THE USE OF VISUAL AUDITORY KINESTHETIC
(VAK) LEARNING MODEL TO IMPROVE STUDENTS’
READING COMPRHENSION
(A Classroom Action Research of the Eleventh Grade Students of SMA
Muhammadiyah Plus Salatiga in the Academic Year of 2015/2016)

A GRADUATING PAPER

Submitted to the Board Examiners as a Partial Fulfillment of the
Requirement for the Degree of Sarjana Pendidikan Islam (S.Pd.I) in
English Teacher Training and Education Faculty

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2016
DECLARATION

بِنَامِ اَللٰہِ الرَّحْمٰنِ الرَّحِيمِ

Hereby the writer fully certify that this graduating paper is composed by the writer herself and does not contain any written material which have been published by other people’s idea except the information from the reference.

The writer is able to account for her graduating paper if in the future it can be proved of containing other’s idea or in fact, the writer imitates the other’s graduating paper. Moreover, the writer hopes that this declaration can be understood for readers.

Salatiga, January 7th 2016

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ATTENTIVE COUNSELOR NOTE
Case : Yeni Wulansari’s Graduating Paper

Dear,
Dean of Teacher Training and
Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Yeni Wulansari’s graduating paper, entitled “THE USE OF VISUAL AUDITORY KINESTHETIC (VAK) LEARNING MODEL TO IMPROVE STUDENTS’ READING COMPREHENSION (A Classroom Action Research of the Eleventh Grade Students of SMA Muhammadiyah Plus Salatiga in the Academic Year of 2015/ 2016)”, I have decided and would like to propose that this paper will be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor

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A GRADUATING PAPER

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(A Classroom Action Research of the Eleventh Grade Students of SMA Muhammadiyah Plus Salatiga in the Academic Year of 2015/2016)

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Has been brought to the broad of examiners of English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga on 27th January 2016 and hereby considered to completely fulfill of the requirement for degree of Sarjana Pendidikan Islam (S.Pd.I) in English Education Department

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MOTTO

“Success is My Right”

Andrie Wongso

“The mind is not a vessel to be filled but a fire to be ignited”

Plutarch

Imagination is better than knowledge

“Albert Einstein”
DEDICATION

This graduating paper is sincerely dedicated for:

1. My Allah, the Most Gracious and Most Merciful.

2. My beloved parents Mr. Suroto and Mrs. Siti Kalimah thanks for all support, guidance, finance, encouragement and also thanks for your love and everlasting prayer. I hope Allah always blesses you and His affection around you.

3. My beloved sisters are Mbak Ari Sugiarti and Mbak Novi Halimah Suryani. Thanks for your kindness, support, guidance and support.
ACKNOWLEDGEMENT

All praise due to Allah, the Most Gracious and the Most Merciful. First and foremost, I would like to express my gratitude to Allah because of great blessing the writer could finish this graduating paper successfully. My Blessing and praises to our beloved prophet Muhammad SAW was great revolutionary and true educator who has brought from the darkness to the light.

However, the writer realise that this graduating paper can’t be finished without the support, guidance, support, advice, help and encouragement from institutions and individuals. Therefore, the writer would thanks to:

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2. Suwardi, M.Pd, as the Dean Teacher Training and Education Faculty

3. Noor Maliah, Ph.D., as the Head of English Education Department

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8. My amazing friends in TBI 2011 especially my classmates of TBI E Indah Rahayu, Aliya, Mara and Aulia.

9. All my friends in Hilal’s Boarding House are Mbak Tika, Sendi, Anna, Titik, Riska, Farida and Maia.

10. The big family of SMA Muhammadiyah Plus Salatiga, thanks for your attention and support.

   Hopefully, this graduating paper is able to provide useful knowledge and information to the reader. In addition, the writer is permitted to accept more suggestions and contribution for the reader in order to improve this graduating paper.

