elements that may be able to complete and represent the meaning of strategy (Alderson, 2000:308:309).

Wenden and Rubin (1987:19) there are three strategies, here are:

a. Cognitive learning strategy (clarification/verification; guessing/inductive; interference; deductive reasoning; practice; memorization; and monitoring).
b. Metacognitive learning strategies (choosing, planning, advance preparation, selective attention and more).

c. Communication strategies (including paraphrase, formulae use, avoidance strategies and clarification strategies).

d. Social Strategies

Anderson (1999:82) emphasizes in the cognitive strategies in several ways or steps should be done in the reading process in order to make easily in reading comprehension. They are in the following list:

1) Predicting the content of an upcoming passage or section of the text.

2) Concentrating on the grammar to help you understand unfamiliar constructions.

3) Understanding the main idea to help you comprehend the entire reading.

4) Expanding your vocabulary and grammar to help you increase your reading.

5) Guessing the meaning of unfamiliar words or phrases to let you use what you already know about English.

6) Analyzing theme, style and connections to improve your comprehension.

7) Distinguishing between opinions and facts in your reading.
8) Breaking down larger phrases into smaller parts to help you understand difficult passages.

9) Linking what you know in the first language with words in English.

10) Creating in the map or drawing of related ideas to enable you to understand the relations between word and ideas.

11) Writing a short summary of what you read to help you understand the main ideas.

4. Definitions of Comprehension

Dechant (1982:311) said that comprehension includes the correct association of meanings with word symbols, the selection of the correct meaning suggested by the context, the organization and retention of meanings, the ability to reason one’s way through smaller idea segments, and the ability to grasp the meaning of a larger unitary idea. Then, Thorndike (qtd Dechand, 1982:311) argue that reading comprehension simply as thinking. In addition, Davis (qtd Dechand, 1982:312) stated that early noted that underlying comprehension are two general mental abilities: the ability to remember word meanings (word knowledge) and the ability to reason with verbal concepts, and hence with words.

Dechant conclude that comprehension is a thinking process; it is thinking through reading. As such, it is dependent upon the learners’ basic
cognitive and intellectual skills; upon their background of experience (vocabulary, knowledge, concepts, and ideas); and upon their language skills (knowledge of morphology, syntax, and grammar). In Oxford Learner Dictionary (1995:81) Comprehension is the ability to understand completely and be familiar with a situation, facts.

According to Brown (2004:188) there are some strategies for reading comprehension:

1) Identify your purpose in reading a text.

2) Apply spelling rules and conversations for bottom-up decoding.

3) Use lexical analysis (prefixs, roots, etc) to determine meaning.

4) Guess at meaning (of word, idioms, etc) when you aren’t certain.

5) Skim the text for the gist and for main ideas.

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

7) Use silent reading techniques for rapid processing.

8) Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.

9) Distinguish between literal and implied meanings.

10) Capitalize on discourse markers to process relationship.
5. Level of Comprehension

There are some levels of comprehension (Dallmann, Rouch, Char. & DeBoer, 1982:161), here are:

a. Reading on the Factual Level

Reading on the factual level pertains to skill in understanding the information that is directly stated in written material. Understanding at this level is closely related to the ability to read inferentially and critically. Among the skills required for reading at the factual level are:

1) Knowing the Meaning of Words

If a large number of words in written material are unknown to the reader, comprehension suffers. A special problem frequently exists in the case of words with multiple meaning.

2) Finding the Main Idea

One of the most common reasons for reading is to get the general idea of a selection. This may often legitimately be the goal in reading fiction or even in reading other types of material, such as science.

3) Selecting Significant Details

The ability to note important details is closely related to skill in finding the central thought or main idea of a selection. To be
proficient in this respect, the reader needs to do more than differentiate between main points and supporting details.

4) Following Directions

The ability to follow directions is usually a combination of many reading skills. The ability to note details, to organize, and to note the sequence of points are among the learning essential to this type of reading skill.

b. Reading on the Interpretive or Inferential Level

Interpretive or inferential reading is also referred to as “reading between the lines.” In other words, in reading on this level the reader is able to understand what is implied though not directly stated. Included in this category are the following skills:

1) Summarizing and Organizing

Both the ability to select the main idea and to choose significant details are basic to another commonly sought-after goal of reading that of summarizing and organizing.

2) Arriving at Generalizations

Formulating generalizations is in a sense a specialized form of summarizing. To arrive at generalizations the reader needs to note specific instances and then decide whether the data presented are sufficient to warrant a significant conclusion.
3) Predicting Outcomes

Another important comprehension skills is that of predicting outcomes. Skills in predicting outcomes is useful in helping the reader note when they have misread a word or a group of words or a sentence. This skill is helpful also in remembering what is read.

c. Reading on the Evaluative or Critical Level

One of the most significant comprehension skills is that of making evaluations of what is read. By critical evaluation is not meant the attitude of suspecting every statement read of being false. The power of critical evaluation in reading involves numerous factors.

6. Factor Affecting Comprehension

To help students handle their shortcomings in comprehending what they have read, the teachers must understand the factors that affect comprehension (Dallmann, Rouch, Char, & Deboer, 1982:165), here are:

a. Difficulty of Material

One of the major causes of lack of comprehension on the part of boys and girls is that teachers expect them to read materials beyond their level. Methods for determining various reading levels of individuals, such as: the independent, instructional, and frustration levels and of the corresponding reading level.
b. Intelligence

A student’s ability comprehend in reading is sometimes limited by the conceptual “load” that his mental ability enables him to carry. All the mechanical reading skills in the world will not enable him to read materials involving abstractions beyond the level of his mental development.

c. Environment

Noisy surroundings, inadequate lighting, high, or low temperatures, stimulating or distracting surroundings may interfere with maximum comprehension. The extent to which the environment affects comprehension varies with individuals.

d. Emphasis on Word Recognition

Methods of teaching that concentrate on the recognition of individual words but neglect attention to meanings that can be derived from connected discourse may account for deficiencies in comprehension.

e. Emphasis on Oral Reading

Oral reading can have either a desirable or a detrimental effect on comprehension. At times oral reading of a selection that is particularly difficult for the reader may increase his understanding of it, since he then not only sees but also hears what he reads.
f. Background for Reading a Selection

A frequent cause of poor comprehension is lack of an experience background essential to the understanding of what is being read.

g. Adjustment of Reading Techniques to Purpose and Type of Material

Effective reading requires a flexible approach to the printed page. A person who has been reading a great deal of fiction and deriving great pleasure from the experience, may encounter problems in reading comprehension because he might read it at the rate he would read a story.

h. Rate of Reading

In the preceding paragraph reference is made to the fact that failure to adjust reading rate to the type of material is a cause of difficulty in comprehending what is being read.

7. Developing Comprehension in the Classroom

According to Dechant (1982:316) there are two widely accepted requirements for the development of comprehension in the classroom are:

a. Establishing a purpose prior to reading

b. Asking questions before, during, and after the reading
Other techniques for developing comprehension include:

a. Having pupils show by an illustration of the events (a drawing, map, chart, diagram, or graph), by retelling the story, or by demonstration, that they have understood the content of what they have read.

b. Having pupils identify and state the topic sentence, write a title for the paragraph or story, or identify the details, directions, or sequence of material read.

c. Having pupils develop a formal outline of what they have read.

d. Having pupils summarize what they have read.

e. Having pupils provide the ending for a story which has not been read to completion or having them suggest alternate endings to a story that has been read completely.

f. Having pupils match pictures with sentences.

Dechant also argues that for best results in comprehension teaching, the teacher should always have the pupils read at their instructional or independent reading level, should make sure that the materials are interesting to the pupils, should establish a background of experience and knowledge for the reading assignment, and should teach pupils to use punctuation and to read in phrase and thought units.

Peters (qtd. In Dechant 1982:317) notes that much confusion in teaching comprehension arises from the failure to clearly distinguish between instructional outcomes and instructional techniques. For example:
a. Instructional Outcome

1) Reading for the main idea (recognizing the central thought of a passage)

b. Enabling Skill or Instructional Technique

1) Ability to select the topic sentence.

2) Ability to state the topic sentence in one’s own words.

B. Descriptive Text

1. Definitions of Descriptive Text

According to Sudarwati and Grace (2007:62) descriptive text is a text which describe the features and characteristics of a certain thing in detail a person/or a thing. It is purpose to describe a particular person, thing or to describe a particular place.

2. Generic Structure in Descriptive Text

According to Sudarwati and Grace (2007:62) there are some generic structures in the descriptive text, they are:

a. Identification

It is a part of paragraph which introduces or identifies the character. Mention the name, occupation, profession, and career or mention the special participant.
b. Description

It is a part of paragraph which describes the character. Mention the physical features, the way he/she dresses and his/her personality or mention the part, quality, and characteristics of the subject being described.

3. Language Features of Descriptive Text

According to Sudarwati and Grace (2007:62) there are some language features in the descriptive text, they are:

a. The Use of Adjectives and Compound Adjectives

For example:

- Debby is brown-skinned.
- Debby looks attractive and beautiful.
- A five hundred seated football stadium.
- A beautiful ancient Roman opera house.

b. The Use of Linking Verbs/ Relating Verbs

For example:

- She always appears young.
- Debby is a model from Surabaya.
- The temple is so magnificent.
- The temple consists of five terraces.
c. The Use of Attribute Has and Have

For example:

- Debby *has* wavy, short, black hair, a pointed nose and rather big ears.

d. The Use of the Simple Present Tense

For example:

- The museum *houses* hundreds of Greek Statues.
- The hotel *provides* 450 rooms and large swimmingpool.

e. The Use of Degree of Comparison

For example:

- The weather in Jakarta is *better than* Bandung.
- Bogor has *the same* weather as Ungaran.

4. Example of Descriptive Text

Sudarwati and Grace (2007:56) give one example of descriptive text:

**Debby Putri**

*Debby Putri* is a model from Surabaya. Now she is a student of State Senior High School 71 Surabaya. Debby is the first daughter of Mr. Fajar Putti and Mrs. Ana Karaeng. Debby became a famous model
when she won the competition of Teenage Model 2005 and YTV Jrang-Jreng 2004.

Debby is brown-skinned. She is tall and slender. She is 17 years old. Debby has wavy, short, black hair, a pointed nose and rather big ears. Her face is oval and her cheeks are dimpled when she smiles.

Debby is an attractive girl in her blue jeans. She likes wearing a cotton jacket and a T-shirt. She always wants to feel relaxed. She is neat and well-dressed.

Debby is a cheerful and friendly girl. Everybody likes her because she is a humorous and creative girl. She gets on well with other people and she never forces her opinions on others. But sometimes Debby is short-tempered when she loses her personal things.
Her hobbies are cooking Japanese food, shopping and singing. Debby has a beautiful voice and her favorite singer is Krisdayanti.