Salatiga, January 7th 2016

The writer,

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ABSTRACT


This study is intended to improve the students’ reading comprehension using VAK learning model. The research answered these main questions (1) How is the implementation of VAK learning model to improve students reading comprehension of the eleventh students of SMA Muhammadiyah Plus Salatiga Salatiga in the academic year 2015/2016? (2) How is the students’ reading comprehension improvement after being taught using VAK learning model of the eleventh students of SMA Muhammadiyah Plus Salatiga in the academic year 2015/2016? (3) How far is the improvement of students’ reading comprehension of the eleventh grade students of SMA Muhammadiyah Plus Salatiga in the academic year of 2015/2016? The methodology of this research used Classroom Action Research (CAR). There were two cycles. Each cycle consisted of planning, action, observation and reflecting. From the results, the writer found several findings on it. The result of this research is there is an improvement of students’ reading comprehension by using VAK learning model. It can be seen from: (1) The students show active students’ participation, students pay attention to the material and shows enthusiastic in the reading activity. (2) The percentage of students’ mean score of pre-test I is 31.18%, post-test I is 54.5%, pre-test II is 77.2% and post-test II is 95%. (3) The mean of pre-test I is 59.5 and post-test I is 68.40, pre-test II is 75.2 and post-test is 83.18. Thus, it can be concluded that there is significant improvement of students’ reading comprehension by using VAK learning model.

Keywords: VAK Learning Model, Reading Comprehension.
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CHAPTER I
INTRODUCTION

A. Background of the Study

Language is a tool to communicate with other people. We can use language to share our ideas and knowledge. Sapir (1921: 8) says that language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntary produced symbol. The function of language is to communicate ideas, knowledge, information and feeling. It means that, language is important thing to communicate with each other in the whole world.

Learning is process of interaction to transfer knowledge and information between teacher and student. According to Brown (1980: 5), learning language is to direct and express their feeling and communicate the feeling, ideas, and thought by using of conventionalized sign, sounds, gestures, or marks having understood meaning. In learning language, students learn speaking, writing, listening and reading. In speaking, students practice how to pronounce the words and conversing. In writing, students learn how to write idea, information and understand the writing to get information and knowledge. In listening, students study by hearing monologue, dialogue from video and tape recorder. In reading, students learn by understanding text, summarize information and thinking process.
In the globalization era, English as an international language used for important subject in the school of Indonesia. English has been taught since in elementary school up to University. The students can communicate using English to face globalizations era. In English, there are four basic skills that must be mastered by the students in learning English such as speaking, listening, reading and writing. One of those skills is reading. Reading is one of crucial skill in learning English. According to Daiek Deborah and AnterNancy (2004:12), reading is an active process that depends on both author’s ability to convey meaning using words and your ability to create meaning from them. It means that, students not only understand words, but also know the meaning. In reading a text, students find difficulties to understand text because it contains a series of sentences as like as letter. In addition, they have limited vocabularies.

There are some factors that influence the students when study English especially in reading comprehension. They are internal and external factors. Knowledge is internal factor come from students themselves. If the students have poor knowledge in English, it will impact their achievement in reading. Moreover, they are confused in reading with a long text, where they also lack vocabulary and grammar. Based on interview with English teacher of eleventh grade in SMA Muhammadiyah Plus Salatiga, it is found that the students’ reading comprehension is not enough yet. The difficulty of comprehending the text is one of the factors that influence the students’ failure to mastery reading.
Moreover, students have different learning styles to learn English especially in reading. For example visual learners, they need to see teacher’s body and facial expression to understand the material. They study reading by using picture, illustrated text books, overhead transparencies, flipcharts, and hand-outs and taking note. Meanwhile auditory leaners learn reading through listening from teacher’s explaining and discussion. In addition, kinesthetic leaners prefer study reading by moving their body and activity in the classroom. They enjoy learning activity, where they do experiment and moving. For example role play, using flash cards to memorize, creating projects to explain lessons or events and using memory games.

Meanwhile the external factor comes from parent and teacher. The parents are seldom checking their children in studying at home. They do not pay attention about their children’s achievement. The important thing for their children is able graduate from the school. The other factor is teacher. Teacher play important role in their study. English teacher in SMA Muhammadiyah Plus Salatiga still used conventional learning model. The students feel bored and passive in the class. It can influence on students’ achievement. However, there is actually ways that can help the teacher to solve the students’ difficulties in teaching reading for SMA Muhammadiyah Plus Salatiga especially for students of the eleventh grade. The most important thing, teacher has to understand and know learning style of each student. Besides, teacher determines appropriate
learning model to improve students’ reading comprehension in the teaching learning process.