(Taken from: Look Ahead)

C. Parlour Game

1. Kinds of Parlour Game

According to Jill (1996:27) there are many kinds of Parlour game, they are:

a. Botticelli
b. The Parson’s Cat
c. Crambo
d. The Adverb Game

In addition, kinds of Parlour game [http://www.funjoint.com/parlour](http://www.funjoint.com/parlour), here are:

a. Cat and Mouse
b. Throwing Up Lights
c. How, Why, When, and Where
d. Hot Boiled Beans
e. The Minister’s Cat
f. Animals
g. I’ve Been to Market
2. **Roles of Playing Parlour Game**

According to Jill (1996:27) roles of playing Parlour game are:

a. **Botticelli**

   Botticelli is guessing game which requires the players to have a good knowledge of biographical details or characteristic of famous people. One member of the group leaves the room and the rest think of a famous person, e.g. Boris Yeltsin. The person is recalled and tries to guess who the group have chosen. The guesser asking question by a yes/no question relating to any famous person that has the same first letter in their last name. The guesser to ask a series of yes/no question about the chooser’s identity, as in standard twenty questions. Example questions and answer:
   “Are you male?” “Yes, I am male”
   “Are you unconnected with art?” “Yes, I am unconnected with art.”
   “Are you bald?” “No, I am not bald.”

b. **The Parson’s Cat**

   The players sit in a circle and take turns to play this game. There are two versions, easy and hard. In the easy version the first player begins by saying “the parson’s cat is an angry cat,” or some other adjective beginning with A. The next player must continue with an adjective beginning with B, for example, ‘the parson’s cat is a beautiful cat.’ The third player must go on with an adjective beginning
with C and so on round the group till all the letters of the alphabet have been used. In the hard version, the first player must begin as before with an adjective beginning with A, but this time the second player must also find an adjective beginning with A, for example ‘the parson’s cat is an adorable cat.’ And so round the group until every player has found an adjective beginning with A. Then in the second round, everyone must find an adjective beginning with B, and so on. In this version it is obviously harder for the players who come last to think of adjectives, so it is better to change the order of playing every round so that the player who is last in the first round is not last in every round.

c. Crambo

One member of the group is sent out of the room, while the rest decide on a word, for example hot. They then call the person back into the room and give him/her a clue: a word that rhymes with the word they have chosen, for example, what. He/she must then try to find the word they have chosen, but may not guess directly. Instead he/she must ask questions such as, ‘Is it used for cooking?’ to which the group reply. ‘No, it’s not a pot’ or ‘Does it mean many?’ to which the group reply, ‘No it’s not lot’ and so on, until he/she asks ’Does it mean warm?’ when the group may tell him/her the answer. If he/she asks a question which the group cannot answer because they cannot guess the
word he/she means, then he/she has won and they must tell him/her their word.

d. The Adverb Game

One person is sent out of the room, while the others think of an adverb such as angrily, lazily, unhappily, etc. When they have decided on the adverb, the missing person is recalled and has to guess the adverb they have chosen, by asking members of the group to perform actions in the manner of the adverb, for example, ‘Rosita, could you walk to the door in the manner of the adverb,’ or ‘Fahed, could you look out of the window in the manner of the adverb. The person asked must then perform the action angrily, lazily, unhappily, etc. according to the adverb the group have chosen. When the guesser has seen a few actions he/she can try to guess the adverb. The group can only say ‘Yes’ or ‘No’. If he/she guesses wrong then he/she can ask other people to perform different actions until he/she can guess correctly.

There are roles of playing Parlour game [www.funjoint.com/parlour](http://www.funjoint.com/parlour), here are:

a. Cat and Mouse

Place two rows of chairs facing each other with just enough space between the rows for a person to pass through. Select one player to be the cat and one player to be the mouse. All other player sit in the chairs. Blindfold the cat and mouse and have one stand at each end of
the pathway of chairs. Cat and mouse walk around the two rows of spectators and must stay within touching distance of them. The cat attempts to catch the mouse – he should stay blindfolded and and hunt the mouse entirely by listening. When the mouse has been caught, two new players are chosen to be the cat and the mouse.

b. Throwing Up Lights

Two players leave the room and secretly decide upon a word. They come back to the room and carry on a conversation between themselves to help throw some light on what the word is. All the other players must try to guess the word by listening to the conversation. If a player thinks he knows what the word is, he calls out “I strike a light” – then whispers his guess to one of the two lead players in the conversation while the rest of the players continue guess. If he is incorrect, he must sit on the floor with a handkerchief over his face for the rest of the game, or until he guesses correctly. The game continues until all players have guessed the word.

c. How, Why, When, and Where

One player thinks of the name of an object or thing – the other players must guess what that object is by asking one of these questions: “How do you like it?” or “Where do you like it?” Each player may ask only one question each. The first player may try to confuse the questioners by choosing a word that has more than one
meaning and using all the meanings in his replies. For example “Tail and Tale”, or “Mail and Male”.

d. Hot Boiled Beans

Send one player out of the room, then hide a small article. Call to the player who is “It” saying, “Hot Boiled Beans and Bacon for supper, hurry up before it gets cold.” The player returns to the room and attempts to find the missing article. Everyone else shouts out that his supper is getting “very cold”, “cold”, “hot”, “very hot”, or “burning” in relation to how close or far he is from hidden item.

e. The Minister’s Cat

All players sit in a circle. The first player describes the minister’s cat with any adjective that stars with the letter “A”. Example: “The minister’s cat is an adorable cat.” The next player must also use the letter “A” – such as “The minister’s cat is an angry cat”, and so on all the way around the circle. When it comes back to the first player the letter “B” is used – example: “The minister’s cat is a bashful cat.” Anyone who can’t come up with an adjective or repeats one that was already used is out of the game.

f. Animals

One players is blindfolded, all the other players station themselves in different parts of the room. The blind man feels his way about the room until finally touching someone. The player that is touched
becomes his prisoner and must immediately do an imitation of some kind of animal – dog, cat, horse, cow, pig, donkey, rooster (whatever they think of), repeating the animal sound three times. The blind man must guess the name of the prisoner becomes the blind man, and a new game begins.

g. I’ve Been to Market

All players form a circle. The first player says to the player on his left, “I’ve been to market”. Player to his left answers, “What have you bought?” The first player names any article that he can touch that article – clothing, his shoe, the carpet – anything within his reach without standing up. Players must name something that has not already been said, or they forfeit the game.

3. Procedure of Botticelli Game

According to Jill (1996:27) procedure of Botticelli game, here are:

a. Make students become four group and give students four different texts.

b. Pick a chooser from the group: everybody else will be guessers. The chooser picks a famous person (or a non-famous one all of the players are familiar with) known as an identity. It’s important that the chooser be familiar with details of this person. The chooser then tells the guessers the first letter of the identity’s last name.
c. Decide which guesser will go first and let them ask a yes/no question relating to any famous person that has the same first letter in their last name. If the chooser is able to answer the question, play goes to the next guesser. If the chooser can’t answer it then the guesser can ask a specific yes/no question about subject. Play continues in this manner until the person is guessed or guesser give up.

d. The guesser to ask a series of yes/no question about the chooser’s identity, as in standard twenty questions. Example questions and answer:

    “Are you male?” “Yes, I am male”
    “Are you bald?” “No, I am not bald.”

e. The game ends when a guesser successfully determines the chooser’s identity.
CHAPTER III

METHODOLOGY OF RESEARCH

1. The Setting of the Research

The setting of this research is the student of MAN Salatiga. MAN Salatiga is an Islamic formal education. It is not only IPA, IPS, Religion, and Language departments but also Automotive, Clothes, and Computer education. The location of this school is at Jl. K.H. Wahid Hasyim No. 12 Salatiga. This location is very strategic; therefore, the students are not difficult go to there. This school was built in 1953 by name PGAN, and the government legalized it and become MAN Salatiga in 1990.

2. Type of the Research

In this research, the researcher used Classroom Action Research method. CAR (Classroom Action Research) was a method of finding out what best in a class in order to improve student learning.

According to Arikunto (2010:130) classroom action research is formed from three words they are:
Research: an action to get details from an object using certain way or methodology to get useful data or information in increasing the quality of something that attract the researcher interest and important for him/her.

Action: activity that intentionally done in certain aim, that has a form of cycle sequence activity to students.

Class: a group of students in the same time and have the same lesson from their teacher.

He added that this action was expected to increase the students’ learning result, so it should concern with the teacher’s effort in learning process (Arikunto, 2010:130).

3. The Subject of the Research

The subject of this research is the eleventh grade students of MAN Salatiga in the academic year of 2014/2015. The researcher takes XI.IS2 class as the subject of this research. It is consist of 40 students. English teacher who become the subject of the research is Mr. Waston Alhikami S.Pd, M.Pd.

The researcher chosen XI.IS2 class as a research subject. In this research, the researcher becomes a teacher, the researcher’s friends,
Tentrem Rahayu and Fak Iyah becomes collaborator which help the researcher when do this research in class.

**Table 3.1**
The List XI.IS2 Class Group of MAN Salatiga in the Academic Year of 2014/2015

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ahmad Ajmin Niam</td>
</tr>
<tr>
<td>2</td>
<td>Ahmad Hakimul Izza</td>
</tr>
<tr>
<td>3</td>
<td>Ahmad Bahrul Muhith</td>
</tr>
<tr>
<td>4</td>
<td>Alfi Saidah</td>
</tr>
<tr>
<td>5</td>
<td>Amalia Fiqia Wandhini</td>
</tr>
<tr>
<td>6</td>
<td>Angraeni Saputri</td>
</tr>
<tr>
<td>7</td>
<td>Arif Mahendra</td>
</tr>
<tr>
<td>8</td>
<td>Auliyak</td>
</tr>
<tr>
<td>9</td>
<td>Chofifatul Fatayah</td>
</tr>
<tr>
<td>10</td>
<td>Deni Irawan</td>
</tr>
<tr>
<td>11</td>
<td>Dita Ayu Fitriyani</td>
</tr>
<tr>
<td>12</td>
<td>Diyah Novita Kurniawati</td>
</tr>
<tr>
<td>13</td>
<td>Doni Hermanto</td>
</tr>
</tbody>
</table>
14 Eka Nurjannah
15 Eka Wulandari
16 Febriana Novia Dewi
17 Galang Lahiya Akbar
18 Iga Yuliana
19 Ina Syukriyah
20 Isnaini Fitri Wulansari
21 M. Faiz Amara
22 Mashuri
23 Maulana Andri Kisworo
24 Maulida Fajriyah
25 Muhammad Agus Rochman
26 Nazil Ardhani
27 Novika Zulfa
28 Panca Tirta Wilis
29 Reza Gustav Hendrizal
30 Ria Alawiyah
31 Rivaldy Ramadhan
32 Rizal Bakri
4. **Research Procedures**

The first concept of classroom action research is introduced by Kurt Lewin. Kurt Lewin said that in one sickles is consist of four components, they are planning, acting, observing, and reflecting.
(Arikunto, 2010:131). After one cycles finish implementation (after reflecting), then it is followed by recycles. The researcher would use three cycles. Cycle I consist of two meetings, cycle II consist of two meetings, and cycle III consist of one meeting.

Figure 3.1 Cycle of CAR
(Arikunto, 2010: 137)

They are action plan and procedure, which would the researcher and the teacher do:

Object : Eleventh grade students

0
Time : One month

Place : MAN Salatiga

Address : Jl. K.H. Wahid Hasyim No 12 Salatiga

The researcher presented the procedure of the research as follows:

a. Planning

According Arikunto (2010: 139) in action planning, the researcher determined point or event to get special attention to be observed, and then make the observation instrument to help researcher record the class condition when the learning teaching occurs.

The researcher used some planning those were:

1) Preparing materials, making lesson plan and designing the step in doing the acting.

2) Preparing list of students’ name and scoring.

3) Preparing teaching aids, they are Parlour game and descriptive text.

4) Preparing sheets for classroom observation (to know the situation of teaching learning process when the method or technique or mode is applied).

5) Preparing a test, (to know whether student’s reading comprehension improve or not).
b. Action

Action is implementation or application of design contents in the class, which was used class action (Arikunto, 2010:139). The steps of the activities were namely:

1) Introduction or greeting.
2) Checking the student’s presences.
3) Asking the students about the reading comprehension related to the materials.
4) Giving pre-test.
5) The use of Parlour game by Botticelli game in class.
6) Asking the students orally about the method or media.
7) Giving post-test.

The implementation of the action involved two meetings in cycle I, two meetings in cycle II, and one meeting in cycle III. The researcher would use five meetings because the subject of descriptive text only five meetings in syllabus. The time table of the implementation of the action can be seen in the following table:
Table 3.2

The Schedule of the Classroom Action Research

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Date</th>
<th>Theme/ Sub</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary</td>
<td>October 1, 2014</td>
<td>Observation and</td>
</tr>
<tr>
<td>study</td>
<td></td>
<td>Interview</td>
</tr>
<tr>
<td>Cycle 1</td>
<td>October 16, 2014</td>
<td>Descriptive Text</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>October 18, 2014</td>
<td></td>
</tr>
<tr>
<td>Cycle 2</td>
<td>October 23, 2014</td>
<td>Descriptive Text</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>October 30, 2014</td>
<td></td>
</tr>
<tr>
<td>Cycle 3</td>
<td>November 1, 2014</td>
<td>Descriptive Text</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c. Observation

Observation is implementation of observation by observer. Acting and observation carried out during teaching learning occurs (Arikunto, 2010:139). The tool used by researcher here is a test. While, to get the data about students’ responses during learning process is a note.

d. Reflection
Reflection is activities to restate what occurred (Arikunto, 2010:140). The result of the observation is analyzed. It is to record what happens that in observation. Then, researcher was examining the result of the acting that has been conducted. Through the reflection researcher was know the strength and weakness of implementing Parlour game as a media of learning in language class. Beside that there is problem in the cycles I the researcher must solve the problem in the next cycles.

5. **Technique of Data Collection**

The researcher collected the data accurately of the research using some techniques, they are:

a. Observation

   Observe is look at an occurrence, movement and process. Observing is not an easy task since people are influenced a lot by interests and tendencies they have. In observation the most effective method is by fulfilling an observation blank form as a tool. The arranged form consists of items about occurrences or behaviors that drawn will be happened (Arikunto, 2010:272). The observation noticed classroom events and classroom interaction. The researcher used field note. David (1989:116) Keeping field notes is a way of reporting observations, reflections, and reactions to classroom
problems. Also transcribing everything related with the learning process.

Table 3.3
Sheet for Classroom Observation

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The teacher prepared the material well</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>The teacher conduct the classroom well</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>The teacher use the time effectively</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>The teacher convey the parlour game clearly</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>The teacher give evaluation after the lesson plan</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>The teacher ask the students’ difficulties</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>The students feel enthusiastic to follow the lesson</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>The students give attention to teacher’s explanation</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>The students active during learning process</td>
<td>✓</td>
</tr>
</tbody>
</table>
The students apply parlour game well

The students understand the teacher’s explanation

The students do the evaluation well

b. Documentation

Arikunto (2010:274) stated that documentation methods is an activity to look for variable like notes, transcribes, books, newspapers, magazines, etc. This method isn’t too difficult since if there is an error the source data is still not change. In this section, besides make a note the researcher take photographs as proof of teaching learning activity.

c. Test

According to Arikunto (2010:226) test used to measure the basic competence and achievement. There are two types of achievement test used in school:

1) Test made by the teacher; that arranged by certain procedure, but it has not been examined many times so its characteristics and strength has not been known.
2) Standardized test; a test that usually has been available in a testing institution and has been guaranteed its effectiveness. The way to get some data with test in this research, the researcher used two steps. They are: pre-test and post-test.

1) According to David (1969:112) Pre-test is one form may be used at the beginning of a course of study or training program. The researcher used pre-test to know the student’s ability before the teaching learning process.

2) According to David (1969:112) Post-test is another form at the conclusion of the program to determine degree of improvement. The researcher used post-test to know the student’s improvement after teaching learning process was conducted.

David (1969:7) multiple-choice item is generally can be answered fairly rapidly and scoring can be done quickly and involves no judgments as to degrees of correctness. Both of the pre-test and post-test considered 15 items for every test. The forms of multiple-choice type and five alternatives answer a, b, c, d, or e in every number. If the students answer 15 items of questions correctly, they will get score 100.
In the calculation, the tests the researcher uses the criterion referenced grading system as follows:

**Table 3.4**

<table>
<thead>
<tr>
<th>Score of correct answer</th>
<th>Level of acquisition</th>
</tr>
</thead>
<tbody>
<tr>
<td>81 – 100</td>
<td>Excellent</td>
</tr>
<tr>
<td>61 – 80</td>
<td>Good</td>
</tr>
<tr>
<td>41 – 60</td>
<td>Weak</td>
</tr>
<tr>
<td>21 – 40</td>
<td>Fair</td>
</tr>
<tr>
<td>0 – 20</td>
<td>Poor</td>
</tr>
</tbody>
</table>

6. **Technique of Data Analysis**

After collecting the data, the next step of this study is analyzing the data. In analyzing data, the researcher used two techniques of qualitative and quantitative:

1. Qualitative technique
Lodico (2006:15) stated that qualitative techniques collect and summarize data using primarily narrative or verbal methods: observations, interviews, and document analysis. The researcher uses the qualitative technique to know students’ behavior during the teaching learning process. In this case the researcher use field notes in which record all activities in the classroom.

2. Quantitative technique

Lodico (2006:12) stated that quantitative techniques summarize data using numbers. Hypotheses and methods of data collection are created before the research begins. This technique is used to know the students’ score of reading comprehension in each cycle.

The formulas according to Hadi (1981:246) are:

1. Mean

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

Where,

\( M \) : Mean of students’ score

\( \sum X \) : The sum of students’ score

\( N \) : The total number of students
2. SD (Standard Deviation)

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

Where,

- \( S_D \): Deviation Standard for one sample t-test
- \( D \): Different between pre-test post-test
- \( N \): Number of observation in sample

3. T-test

To be able to know whether there is a significant improvement or not between pre-test and post-test, the researcher using t-test after calculate the SD. The formula is:

\[
t_0 = \frac{\left(\frac{\sum D}{N}\right)}{\left(\frac{SD_D}{\sqrt{N - 1}}\right)}
\]

Where,

- \( t_0 \): T-test for the differences of pre-test and post-test
- \( S_D \): Deviation Standard for one sample t-test
CHAPTER IV

DATA ANALYSIS

This chapter focuses on analyzing the collected data. The researcher gives the details of the findings. It shows the finding of collected data since in the beginning until the end of the research. This research is implemented on three cycles. The

D : Different between pre-test and post-test

N : Number of observation in sample
findings consist of the results of the cycle I, cycle II, and cycle III. These cycles will show the improvement of the students’ ability in reading comprehension.

A. Research Findings

In this research, the researcher act as the teacher while the learning process was observed by her partner, Tentrem Rahayu and Fak Iyah. The researcher arranged three cycles while each cycle consist of planning, action, observation and reflection. The steps of this research were explained in the description below:

1. Cycle I

   1) Planning

   Before conducting the research, the researcher prepared the research instruments of the research, they were:

   a. Lesson Plan: it was used as guidance for the researcher’s activities in the class.

   b. Material: in this cycle the researcher used descriptive text. Besides that, the researcher also used some books as a teaching resource and searching in the internet.

   c. Teaching aid: the researcher prepared some instrument, such as: powerpoint and powerpoint print out.

   d. Sheet for classroom observation: it was prepared in order to know the condition of teaching learning process.
e. Test: it was include pre-test and post-test. Pre-test was a test given to the students before the teaching learning process. Meanwhile, post-test was a test that was given to the students after teaching learning process was conducted. The test about descriptive text.

2) The implementation of the action

The researcher becomes a teacher and the researcher’s friends, Tentrem Rahayu and Fak Iyah becomes collaborator.

On Thursday, October 16th 2014 at 13.00, the teacher and her partner entered to the English class, the teacher opened the lesson by introducing herself and checked the students’ presents. In the first meeting, it was followed by 40 students in the class.

Before the lesson, the teacher gave the pre-test for students in 20 minutes about descriptive text before using Parlour game. She divided the sheets and walked around the class in order to check the students along doing the test. Some of them asked their friends, and others asked to the teacher. After the students had finished the pre-test, she collected and began the teaching learning process.

The teacher told the students about the topic that day, and then the teacher asked the students about it. The situation in the class as follows:
Teacher: “Today, we will discuss about descriptive text, (Apa itu descriptive text?) what is the descriptive text?

Students: “Text yang menggambarkan tentang suatu benda, orang, tempat miss (text to describe a particular thing, person, place miss).”

Teacher: “Ok, descriptive text adalah teks yang bertujuan untuk mendeskripsikan atau menggambarkan suatu benda secara rinci, seperti halnya menjelaskan tentang seseorang, benda, atau suatu tempat. (Descriptive text is a text purpose to describe a particular something, such as explain about person, thing or place).

What is the generic structure of descriptive text?

Student: (Almost students look confused)

Teacher: (Teacher explained the generic structure of the text according powerpoint slide)

Teacher: (Apa tense yang digunakan dalam text descriptive? Past tense, present tense, future tense atau apa?) “What kind of tense used in descriptive text? Past tense, present tense, future tense or what?”
Students: “Present tense, Miss.”
Teacher: “Yes, right.” (then teacher explain about language features of descriptive text)

After giving explanation, the teacher shared two descriptive texts to students and order to one of student to read the text and then identify generic structure (identification and description) of the text together. The last, the teacher closed the meeting.

On Saturday, October 18th 2014 at 08.30, the teacher and her partner (collaborator) entered the class. She opened the lesson and asked about the last materials that was descriptive text. The situation as follows:

Teacher: ”Assalamualaikum Wr. Wb.”
Students: ”Waalaikumsalam Wr. Wb.”
Teacher: ”Good morning students.”
Students: ”Good morning Miss.”
Teacher: ”How are you today?”
Students: ”I’m fine and you?”
Teacher: ”I’m fine too, thank you”. “Ok, we will continue our study yesterday, do you remember what has we learned yesterday?
Students: ”Descriptive text Miss.”
Teacher : “What is the generic structure of descriptive text?”

Students: (There are some students who did not remember about the generic structure but the others student knew and tried to answer)

Teacher: (Explained again about descriptive text and gave students two descriptive text).

After it, the teacher gave students exercise to do Parlour game by Botticelli game.

After finish the game, the teacher gave feedback according to their work. Then, the teacher divided post-test to students to know their comprehension about descriptive text, the teacher gave 20 minutes to finish it. The students submitted the answer then the teacher closed the meeting.

3) Observation

In the first cycle, the researcher and her partner observed teaching learning process by monitoring the students’ activity and attention during the action. Observation focused on students’ reading comprehension.
For the results of this action, the researcher can see that the students still confuse in learning descriptive text. Almost of them looked confused in doing the pre-test and the result of this learning was still unsatisfactory. There were some students showed that they had difficulties in reading comprehension.