There are many learning model to teach English. The writer chooses one of learning model that can improve the students’ability in learning. It is Visual, Auditory Kinesthetic (VAK) Learning Model. VAK learning model is learning style that combines three sensory to get information by seeing, listening, and movement. It means that VAK learning model helps students to learn through more than one of the senses. By understanding three things of learning styles, teaching-learning will be more effective and efficient. Thus, students can be motivated to study reading.

Based on statement of the problem above, the writer would like to make research which title, “The Use of Visual Auditory Kinesthetic (VAK) Learning Model to Improve Students’ Reading Comprehension (A Classroom Action Research of the Eleventh Grade Students of SMA Muhammadiyah Plus Salatiga in the Academic Year of 2015/2016)”.
B. Problem Questions

Based on the statement above, the problem that explained in this study include:

1. How is the implementation of VAK learning model to improve students’ reading comprehension of the eleventh grade students of SMA Muhammadiyah Plus Salatiga in the academic year of 2015/2016?

2. How is the students’ reading comprehension improvement after being taught using VAK learning model of the eleventh grade students of SMA Muhammadiyah Plus Salatiga in the academic year of 2015/2016?

3. How far is the improvement of VAK learning model to improve students’ reading comprehension of the eleventh grade students of SMA Muhammadiyah Plus Salatiga in the academic year of 2015/2016?

C. Objectives of the Study

Dealing with the problem, the objective of the study includes:

1. To describe the implementation of VAK learning model to improve students’ reading comprehension of the eleventh grade students of SMA Muhammadiyah Plus Salatiga in the academic year of 2015/2016?

2. To describe the students’ reading skill improvement after being taught using VAK learning model of the eleventh grade students of SMA Muhammadiyah Plus Salatiga in the academic year of 2015/2016?
3. To describe how far improvement of students’ reading comprehension using VAK learning model of the eleventh grade students of SMA Muhammadiyah Plus Salatiga in the academic year of 2015/2016.

D. Benefits of the Study

The study will be useful and give contributions in learning English language context include:

1. For Students

   The writer hopes this study will be helpful for students to improve their reading comprehension and can motivate students to interest in learning English by using VAK learning model.

2. For Teacher

   Through this study, the writer hopes that the teachers have to create more interesting classroom. It can be a reference for teachers to improve their knowledge in the teaching and learning process.

3. For The School

   The result of this study can support and give contribution for the senior high school in the teaching and learning process of English language.

4. For The Readers

   This study can inform more to the readers about English teaching. Moreover, it can be used as the reference for they who want to conduct
research in English teaching learning process.

5. For The Writer

This study is useful to know improvement of the students’ reading comprehension. Besides, the writer will build up her knowledge and get new experience in teaching reading.

E. Limitation of the Study

In this study, the writer would like to limit scope of the study as following problems in order to avoid misinterpretation. This study focuses on VAK learning model to improve students’ reading comprehension about fable and legend text. The subject of this study is the eleventh grade students of SMA Muhammadiyah Plus Salatiga in the academic year of 2015/2016. In this study, the writer as teacher.

F. Definition of the Key Terms

The writer explains and clarifies the term of the title of this research to make clear meaning, they are as follow:

1. Visual Auditory Kinesthetic (VAK) Learning Model

According to Grinder and Delozies (2014: 287) as quoted by Huda, VAK learning model is three modalities that used by students to learn, thinking process and communication. They combine three modalities to increase their achievement.
2. Reading

According to Bond and Tinkeras (1982: 5) as quoted by Dechant, reading involve the recognition of printed or written symbols which serve as stimuli for the recall of meanings built up through the reader’s past experience. According to Dallman (1982: 22) reading is a verbal process interrelated with thinking and with all other communication abilities listening, speaking and writing.

3. Comprehension

According to Hornby (2003: 80), comprehension is the ability to understand something. Scanlon (2010: 276) states that comprehension is an active, constructive process in which the ultimate understanding of the text is determined by a combination of what is stated directly in the text and the reader’s preexisting knowledge related to the topic of the text.

4. Student

According to Hornby (1987: 859), student is a person who is studying at school, college, polytechnic, university or anyone who is studied is devoted to the acquisition of knowledge. Gate (2008: 939) states that student is someone who is taking course for her or his first university degree or after complete in this degree.
G. Previous Studies

This graduating paper took review through three of previous researchers to emphasize and support her research. The first study that had been done by Lestari (2015). She used Visual Auditory Kinesthetic (VAK) method to improve the students’ writing skill. The objectives of this study were to describe VAK method which improved students’ writing skill, how is VAK method enhancing students’ motivation and interest in writing skill. The methodology of her research was quantitative and qualitative method and the writer also used observation checklist, questionnaire, and test to collect data. The findings showed that the students enjoy and feel fun in studying English especially in writing skill. It meant that the VAK method could improve students’ writing skill.