4) Reflection

Based on the observation of the cycle I, the researcher had to reflect the weakness that happened in the learning process to maximize the students’ comprehension of reading.

a. The researcher should give more explanation the way to play Parlour game by Botticelli game because some of them still confuse to do it.

b. The researcher has to motivate the students to attention this learning.

c. In the next cycle researcher still used Parlour game.

Furthermore, to know if there is a significant improvement in reading comprehension, the researcher analyzed the result using t-test calculation from the result of the pre-test and post-test. The calculation as follow:

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<tr>
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The result of Pre Test and Post Test cycle I
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<th>Post-Pre (D)</th>
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</table>

\[ \sum = 2211 \quad 2454 \quad 243 \quad 3109 \]

Degree of freedom = (N - 1)

\[ = 40 - 1 = 39 \]


a. Mean of Pre-test I

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

\[ M = \frac{2211}{40} \]

\[ M = 55, 27 \]

b. Mean of Post-test I

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

\[ M = \frac{2454}{40} \]
1) Mean of Pre-test = 55, 27
2) Mean of Post-test = 61, 35
3) Mean of pre-test ≤ than post-test
4) There is an improvement of reading comprehension by using Parlour game between pre-test I (before the action) and the post-test I (after the action.

c. SD (Standard Deviation) of Pre-test and Post-test

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

\[ = \sqrt{\frac{3109}{40} - \left( \frac{243}{40} \right)^2} \]

\[ = \sqrt{77.72 - 36.84} \]

\[ = \sqrt{40.88} \]

\[ = 6.39 \]

d. Calculating \( t_o \)
\[
t_o = \frac{\left( \frac{\sum D}{N} \right)}{\left( \frac{SD_D}{\sqrt{N - 1}} \right)}
\]

\[
t_o = \frac{\left( \frac{243}{40} \right)}{\left( \frac{6,39}{\sqrt{40 - 1}} \right)}
\]

\[
t_o = \frac{\left( 6,07 \right)}{\left( \frac{6,39}{\sqrt{39}} \right)}
\]

\[
t_o = \frac{\left( 6,07 \right)}{\left( \frac{6,39}{6,24} \right)}
\]

\[
t_o = \frac{\left( 6,07 \right)}{\left( 1,02 \right)}
\]

\[
t_o = 5,95
\]

1) T-calculation is 5,95

2) T-table < t-calculation = 2,75 < 5,95
In the cycle I, the result of pre-test and post-test can be seen that the average score of students increased from 55, 27 to 61, 35. Based on this result, it means that applying the Parlour game is successful in improving the students’ reading comprehension.

The T-calculation also shows that there is significant influence of Parlour game in improving the students’ reading comprehension. Hadi (1981:334) the T-table with 1% significance of degree of freedom is 2, 75. The result is that T-calculation is 5, 95 while T-table is 2, 75. It means that there is considerable influence in cycle I because T-calculation is bigger than T-table. It can be concluded that the use of Parlour game can improve the students’ reading comprehension on cycle I.

2. Cycle II

Based on the result of cycle I, it is necessary for the researcher to continue to the next cycle:

1) Planning

The activities are prepared:

a. Lesson Plan: it was used as guidance for the researcher’s activities in the class.

b. Material: powerpoint print out and four text about descriptive text.

c. Teaching aid: Parlour game by Botticelli game.

d. Sheet for classroom observation
Test: pre-test and post-test.

2) The implementation of the action

The researcher becomes a teacher and the researcher’s friends, Tentrem Rahayu and Fak Iyah becomes collaborator.

On Thursday, October 23rd 2014 at 12.15, the teacher entered the class to teach English. In action 2, the teacher revised the teaching learning process in cycle I where students still have difficulties in reading comprehension. Before the lesson, the teacher gave the pre-test for students in 20 minutes about descriptive text. After pre-test, the teacher began to teach and explained the material to the students.

Teacher: “(Oke, hari ini kita masih akan membahas tentang teks descriptive. Siapa yang tau ciri-ciri ruang kelas ini? Please raise your hand). Well, today we’ll still discuss about descriptive text. What is the characteristic in this class? Please raise your hand.”

Student: ”(Warnanya biru, ruangnya sempit miss). The color is blue, the class is narrow miss.)”

Teacher: ”Yes, the color is blue, the class is narrow, there are 40 table and 40 chair.”

Then, the teacher gave the materials about descriptive text and asking question and answer about difficult vocabulary based on this text.
Teacher: "Look at the first text and please Anggraeni Saputri to read the text loudly".

Student: (Read the first text).

Teacher: "Any difficult vocabulary about the first text?"

Students: (Mentioned about difficult vocabulary in text).

Teacher: (Answer about difficult vocabulary) and please identify the generic structure. "Look at the second text and please Mashuri to read the text loudly".

Students: (Students tried to analyze the generic structure and Mashuri read the second text).

Teacher: "Any difficult vocabulary about the second text?"

Students: (Mentioned about difficult vocabulary in text).

Teacher: (Answer about difficult vocabulary) and please identify the generic structure. "Look at the third text and please Saptaria Miranti to read the text loudly".

Student: (Students tried to analyze the generic structure and Saptaria Miranti read the third text).

Like that until fourth text and fourth text was reading by Nazil Ardhani. After analyzing it, the teacher discussed and asked whether any question or not, then the teacher closed the meeting.

On Thursday, October 30th 2014 at 13.00, the teacher entered the class. The teacher reminded about four descriptive texts that has
learned yesterday. Then, the teacher do play Parlour game by Botticelli game.

After finished play Parlour game, the teacher gave post-test to know whether their reading comprehension increase or not. The teacher gave 20 minutes, after time was up students collected their answer. The teacher closed the meeting.

3) Observation

In the second cycle, observation was also carried out during the implementation of action. The students seemed more confident and apply Parlour game well. The students also more comfortable to do the learning process.

From the result of this cycle it shows that there is an improvement compared with the previous cycle. So it means that the students more understand with the materials. It’s also shows that the students made an increase in their reading comprehension. Even though still there are some mistakes.

4) Reflection

In this cycle, the researcher concluded that the treatment of Parlour game was successful in improving the reading comprehension. It could be seen that the students’ reading improvement in the students’ score. They
were great in answering the question. It means that they really comprehended the text so they could answer the questions easily.

Furthermore, to know if there is a significant improvement in reading comprehension, the researcher analyzed the result using t-test calculation from the result of the pre-test and post-test. The calculation as follow:

<table>
<thead>
<tr>
<th>No.</th>
<th>Names of students</th>
<th>Pre-Test (X)</th>
<th>Post-Test (Y)</th>
<th>Post-Pre (D)</th>
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</tr>
<tr>
<td>29</td>
<td>Reza Gustav Hendrizal</td>
<td>53</td>
<td>73</td>
<td>20</td>
<td>400</td>
</tr>
</tbody>
</table>
30  Ria Alawiyah  60  73  13  169
31  Rivaldy Ramadhan  60  53  -7  49
32  Rizal Bakri  53  60  7  49
33  Risky Achmad Maulana  73  80  7  49
34  Sabila Hindi Nur Rahma  73  73  0  0
35  Saptaria Miranti  60  73  13  169
36  Septiana Solechah  66  73  7  49
37  Sinta Nur Riska  73  66  -7  49
38  Sri Hartinah  73  93  20  400
39  Wahyu Sukma Aji  60  66  6  36
40  Yuliana Astuti  53  60  7  49

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Score</th>
<th>Pre-test II</th>
<th>Total</th>
</tr>
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<tr>
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<td>169</td>
</tr>
<tr>
<td>31</td>
<td>Rivaldy Ramadhan</td>
<td>53</td>
<td>-7</td>
<td>49</td>
</tr>
<tr>
<td>32</td>
<td>Rizal Bakri</td>
<td>60</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>33</td>
<td>Risky Achmad Maulana</td>
<td>80</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>34</td>
<td>Sabila Hindi Nur Rahma</td>
<td>73</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>35</td>
<td>Saptaria Miranti</td>
<td>73</td>
<td>13</td>
<td>169</td>
</tr>
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<td>36</td>
<td>Septiana Solechah</td>
<td>73</td>
<td>7</td>
<td>49</td>
</tr>
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<td>37</td>
<td>Sinta Nur Riska</td>
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<tr>
<td>38</td>
<td>Sri Hartinah</td>
<td>73</td>
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<td>400</td>
</tr>
<tr>
<td>39</td>
<td>Wahyu Sukma Aji</td>
<td>60</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>40</td>
<td>Yuliana Astuti</td>
<td>53</td>
<td>7</td>
<td>49</td>
</tr>
</tbody>
</table>

**TOTAL**  2447  2822  375  6613

Degree of freedom = (N - 1)

= 40 – 1 = 39

a. Mean of Pre-test II

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

\[ M = \frac{2447}{40} \]

\[ \theta \]
M = 61, 17

b. Mean of Post-test II

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

\[ M = \frac{2822}{40} \]

M = 70,55

1) Mean of Pre-test = 61, 17
2) Mean of Post-test = 70, 55
3) Mean of pre-test ≤ than post-test
4) There is an improvement of reading comprehension by using Parlour game between pre-test II (before the action) and the post-test II (after the action).

c. SD (Standard Deviation) of Pre-test and Post-test

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

\[ = \sqrt{\frac{6613}{40} - \left(\frac{375}{40}\right)^2} \]

\[ = \sqrt{165,32 - 87,79} \]
\[ t_o = \frac{\left( \Sigma D \right)}{N} \]

\[ t_o = \frac{\left( \frac{SD_D}{\sqrt{N - 1}} \right)}{8,81} \]

\[ t_o = \frac{\left( \frac{375}{40} \right)}{\sqrt{40 - 1}} \]

\[ t_o = \frac{\left( \frac{9,37}{8,81} \right)}{\sqrt{39}} \]

\[ t_o = \frac{\left( \frac{9,37}{8,81} \right)}{\sqrt{6,24}} \]

\[ = \sqrt{77,53} \]

\[ = 8, 81 \]

d. Calculating \( t_o \)
\[ t_0 = \frac{(9,37)}{(1,41)} \]

\[ t_0 = 6,64 \]

1) T-calculation is 6, 64

2) T-table < T-calculation = 2, 75 < 6, 64

In the cycle II, the result of pre-test and post-test can be seen that the average score of students increased from 61, 17 to 70, 55. Based on this result, it means that applying the Parlour game is successful in improving the students’ reading comprehension.

The T-calculation also shows that there is significant influence of Parlour game in improving the students’ reading comprehension. Hadi (1981:334) the T-table with 1% significance of degree of freedom is 2, 75. The result is that T-calculation is 6, 64 while T-table is 2, 75. It means that there is considerable influence in cycle II because T-calculation is bigger than T-table. It can be concluded that the use of Parlour game can improve the students’ reading comprehension on cycle II.

3. Cycle III

According to the result of cycle II, although there was an improvement of the result of pre-test and post-test, but the results was still low than the standardized score. So the researcher necessary for continue the next cycle.
1) Planning

The activities are prepared:

a. Lesson Plan: it was used as guidance for the researcher’s activities in the class.

b. Material: powerpoint print out and four text about descriptive text.

c. Teaching aid: Parlour game by Botticelli game.

d. Sheet for classroom observation

ej. Test: pre-test and post-test.

2) The implementation of the action

The researcher becomes a teacher and the researcher’s friends, Tentrem Rahayu and Fak Iyah becomes collaborator.

On Saturday, November 1st 2014, the teacher entered her English class. In this action, the teacher still used the more presentation in reading comprehension with Parlour game by Botticelli game. Before the teacher started the lesson, she gave the students pre-test about 20 minutes. After the pre-test, the teacher began to teach and explained the material to the students.

Teacher : (“Ya, hari ini kita masih membahas tentang descriptive text.”) “Ya, today still we will learn about descriptive text.”

Students : “Ok Miss.”
Then, she gave the materials about descriptive text and asking question and answer about difficult vocabulary based on this text.

Teacher :”Look at the first text and please Auliya to read the text loudly”.

Student :

Teacher :

Students :

Teacher :

Students :

Teacher :

Students :

Teacher :

Student :

Like that until fourth text and fourth text was reading by Yuliana Astuti. Then, the teacher do play parlour game by Botticelli game.
After finished play Parlour game, the teacher gave post-test to know whether their reading comprehension increase or not. She gave 20 minutes, after time was up students collected their answer. The teacher closed the meeting.

3) Observation

The researcher and her partner observed in the cycle III where they were monitoring, the researcher helped the students when they got difficulties. The researcher tried to activate the students by making the game to be more interesting. The students also looked more confident and enjoy in teaching learning process than the cycle before.

4) Reflection

After analyzing the data of this cycle, the researcher identified the result of the cycle. The researcher made a conclusion after comparing the students’ score between cycle I, cycle II, and Cycle III to find out how far the improvement of students’ ability in comprehending the text.

Furthermore, to know if there is a significant improvement in reading comprehension, the researcher analyzed the result using t-test calculation from the result of the pre-test and post-test. The calculation as follow:
Table 4.3

The result of Pre Test and Post Test cycle III

<table>
<thead>
<tr>
<th>No</th>
<th>Names of students</th>
<th>Pre Test (X)</th>
<th>Post Test (Y)</th>
<th>Post-Pre (D)</th>
<th>$D^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ahmad Ajmin Niam</td>
<td>66</td>
<td>73</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>2</td>
<td>Ahmad Hakimul Izza</td>
<td>66</td>
<td>80</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>3</td>
<td>Ahmad Bahrul Muhith</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>4</td>
<td>Alfi Saidah</td>
<td>53</td>
<td>73</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>5</td>
<td>Amalia Fiqia Wandhini</td>
<td>80</td>
<td>73</td>
<td>-7</td>
<td>49</td>
</tr>
<tr>
<td>6</td>
<td>Angraeni Saputri</td>
<td>73</td>
<td>93</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>7</td>
<td>Arif Mahendra</td>
<td>60</td>
<td>73</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>8</td>
<td>Auliyak</td>
<td>73</td>
<td>80</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>9</td>
<td>Chofifatul Fatayah</td>
<td>66</td>
<td>80</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>10</td>
<td>Deni Irawan</td>
<td>60</td>
<td>73</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>11</td>
<td>Dita Ayu Fitriyani</td>
<td>73</td>
<td>80</td>
<td>7</td>
<td>49</td>
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<tr>
<td>12</td>
<td>Diyah Novita Kurniawati</td>
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<td>73</td>
<td>-7</td>
<td>49</td>
</tr>
<tr>
<td>13</td>
<td>Doni Hermanto</td>
<td>53</td>
<td>66</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>14</td>
<td>Eka Nurjannah</td>
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<td>0</td>
</tr>
<tr>
<td>15</td>
<td>Eka Wulandari</td>
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<td>13</td>
<td>169</td>
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<td></td>
<td>Name</td>
<td>Age</td>
<td>Total</td>
<td>1st Q</td>
<td>2nd Q</td>
</tr>
<tr>
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<td>-------</td>
<td>-------</td>
<td>-------</td>
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<td>7</td>
<td>49</td>
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<tr>
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<td>73</td>
<td>13</td>
<td>169</td>
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<td>Iga Yuliana</td>
<td>73</td>
<td>86</td>
<td>13</td>
<td>169</td>
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<td>Maulana Andri Kisworo</td>
<td>46</td>
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<td>Nazil Ardhani</td>
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<td>Novika Zulfa</td>
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<td>93</td>
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<td>400</td>
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<tr>
<td>28</td>
<td>Panca Tirta Wilis</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
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<td>29</td>
<td>Reza Gustav Hendrizal</td>
<td>53</td>
<td>73</td>
<td>20</td>
<td>400</td>
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<td>400</td>
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<td>31</td>
<td>Rivaldy Ramadhan</td>
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<td>Risky Achmad Maulana</td>
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<td>86</td>
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<td>Sabila Hindi Nur Rahma</td>
<td>73</td>
<td>80</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Pre-test</td>
<td>Post-test</td>
<td>Difference</td>
<td>Score</td>
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<td>-----------</td>
<td>------------</td>
<td>--------</td>
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<td>36</td>
<td>Septiana Solechah</td>
<td>60</td>
<td>73</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>37</td>
<td>Sinta Nur Riska</td>
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<td>73</td>
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<td>0</td>
</tr>
<tr>
<td>38</td>
<td>Sri Hartinah</td>
<td>93</td>
<td>86</td>
<td>-7</td>
<td>49</td>
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<tr>
<td>39</td>
<td>Wahyu Sukma Aji</td>
<td>66</td>
<td>80</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>40</td>
<td>Yuliana Astuti</td>
<td>60</td>
<td>86</td>
<td>26</td>
<td>676</td>
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<tr>
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<td><strong>TOTAL</strong></td>
<td><strong>2669</strong></td>
<td><strong>3115</strong></td>
<td><strong>446</strong></td>
<td><strong>7662</strong></td>
</tr>
</tbody>
</table>

a. Mean of Pre-test III

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

\[
M = \frac{2669}{40}
\]

\[
M = 66.72
\]

b. Mean of Post-test III

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

\[
M = \frac{3115}{40}
\]

\[
M = 77.87
\]

1) Mean of Pre-test = 66, 72

2) Mean of Post-test = 77, 87
3) Mean of pre-test ≤ than post-test

4) There is an improvement of reading comprehension by using Parlour game between pre-test III (before the action) and the post-test III (after the action).

c. SD (Standard Deviation) of Pre-test and Post-test

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

\[ = \sqrt{\frac{7662}{40} - \left(\frac{446}{40}\right)^2} \]

\[ = \sqrt{191,55 - 124,32} \]

\[ = \sqrt{67,23} \]

\[ = 8, 19 \]

d. Calculating \( t_o \)

\[ t_o = \frac{\left(\frac{\sum D}{N}\right)}{\left(\frac{SD_D}{\sqrt{N - 1}}\right)} \]
\[ t_o = \frac{\left( \frac{446}{40} \right)}{\left( \frac{8,19}{\sqrt{40-1}} \right)} \]

\[ t_o = \frac{\left( \frac{11,15}{8,19} \right)}{\left( \frac{\sqrt{39}}{} \right)} \]

\[ t_o = \frac{\left( \frac{11,15}{8,19} \right)}{\left( \frac{\sqrt{6,24}}{} \right)} \]

\[ t_o = \frac{\left( \frac{11,15}{1,31} \right)}{} \]

\[ t_o = 8,51 \]

1) T-calculation is 8, 51

2) T-table < T-calculation = 2, 75 < 8, 51

In the cycle III, the result of pre-test and post-test can be seen that the average score of students increased from 66, 72 to 77, 87. Based on this result, it means that applying the Parlour game is successful in improving the students’ reading comprehension.
The T-calculation also shows that there is significant influence of Parlour game in improving the students’ reading comprehension. Hadi (1981:334) the T-table with 1% significance of degree of freedom is 2, 75. The result is that T-calculation is 8, 51 while T-table is 2, 75. It means that there is considerable influence in cycle III because T-calculation is bigger than T-table. It can be concluded that the use of parlour game can improve the students’ reading comprehension on cycle III.

B. Discussion

From the result of analyzes in cycle I, II and III, the researcher analyzed the students improvement from each cycle. The improvement as follow:

**Table 4.4**

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
<th>Cycle III</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean</td>
<td>55, 27</td>
<td>61, 17</td>
<td>66, 72</td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>61, 35</td>
<td>70, 55</td>
<td>77, 87</td>
</tr>
<tr>
<td>2</td>
<td>T-table N= 40</td>
<td>2, 75</td>
<td>2, 75</td>
<td>2, 75</td>
</tr>
<tr>
<td>3</td>
<td>T-calculation</td>
<td>5, 95</td>
<td>6, 64</td>
<td>8, 51</td>
</tr>
</tbody>
</table>
Chart 4.1
The Mean and T-calculation of Students’ Score

Table 4.5
The Percentages’ of Students’ Score

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Score</th>
<th>Cycle I</th>
<th>Cycle II</th>
<th>Cycle III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pre-test</td>
<td>Post-test</td>
<td>Pre-test</td>
</tr>
<tr>
<td>1</td>
<td>Students’ score ≤ 70</td>
<td>36</td>
<td>31</td>
<td>32</td>
</tr>
</tbody>
</table>
The table and the chart show that the improvement of the students’ reading comprehension is significant from the cycle I until III. Based on the result of the test among t-calculation in cycle I, II and III, the procedure of applying the Parlour game is successful to improve students reading comprehension. The table above shows the differences of t-calculation in each cycle. In cycle I is 5, 95, in cycle II 6, 64 and in cycle III is 8, 51.

Besides that, the mean of pre-test and post-test in each cycle also increase. It can be seen in the table and chart above. The mean of pre-test in cycle I is 55, 27 while the post-test is 61, 35. In cycle II and III the mean also increase. The mean of pre-test and post-test in cycle II is 61, 17 and 70, 55. In cycle III the mean of pre-test is 66, 72 and post-test is 77, 87.

This result shows that the mean of the findings in cycle II and III are higher than the standardized score (*kriteria ketuntasan minimal*) that is 70. The mean of post-test in cycle II is 70, 55 and cycle III is 77, 87. However, in the cycle I the mean of post-test is lower than the standardized score (*kriteria ketuntasan minimal*). The mean is 61, 35, it is not successful because there are some problems occurred. As we know, it is first meeting for the students. They seemed little bit
confuse with the activity and they need to adapt with it. But finally they are success to improve their score in cycle II and III.

Based on the percentages’ students score shows that on the pre-test of the cycle I, 36 or 90% students’ score lower than the standardized score and 4 or 10% students’ score higher than the standardized score; on the cycle II, 32 or 80% students’ score lower than standardized score and 8 or 20% students’ score higher than the standardized score; on the cycle III, 22 or 55% students’ score lower than the standardized score and 18 or 45% students’ score higher than the standardized score. On the post-test of the cycle I, 31 or 77, 5% students’ score lower than the standardized score and 9 or 22, 5% students’ score higher than the standardized score; on the cycle II, 16 or 40% students’ score lower than standardized score and 24 or 60% students’ score higher than the standardized score; on the cycle III, 2 or 5% students’ score lower than the standardized score and 38 or 95% students’ score higher than the standardized score.

It is a proof that the students’ reading comprehension improve in each cycle. The students could understand text. This improvement can influence the students’ score. Then, the score of post-test is better than pre-test so it means that the students English mastery is enhance after applied the Parlour game.
CHAPTER V

CLOSURE

In this chapter, the researcher presents the conclusion and suggestion after conducting the research, doing analysis, and presenting the results.