The second study made by Yuliasari (2011) using semantic mapping strategy to improve students’ reading mastery. The objective of the study was to describe semantic mapping strategy which improved students’ reading mastery. The methodology was quantitative and qualitative method. The results of the study showed semantic mapping strategy could enhance students’ interest in reading mastery. It could be seen that the students feel happy and fun during teaching learning process.
The last study was conducted by Rambe and Zainuddin (2014) using Visual Auditory Kinesthetic (VAK) Learning Model on Students’ Achievement in writing recount text. The objective was to describe whether Visual Auditory Kinesthetic Learning Model (VAK) had significant effect on students’ achievement in reading recount. The methodology of the research was experimental group. The findings study showed that there was significant effect on students’ achievement in writing recount text in experimental group who taught using VAK learning model.

In conclusion, this study is different from previous studies. My study was conducted by using Visual Auditory Kinesthetic Learning Model to improve students’ reading comprehension. The objective of this study was to describe VAK learning model which improved students’ reading comprehension. Technique of collecting data of this study used qualitative and quantitative method. It meant that writer conducted classroom action research.

H. Graduating Paper Organization

The graduation paper consists of five chapters. It is following the overview for this study.

Chapter I is Introduction. It contains background of the study, problem questions, objectives of the study, benefits of the study, limitation of the study, definition of the key terms, previous studies, and graduating paper organization.
Chapter II is Literature Review. It involves visual auditory kinesthetic learning model and reading comprehension.

Chapter III is Research Methodology. It consists of research setting, subject of the study, method of the research, design and procedures of classroom action research, techniques of collecting data and techniques of analyzing data.

Chapter IV is Findings and Discussion. It contains of implementation of VAK learning model and description of reading comprehension improvement.

Chapter V is Closure. It contains about conclusions and suggestions.

References

Appendices
CHAPTER II

LITERATURE REVIEW

A. Visual Auditory Kinesthetic (VAK) Learning Model

1. Definition of VAK Learning Model

VAK is three modalities of learning that is first developed by Neil Fleming to show individual preference in the learning process by seeing (visual), listening (auditory) and touching (kinesthetic). Huda (2014: 289) states that VAK learning model is multisensory learning style that engages three learning styles namely seeing, listening and moving. Teacher should encourage students not only use one modality but also combine three modalities to increase their achievement and cover up their weakness in the study. Moreover, Mackay (2011: 205) claims that VAK learning model learning style which students has a mixed and balanced blend of three sensory modalities through sighting, sounding and acting out to learn well in order to increase their ability.

Based on definition above, it can be concluded that VAK Learning model is learning style that combine three sensory modalities to absorb information, lesson and knowledge by seeing, hearing and moving, which helps students to learn through more than one the senses and they can learn easily, faster to improve their achievement in the teaching learning process.
2. **Behaviors and Characteristics of VAK Learning Styles**

According to Jensen and Nickelsen (2011: 35), visual learners understand information need to see teacher’s body language, facial expression and terms of appearances. They like sit up at the classroom to avoid obstructions. In addition, visual learners prefer study by using visual aids for instance diagrams, illustrated, textbooks, overhead transparencies, video, picture, flipcharts and handouts to absorb the material. To accommodate these visual learners, teacher should use picture, diagram, power point and chart to convey the materials.

Jensen and Nickelsen (2011: 36) state that auditory learners are learners study best by listening or hearing through lectures, sounds and music. Moreover auditory learners like activities such as listening the voice recording, discussing with friends, recording a statement, doing interview, and debating with each other in the class. In teaching and learning process teacher should create appropriate learning by using good and clear sound.

Jensen and Nickelsen (2011: 37) claim that kinesthetic learners learn best through physical experience such as moving, doing, acting out, and touching. They feel bored when they must sit for long periods of time in the classroom. They enjoy study through role play, exploring and performing tasks. In teaching and learning process, teacher can apply
interactive learning such as role play, play creative simulation or games and projects to explore their physical potential.