A. Conclusion

After conducting the research of Parlour game to improve reading comprehension, the researcher can conclude based on the findings discussed that:

1. The students’ English achievement on reading comprehension before using Parlour game of the eleventh grade students of MAN Salatiga is the mean of pre-test in cycle I is 55, 27, the mean of pre-test in cycle II is 61, 17, the mean of pre-test in cycle III is 66, 72. This result shows that the mean of pre-test of the findings in cycle I, II and III are lower than the standardized score (kriteria ketuntasan minimal) that is 70. And it also can be seen from the percentages’ of students’ score is lower than the standardized score in each cycle, in cycle I the percentages’ score is 36 or 90%, cycle II is 32 or 80% and cycle III is 22 or 55%.
2. The implementation of students’ reading comprehension using Parlour game for the eleventh grade students of MAN Salatiga can be done effectively. The students’ cognitive skill can remember and commit to memory what they have read. As a result, the students can remember the contents of the text they have read, so they do not lose what they read. It also help them to enrich their vocabulary.

3. The result of the study after using Parlour game in the students’ reading comprehension of the eleventh grade students of MAN Salatiga is significant. It can be seen from the comparison the T-calculation of the score of cycle I, cycle II, and cycle III. In cycle I, the calculation is 5, 95, cycle II is 6, 64 and cycle III is 8, 51. And it also can be seen from the percentages’ of students’ score is higher than the standardized score in each cycle, in cycle I the percentages’ score is 9 or 22, 5%, cycle II is 24 or 60% and cycle III is 38 or 95%. So the Parlour game is successful to improve students reading comprehension.

B. Suggestion

Based on the research finding and conclusion above, the researcher give suggestions as follows:

1. For teacher
The teacher should use Parlour game to teach reading. This game can make the students keep in mind what they read and enrich their vocabularies.

2. For students

The students should be more active in teaching-learning process. They need to have a big spirit and study harder and they should read more. The students should pay attention to teacher explanation. If teacher give command they can do perfectly, and they can do exercise well.

3. For another researcher

It has been known from the research finding by applying Parlour game can increase students’ reading comprehension. So, the result of this research can be a reference for another researcher who wants to conduct a research about reading comprehension, especially in using Parlour game.
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www.funjoint.com/parlour
APPENDIXES
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

A. IDENTITAS

SATUAN PENDIDIKAN: MAN SALATIGA
MATAPELAJARAN: BAHASA INGGRIS
KELAS/SEMESTER: XI (S E B E L A S ) / I ( S A T U )
JENIS Teks: DESCRIPTIVE TEXTS
ASPEK/ SKILL: READING
ALOKASI Waktu: 10 x 45 menit

STANDAR KOMPETENSI

1. Memahami dan mengungkapkan makna dalam teks fungsional pendek dan esei sederhana berbentuk descriptive, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

2. Descriptive, narrative, analytial exposition

KOMPETENSI DASAR

1. Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: descriptive, narrative, dan analytical exposition.

2. Merespon dan mengungkapkan makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam
konteks kehidupan sehari-hari dalam teks berbentuk: descriptive, narrative, dan analytical exposition dan untuk mengakseskan ilmu.

INDIKATOR

- main ideas, supporting ideas, details
- descriptive.

B. TUJUAN PEMBELAJARAN

- main ideas, supporting ideas, details
- descriptive.

Karakter yang ingin dicapai:

1. Gemar membaca.
2. Cermat dan teliti.
3. Perhatian.
4. Berani.
5. Sopan.
6. Disiplin.

C. MATERI PEMBELAJARAN

1. 
   2. 
   3. 
   4. 
   5. 
   6. 
   7. 
   8. 

9.
D. METODE/ TEKNIK PEMBELAJARAN :


E. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

<table>
<thead>
<tr>
<th>Kegiatan Pembelajaran</th>
<th>Deskripsi</th>
<th>Waktu</th>
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<tr>
<td>Pendahuluan</td>
<td>Kegiatan Awal</td>
<td>10 menit</td>
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<tr>
<td></td>
<td>1. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (<em>nilai yang ditanamkan: santun, peduli</em>) dan tanya jawab hal-hal yang berkaitan dengan kondisi siswa.</td>
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<tr>
<td></td>
<td>2. Mengecek kehadiran siswa (<em>nilai yang ditanamkan: disiplin, rajin</em>)</td>
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</table>
### Pertemuan 1

| Inti | 3. Tanya jawab tentang *material* yang berkaitan dengan pembahasan materi. | 70 menit |

#### A. Eksplorasi:
1. Guru meminta siswa untuk mengerjakan pre-test.

#### B. Elaborasi:
1. Guru menjelaskan materi tentang descriptive texts.
2. Guru memberikan dua contoh teks descriptive “Barrack Obama dan Debby Putri.”
5. Guru meminta siswa untuk mengidentifikasi generic structure.

#### C. Konfirmasi:
1. Bertanya jawab tentang hal-hal yang belum dipahami siswa.

### Pertemuan 2

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#### A. Eksplorasi:
1. Guru menanyakan materi yang telah diberikan dipertemuan sebelumnya.

#### B. Elaborasi:
1. Guru mengulas kembali tentang descriptive text.
2. Guru memberikan dua contoh teks descriptive “Agnes Monica dan Ayu Ting-ting.”
5. Guru meminta siswa untuk mengidentifikasi generic structure.
6. Guru memperkenalkan game parlour yaitu Botticelli game kepada siswa.

#### C. Konfirmasi:
Pertemuan 3

A. Eksplorasi:
   1. Guru meminta siswa untuk mengerjakan pre-test.

B. Elaborasi:
   1. Guru mengulas kembali materi tentang descriptive text.
   3. Guru meminta siswa untuk membaca nyaring secara bergantian.
   5. Guru meminta siswa untuk mengidentifikasi generic structure.

C. Konfirmasi:
   1. Bertanya jawab tentang hal-hal yang belum dipahami siswa.

Pertemuan 4

A. Eksplorasi:
   1. Guru bertanya kepada siswa tentang teks yang diberikan pada pertemuan sebelumnya.

B. Elaborasi:
   2. Guru meminta siswa untuk bermain parlour game.

C. Konfirmasi:
   2. Bertanya jawab tentang hal-hal yang belum dipahami siswa.
Pertemuan 5

A. Eksplorasi:
1. Guru meminta siswa untuk mengerjakan pre-test.

B. Elaborasi:
1. Guru memberikan empat contoh teks descriptive “Sarah Jaenette Davies, Farah Quinn, Justin Beiber, Mrs. Debby Magdalena.”
2. Guru meminta siswa untuk membaca nyaring secara bergantian.
4. Guru meminta siswa untuk mengidentifikasi generic structure.
5. Guru meminta siswa untuk bermain parlour game dengan menggunakan Botticelli game.

C. Konfirmasi:
2. Bertanya jawab tentang hal-hal yang belum diahami siswa.

Penutup

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</table>

F. ALAT DAN SUMBER BELAJAR

1. Lapotop
2. LCD
3. Powerpoint
4. Powerpoint print out
5. Kamus
6. Buku paket
G. PENILAIAN HASIL BELAJAR

A. Teknik Penilaian
   a. Teknik Penilaian
      1) Non tes
      2) Tes tulis
CYCLE I
Materi Cycle I (Pertemuan 1 dan 2)

Barrack Obama

His full name is Barack Hussein Obama. People often call him Barack Obama. He is African American.

Obama was born on August 4th, 1961 in Honolulu, USA. Obama is quite tall, 183 cm. He has oval face, bald head, and black skin. His face looks patient and strong. He always keeps smile when he gives speech. Obama has married to Michelle. They have 2 daughters, Malia and Natasha Obama. Obama’s hobby is having sport. He likes playing golf in his spare time. Obama also loves blogging. He writes on his twitter quite often.

Debby Putri

Debby Putri is a model from Surabaya. Now she is a student of State Senior High School 71 Surabaya. Debby is the first daughter of Mr. Fajar Putti and Mrs. Ana Karoen. Debby became a famous model when she won the competition of Teenage Model 2005 and YTV Jr angringan 2004.

Debby is brown-skinned. She is tall and slender. She is 17 years old. Debby has wavy, short, black hair, a pointed nose and rather big ears. Her face is oval and her cheeks are dimpled when she smiles. Debby is a cheerful and friendly girl. Everybody likes her because she is a humorous and creative girl. She gets on well with other people and she never forces her opinions on others. But sometimes Debby is short-tempered when she loses her personal things.

Agnes Monica

Her full name is Agnes Monica Muljoto. She was born on July 1st, 1986 in Jakarta. She is a singer. She is good both at singing and dancing. Agnes Monica is the youngest child in her family.

Her father’s name is Ricky Suprapto and her mother is Jenny Siswono. She has the only older brother named Steve Muljoto. Agnes Monica is a very talented artist. She could singing, she also can play music instrument such as guitar and piano. Agnes Monica has several famous songs. Her everlasting songs are “Pernikahan Dini, Tak Ada Logika, Jerat”, for instance. She also has a well-known song entitled “Cinta Mati” due with Ahmad Dhani.

Ayu Ting-ting

She is very popular among Indonesian people as Indonesian Dangdut Singer called “Ayu Ting-ting”.

Ayu Ting-ting was born on June 20th, 1990 in Depok, East Java. She works as a dangdut singer, presenter, and model. Ayu Ting-ting has Indonesian average body. Her height is 160 cm. She has long straight hair, oval face, thin lips and pointed nose. Ayu Ting-ting has won several awards during her life. She has got Sari Ayu Star 2006, Miss Depok 2006, and Mojang Depok. Ayu Ting-ting is very famous with song entitled “Alamat palsu (Fake Address)”. She has ever released Dangdut album entitled “Geol Ajeb Ajeb”.
SOAL PRE-TEST CYCLE I

Name : 
Number : 

Choose the correct answer by crossing a, b, c, d or e.

Text 1 (for number 1-3)

Phillip LaDon Phillips, Jr. is a singer or song writer from Leesburg, Georgia. He is the winner of the “American Idol” 2012, defeating his fellow finalist Jessica Sanchez.

Born on September 20, 1990 to Sheryl and Phillip LaDon Phillips, Sr., Phillips holds a degree from Albany Technical College, majoring in Industrial Systems Technology. He missed the graduation ceremony due to his participation in the eleventh season of “American Idol”.

Phillips loves music. He started playing music when he was 14. He also formed a band with his brothers-in-law in 2009. He is a fan of Jonny Lang, Dave Matthews, John Butler and Damien Rice.

Adapted from: en.wikipedia.org/wiki/Philip_Philips (August 23, 2012)

1. What is Phillips’ nationality?
   a. Scotland.
   b. Ireland.
   c. Brazilian.
   d. American.
   e. Mexican

2. When did Phillips start playing music?
   a. In 2001
   b. In 2004
   c. In 2007
   d. In 2009
   e. In 2012

3. Which statement is NOT TRUE based on the text?
   a. Phillips was born in Georgia about 23 years ago.
   c. Phillips beat Jessica Sanchez at the “American Idol” show.
   e. Phillips started to perform with his band when he was 14.

Text 2 (for number 4-6)

Ampera Bridge is a vertical-lift bridge in the city of Palembang, South Sumatera, Indonesia. It is not only a landmark of the city but also reflects the nation’s political aspirations.

The bridge was initially called Bung Karno bridge. It was constructed in April 1962 and officially opened on September 30, 1965. It measures 1,177 meters long and 22 meters wide.

The bridge, lying over the Musi River, connects Seberang Ulu and Seberang Ilir, two regions of Palembang. It has two lifting towers at 63 meters tall, with a distance of 75 meters between the two.
This bridge once had a retractable section, which could be lifted to make way for tall ships to sail through. The section was powered by a 500-ton pendulum ballast lifter, which could fully lift the bridge to make way for ships. However, this section is no longer opened to allow ships through.

4. How long did it take to complete the bridge?
   a. Two years.
   b. Three years.
   c. Four years.
   d. Five years.
   e. Six years

5. What was the purpose of the retractable section?
   a. To attract visitors
   b. To make way for cargo ships
   c. To allow tall ships to pass through
   d. To give more space for ships to anchor
   e. To enable traders to sail the river

6. Which statement is **NOT TRUE** based on the text?
   a. The Ampera Bridge is 1,177 meters long and 22 meters wide.
   b. The Ampera Bridge is a landmark of Palembang, South Sumatera.
   c. The two lifting towers of the Ampera Bridge measure 63 meters tall.
   d. The retractable section was officially closed in September 1967.
   e. Recently, people visit areas of the bridge for recreation.

**Text 3 (for number 7-10)**

Singapore is an island city of about 4 million people. It’s a beautiful city with lots of parks and open spaces. It’s also a very clean city.

Most of the people live in high-rise flats in different parts of the island. The business district is very modern, with lots of tall new office buildings. Singapore also has some nice older section. In Chinatown there are rows of old shop houses. The government buildings in Singapore are very beautiful and date from the colonial days.

Singapore is famous for its shops and restaurants. There are many good shopping centres. Most of the good are duty free. Singapore’s restaurants sell Chinese, Indian, Malay, European food, and the prices are quite reasonable.

7. What is the main idea of paragraph 2?
   a. Singapore is famous for its cleanliness
   b. There are a lot of shops and restaurants
   c. Singapore people live in a common house
   d. There are many different kinds of building

8. Which is **NOT TRUE** according to the text?

   a. Singapore is famous for its cleanliness
   b. There are a lot of shops and restaurants
   c. Singapore people live in a common house
   d. There are many different kinds of building
a. The people live in high-rise flats
b. Singapore has a lot of beautiful parks
c. Most open spaces in Singapore are dirty
d. There are many old shop houses in Chinatown
e. Singapore is famous for its shops and restaurants

9. “...the prices are quite reasonable.” (the last sentence).
What does the underlined word mean?
   a. Very expensive
   b. Expensive
   c. Fixed
   d. Cheap
   e. Famous

10. What is the genre of the text?
   a. Descriptive
   b. News item
   c. Report
   d. Discussion
   e. Explanation

Text 4 (for number 11-15)

Sarah Jeanette Davies is Miss World Australia 2004. She is twenty four years old and graduated with a Bachelor of Business in Communication and Public Relationship.

Sarah is also a model and sport woman. She has also been in many advertising campaigns and television commercial. She was state champion of Queensland in the Rhythmic Gymnastic in 1998 and 2006.

Sarah’s first duty after becoming Miss World Australia was visiting a charity called “variety” in Tasmania. “Variety” is children’s charity and also did a lot of work with disabled people.

After this, Sarah would be a television presenter. She said that media industry very competitive in Australia.

11. How has Sarah been in television?
   a. Freely
   b. Commercially
   c. Willingly
   d. Interestingly
   e. Beautifully

12. Why would she be TV presenter?
   Because …
   a. Media industry is very commercial.
   b. Media industry is very competitive.
   c. She wanted to be actress.
   d. She wanted to be more popular.
   e. She wanted to be a manager of media.

13. “Variety” is children’s charity and did a lot of work with disabled people. The word “disabled people” means people who …
   a. are unable to use their body properly
   b. do not have parts of the body
   c. are unable to use tools properly
   d. got accident
   e. got luck

14. From the text, we know that Sarah …
   a. is business woman.
   b. is not the Miss World Australia 2004.
c. has just finished high school.
d. is also in many advertising campaigns.
e. Is a comedian
15. The first paragraph is the … of the text.

a. Description  
b. Identification  
c. Conclusion  
d. Resolution  
e. Orientation
1. What type of text is used by the writer?
   a. Report
   b. Recount
   c. Descriptive
   d. Narrative
   e. News item

2. “brownie is a Chinese breed; it is small, fluffy, and cute.”
The underlined word means…
   a. Thin
   b. Soft
   c. Awkward
   d. Hard
   e. Thick

3. The communicative purpose of this text is…
   a. To describe a particular animal
   b. To share an amusing incident with others
   c. To present two points of view about an issue
   d. To inform the readers about the beauty of Brownie
   e. To retell events for the purpose of informing or entertaining

4. What is the main idea of the paragraph 2?
   a. Brownie, my pet dog, is a Chinese breed
   b. My Chinese breed dog only eats soft food
   c. A Chinese breed dog does not bark a lot
   d. Brownie which is a Chinese breed is a sweet and friendly animal
   e. Brownie cannot get along with other animals because he seldom barks

Text 2 (for number 5-7)

Lyme Regis is a beautiful seaside town, with a lively little harbor, beaches, and lovely walks, either by the sea or in the country nearby. For children there is the Marine Aquarium and Dinosaur land, and in summer you can escape from the crowds and relax in the Jane Austen Garden with beautiful views over the sea. There are many interesting old streets with cafes and restaurants. The best restaurant is the pilot boat down by the beach, which has very good food and excellent wine.

5. Many tourists are interested in coming to Lyme Regis. This means that Lyme Regis is…
   a. Amazing
   b. Excellent
   c. Attractive
   d. Delightful
   e. Advantageous

6. “… and in summer you can escape from the crowds…”
The underlined phrase means…
   a. Find
   b. Keep
   c. Loose
   d. Avoid
7. The purpose of the text is…
   a. To describe the way people live
   b. To describe Lyme Regis
   c. To describe Lyme Regis
   d. To inform some beautiful places
   e. To amuse the reader with beautiful object

Text 3 (for number 8-10)

8. The first paragraph tells us about…
   a. The situation in the Sea World
   b. The facilitation in the Sea World
   c. The kind of fish in the Sea World
   d. The giant aquarium in the Sea World
   e. The activity of diving in the Sea World

9. The word “giant” in :African fish, baby crocodiles, and giant robber crabs” means…
   a. High
   b. Long
   c. Wide
   d. Large
   e. Small

10. What is the form of the text?
    a. News
    b. Report
    c. Anecdote
    d. Narrative
    e. Descriptive

Text 4 (for number 11-15)

Victoria C. Beckham

11. What did Victoria do before being a solo singer?
    a. Married to David Beckham
    b. Worked as fashion designer
    c. Joined The Spice Girl
    d. Created fashion style
    e. Wrote many books

12. We found in the text that...
    a. Victoria named her fragrance by dVb style
    b. Beckham is Victoria's autobiography
    c. Beckham is Victoria's brand for her fragrance
    d. Posh Spice is the title of her new album
    e. Spice Girls is Victoria's label for her wardrobe

13. Based on the text, what do we know about Victoria?
    a. She is an ordinary woman
    b. She is a multi-talented woman
    c. She designed The Spice Girls
d. She married to an ordinary person
e. She arranged many songs for The Spice Girls

14. What type of text is used by the writer?
   a. Report
   b. Recount
   c. Descriptive
   d. Narrative
   e. News item

15. Who is Victoria Caroline Bekham?

A   B   C   D   E

1. D
2. B
3. D
4. B
5. C
6. D
7. B
8. C
9. D
10. A
11. B
12. B
13. B
14. D
15. B
1. C
2. B
3. A
4. D
5. C
6. E
7. B
8. A
9. D
10. E
11. C
12. A
13. B
14. C
15. A

**CYCLE II**
Materi Cycle II ( Pertemuan 3 dan 4 )

Delta Goodrem

Sule

Victoria C. Beckham

Sherina Munaf
SOAL PRE-TEST CYCLE II

Name : 
Number : 

Choose the correct answer by crossing a, b, c, d or e.

Text 1 (for number 1-6)

Jam Gadang
Controleur

1. The clock tower was built as 
   ________.  
   a. a sign of the Dutch colonial era  
   b. a gift from the Queen to Rook Maker 
   c. a marker of the center of Bukittinggi city 
   d. a local tourist resort for Bukittinggi residents 
   e. a reminder of architects Yazin and Sutan Gigi Ameh

2. What does paragraph five tell us about? 
   a. The history of the clock tower. 
   b. The titles of Jam Gadang. 
   c. The changes of the roof structure. 
   d. The unique feature of the tower. 
   e. What is around the clock tower.

3. What is the unique feature of the tower? 
   a. The roof shape. 
   b. The large clock tower’s base. 
   c. The rooster figure facing east. 
   d. The use of “IIII” for number 4 instead of “IV” 
   e. The concrete benches placed around the clock tower.

4. The following statements are correct based on the text, EXCEPT ________.
   a. the four clocks have diameter of 80 centimeters 
   b. the clock tower is situated in Sabai Nan Aluih park area 
   c. the tower is twenty six meters tall with the base of 13´4 meters 
   d. the clock tower is said to have cost up to 2,000 guilder 
   e. visitors can find Bung Hatta Palace and Atas Market near the tower

5. “Originally, a rooster figure was placed on the apex, facing east . . . .” (Paragraph 3) 
   ________ 
   a. Top. 
   b. Edge. 
   c. Front. 
   d. Center.
Text 2 (for number 7-10)

7. Why do the cat and brownie get along well? Because…
   a. Brownie doesn’t likes bones
   b. The cat is Chinese breed
   c. The cat small, fluffy and cute
   d. Brownie does not bark a lot
   e. Brownie does not sleep a lot

8. What is the main idea of the paragraph 2?
   a. Chinese breed dogs only eat soft food
   b. Brownie my pet dog is a Chinese breed
   c. A Chinese breed dog does not bark a lot
   d. Brownie which is a Chinese is a sweet and friendly
   e. Brownie can not get along with other animals because he seldom barks

9. What does the cat do when the writer is in school?
   a. It plays with the writers cat
   b. It sleeps all day
   c. It barks with writers cat
   d. It east soft food fish or bread
   e. It cooks some food with the writers mom

Text 3 (for number 11-15)

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

11. Which paragraph tells about the difference of young from female lions?
   a. Paragraph 2 and 3
   b. Paragraph 1
   c. Paragraph 2
   d. Paragraph 3
   e. Paragraph 4

12. How do the female lions defend their selves?
   a. They defend their selves together.
   b. They asked a help male lions to defend.
   c. Each female defends itself.
   d. They defend their selves with male lions.
   e. They defend their selves with female.

13. Why do lions live in group? To make ...
   a. other groups defeat
   b. their group safe
   c. separate from other group
   d. their group bigger than other group
14. “…although a large may **split** into smaller ones.”

The underline word has synonym …

a. divide  

b. collect  

c. borrow  

d. break  

e. fall  

15. The writer wrote the text in order to …

a. entertain the readers about the group of lions

b. describe the lions look like

c. inform the lions and their lives

d. tell how the lions defend their group

e. To retell events for the purpose of informing or entertaining

SOAL POST-TEST CYCLE II

Name  : 

Number  : 

Choose the correct answer by crossing a, b, c, d or e.

**Text 1 (for number 1-5)**

1. What is the type of the text?

a. News

b. Report

c. Anecdote

d. Narrative

e. Descriptive

2. The communication purpose of the text is…

a. To tell about the beauty of Pingvellir

b. To describe the condition of Pingvellir

c. To inform the reader about Pingvellir

d. To persuade the reader to visit Pingvellir

e. To retell the famous tourism place Pingvellir

3. The first paragraph is the … of the text.

a. Description

b. Identification

c. Conclusion

d. Resolution

e. Orientation

4. “..was **reserved** in 1928.” (paragraph 2).

The word ‘**reserved**’ means…
5. Which one is NOT TRUE about Pingvellir?
   a. Pingvellir is the broadest lake in Iceland
   b. Pingvellir is a historical place for Iceland
   c. Pingvellir has been a national park since 1982
   d. Pingvellir is a tourist resort because of its beauty
   e. Pingvellir is visited by hundreds of tourists every year

Text 2 (for number 6-10)

Ursus maritimus, the polar bear – the world's largest carnivore – is the world of 13 million square kilometers stretching from Siberia to Alaska, across Canada and up into the Canadian Arctic to Greenland and the islands north of Norway. The mammoth predator was once revered by some Eskimos as a shaman, being of infinite wisdom in communication with the spirit world. Today is still revered in dignity, moving from one feast of seal to the next.

6. Paragraph 2 tells us about…
   a. The size of polar bear
   b. The palace where polar bear lives
   c. The other name of the polar bear
   d. The width of the polar bear’s paws
   e. The weight of the female polar bear

7. How many kilograms does a female bear weigh?
   a. 15
   b. 13
   c. 30
   d. 225
   e. 450

8. …once revered by some Eskimos as a shaman …(paragraph 1)
The word “revered” means…
   a. Returned
   b. Related
   c. Referred
   d. Reflected
   e. Respected

9. What is the type of the text?
   a. Descriptive
   b. Narrative
   c. News item
   d. Explanation
   e. Exposition

10. The communication purpose of the text is…
    a. To amuse the readers
    b. To persuade the reader
    c. To share an unusual accident
    d. To inform the reader about events
    e. To describe a particular animal

Text 3 (for number 11-15)

Delta Goodrem is a young Australian singer and songwriter.
She is well known in many countries, especially in Europe and of course in Australia. Delta has been singing and acting since she was very young. She has been in many television commercials and television shows in Australia.
At the age of seven, Delta was in an advertisement for gallop toys. Delta is classically trained pianist and plays guitar and drums. In 1996, she recorded a demo with five number one hit songs that she wrote herself. That’s when she got contract with a record company and made hit first album Innocent Eyes.
Finally, in 2004 she recorded the second album, Mistaken Identity.
On the album, Delta recorded a beautiful duet with Brian McFadden from Westlife. The song is called Almost Here.
12. How many songs did she write in the first album?
   a. One
   b. Four
   c. Three
   d. Five
   e. Six

13. From the text, we know that Delta ...
   a. is a popular in all countries in the world
   b. got contract with a record company
   c. has two songs with another singer
   d. plays music in every concert
   e. is a dancer in the country

14. “She is well known in many countries,…”
   The word “well known” have similar meaning with …
   a. bad
   b. successful
   c. poor
   d. good
   e. famous

15. Which one is the best arrangement of the sentences below!

   a. 6 – 1 – 5 – 3 – 2 – 4
   b. 4 – 6 – 5 – 1 – 3 – 2
   c. 6 – 4 – 5 – 1 – 3 – 2
   d. 4 – 6 – 5 – 2 – 1 – 3
   e. 4 – 3 – 2 – 1 – 5 – 6
JAWABAN SOAL POST-TEST CYCLE II

1. B
2. C
3. D
4. D
5. A
6. B
7. D
8. B
9. A
10. A
11. E
12. A
13. B
14. A
15. C

JAWABAN SOAL POST-TEST CYCLE II

1. E
2. B
3. B
4. B
5. A
6. A
7. D
8. E
9. A
10. E
11. C
12. D
13. B
14. E
15. E
CYCLE III
Sarah Jaenette Davies

Farah Quinn

Justin Beiber
Mrs. Debby Magdalena

Mrs. Debby Magdalena is one of the successful career woman. She is the new sales manager for Jakarta sales office of Le Meridien Nirwana Golf and Spa Resort.

Mrs. Debby Magdalena holds her new position from March 2nd, 2009. Prior to her assignment at Le Meridien Nirwana Golf and Spa Resort, she was the sales manager at Novotel Nusa Dua’s Jakarta office. Prior to that, she worked at a number of reputable hotels such as Radison Hotel Jakarta, Aston Hotel Jakarta, and Novotel Nusa Dua Bali.

Born in Jakarta, she is a graduate of BPMP Bandung majoring hotel management and of Dwipa Wacana University in majoring management. With her strong background in reservations, front office and sales she will be a valuable asset to Le Meridien Nirwana Golf and Spa Resort. As the sales representative in Jakarta, she will be based at Le Meridien Jakarta Hotel.

SOAL PRE-TEST CYCLE III

Name :
Number :

Choose the correct answer by crossing a, b, c, d or e.

Text 1 (For number 1-5)

1. What is the best title for the text above?
   a. A city in the USA
   b. The Largest City in the USA
   c. The Most Crowded City in the USA
   d. New York, the Largest City in the USA
   e. New York, the City with Different Races

2. "The early settlers chose for their own island which they could easily defend.”(paragraph 2). The underlined word has a similar meaning to...
   a. Villagers
   b. Colonists
   c. Travelers
   d. Commuters
   e. Immigrants

3. Where is the seat of the government of the USA?
   a. In Washington DC
   b. In New York
   c. In mahattan
   d. In Oklahoma
   e. In Chicago
4. There are many very tall buildings in New York because…
   a. It’s the most important city
   b. It’s has a population of 8 million
   c. It has grown far beyond the boundaries
   d. It is the centre of business and financial activity
   e. The price of land on the island is very expensive
5. What type of text is used by the writer?
   f. Report
   g. Recount
   h. Descriptive
   i. Narrative
   j. News item

Text 2 (for number 6-10)

6. The mainly talks about Singapore as…
   a. A nation
   b. An island
   c. A republic
   d. A city state
   e. A member of ASEAN
7. Singapore’s citizen consists of…
   a. Brunei, Indians
   b. Chinese, Thais and Arab
   c. Chinese, Malays, Indians and Eurasians
   d. Eurasians and Philippines
   e. Asians and Arabs
8. “…Koreas, Thais, and Arabs live on that tiny islands.” (Paragraph 2)
   The underlined word may be replaced by “very…”
9. What type of text is used by the writer?
   a. Cute
   b. Huge
   c. Small
   d. Broad
   e. Narrow
10. The communicative purpose of this text is…
    f. To describe a Singapore
    g. To amuse readers with the information
    h. To present two points of view about an Indonesia
    i. To inform the readers about the Singapore
    j. To retell events for the purpose of informing or entertaining

Text 3 (for number 11-12)

11. What dynasty had ever existed in Jogja?
    a. Mataram
    b. Kasultanan
    c. The Heritage
    d. The Sultanate’s palace
    e. Mataram City
12. What type of text is used by the writer?
    a. Report
    b. Recount
    c. Descriptive
    d. Narrative
13. What is the advantage of this plasma display technology?
   a. It can produce a screen as the largest regular TV set
   b. It can consist of thousands of small cells
   c. It can certain xenon and neon gas
   d. It can produce ultra large screens
   e. It can consist of hundreds of small cells

14. … is lit individually making the image look good from almost every angle.
   The word printed in bold means …

15. The communicative purpose of this text is …
   a. To share an amusing incident with others
   b. To inform the readers the beauty of plasma TV or monitor
   c. To amuse readers with information
   d. To describe plasma TV or monitor
   e. To persuade people to buy plasma TV or monitor
SOAL POST-TEST CYCLE III

Name :
Number :

Choose the correct answer by crossing a, b, c, d, or e.

Text 1 (for number 1-4)

My Timmy

1. When does Timmy usually give a kiss to the writer? When the writer….
   a. fells hungry
   b. goes to sleep
   c. leaves home
   d. comes home
   e. wakes up

2. Why is the writer almost impossible to be angry at his cat? Because ….
   a. It has innocent round eyes
   b. Most of the time, it is a good cat
   c. It gives the writer kiss
   d. It always wakes up early
   e. It is a male tabby cat

3. The second paragraph tells us about….
   a. Characteristic
   b. Habit
   c. Habitat
   d. Food
   e. Behavior

4. The purpose of the text is…
   a. To describe place
   b. To entertain the reader
   c. To describe something
   d. To tell how to make something
   e. To tell how to care for cats

Text 2 (for number 5-10)

Suramadu Bridge

5. Suramadu’s bridge also known as…
   a. Longest bridge
   b. sura and madu
   c. Surabaya-Madura bridge
   d. toll bridge
   e. overpass
6. Suramadu’s bridge connects the island…
   a. Java and Sumatra
   b. Java and Bali
   c. Sumatra and Kalimantan
   d. Java and Madura
   e. Correct all

7. Length of the Suramadu’s bridge is…
   a. 5,400 meters
   b. 192 meters
   c. 494 meters
   d. 526 meters
   e. nothing is true

8. The following statement is TRUE, except...
   a. Suramadu’s bridge is also known Surabaya-Madura bridge
   b. the long of Suramadu’s bridge is 5400 meters
   c. suramadu’s bridge connects the islands of Java and Madura
   d. bridge was opened on March 31, 2009
   e. car charged at 30000 rupiah

9. When was the bridge built?
   a. March 31, 2009
   b. August 20, 2003

10. Suramadu’s bridge has … tracks in one way.
   a. 2
   b. 3
   c. 4
   d. 5
   e. 6

Text 3 (for number 11-15)

My Very Best Friends

11. The purpose of the text is …
   a. to describe persons and characters
   b. to tell a sequence of events
   c. to entertain the readers
   d. to persuade the readers to have many friends
   e. to teach the readers how to make friends

12. Which of the following are Firsty’s characters is true according to the text? …
   a. cheerful, humorous, and sensitive
   b. cheerful, confident, and strong-minded
   c. determined, sensitive, and funny
13. What is Jonathan like?
   a. He is fat, easy going, and funny
   b. He is fat, stubborn, and funny.
   c. He is chubby, diligent, and sensitive.
   d. He is plump, humble, and sensitive.
   e. He is friendly, easy going, and slim.

14. What is Hana's favorite?
   a. She loves Chemistry.
   b. She loves cats.
   c. She loves watching TV.
   d. She loves painting.
   e. She loves singing.

15. Which of the following statement is true based on the text?
   a. Firsty has a round face.
   b. Jonathan wants to be a chemist.
   c. Ron wants to be an artist.
   d. Hana has long straight hair.
   e. Jonathan is plump.
1. B
2. B
3. A
4. E
5. C
6. D
7. C
8. C
9. E
10. A
11. D
12. C
13. D
14. A
15. D

1. D
2. B
3. A
4. C
5. C
6. D
7. B
8. B
9. D
10. A
11. A
12. B
13. A
14. D
15. E