3. Implementation of VAK Learning Model of English

According to Dunn and Dunn (2012: 108) as quoted by Gilakjani mention about how to implement the VAK learning model in the classroom by providing some technique which can be used by the teacher. The implementation of VAK learning model of English language involves:

a. Using Small Group Technique.

Small group technique is a “circle of knowledge” in which students sit in a circle and discuss a subject collaboratively as well as other techniques. At this stage, teacher divides students into small group consisting of 3-5 students.

b. Using multisensory resources (visual, auditory and kinesthetic) in the teaching learning process. For example picture for visual learners, video for auditory learners and role play for kinesthetic learners. At this point, teacher use picture and video in small group technique. Then, teacher ask students to present the task has given by teacher in front of the class. The description of each point is explained below:
1) Picture

Picture is important media in learning process. According to Harmer (2007: 134), the kind of picture includes flashcards, large wall picture, cue card, photograph or illustrations. Teachers should use picture, power point or overhead project (OHP) to attract students’ attention in the teaching and learning process. The picture can be useful visual learners to absorb the material.

2) Videos

Harmer states that (2007: 282) the advantages of watching video in the class are students not only hear language but also see the materials. Moreover, by using video is interesting activity which allows students can take notes of the stories, the events, the settings and others. In addition, watching video will be useful for visual and auditory learners.

3) Role Play

Huda (209: 2014) states that role play is a way of bringing situations from real life into the classroom. In the learning process, role play is interactive and effective learning, which the students can explore their skill. Meanwhile, role play can engage kinesthetic learners to express their physical potential.
4. **Advantages of VAK Learning Model**

There are some advantages of VAK learning model includes:

a. Students can learn in different ways.

b. The attention and focus of students will be more easily engaged by diverse decreasing disruption in the classroom.

c. Learning will be more effective, because it combine three learning styles.

d. The students become active.

5. **Disadvantages of VAK Learning Model**

The disadvantage of VAK learning is students who have strong preferences for one sense modalities will not be excluded. They can use only one learning style to understand the lesson. Moreover teacher find hard thing to teach students, because they have different learning style in the study. Thus, teacher needs more energy in the teaching and learning process.

B. Reading

In English, there are four basic skills that the students have to master in study. They are listening, speaking, reading, and writing. One of those is reading. Reading is important skill in English. The students learn reading to acquire knowledge and source of information. They need to practice continually and extensively to develop reading skill.

1. Definition of Reading

Dechant (1982: 5) states that reading is the process of giving the significance intended by the writer to the graphic symbol by relating them to one’s own fund experience. It is also meant by Grabe (2009: 15) who states that reading is process used in reading call for effort on the part of the reader to anticipate text information, select key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdown and match comprehension output to reader goals. In addition, Carrel (1998: 12) says that reading is a receptive language process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader construct. It means that reading is interaction between language and thought in reading. Dallman (1982: 21) says that reading is the process of reconstructing from the printed pattern on the page the ideas and information intended by the author.
Based on the definition above it can be concluded that reading is an effort to understand content of the text, thinking process and interaction language between an author and reader. Moreover reading is one of way to get idea, pleasure, knowledge or feeling that is expressed by the author.

2. **Aim of Reading**

According to Grabe (2009: 8) there are six main aims for reading. These purposes include:

a. **Reading for information**

   To seek information can combine scanning (identifying a specific graphic form in the text) and skimming (to search information the reader has to build a simple quick understanding in the text)

b. **Reading for quick information (skimming)**

   Skimming is used the readers when they need to read many texts. Then, they want to determine what a text about and choose one text to focus more attention. They don’t need to read all the materials. They just want to know some material in details.

c. **Reading to learn**

   Reading to learn is happened in campus and professional settings. The readers not only seek information but also keep in the main information. The expectation of reading to learn is put the ideas into long-term memory.
d. Reading to integrate information

The type of reading to integrate information is the readers need to synthesize and identify the different parts of long texts. They are expected to keep the ideas into long-term memory and create their own understanding about information.

e. Reading to evaluate, critique, and use information

In the academic setting, readers need to read many texts and give critique or suggestion. It is more complex than reading to integrate information.

f. Reading for general comprehension

Reading for general comprehension is the most common purpose for reading among fluent readers and it is the default assumption for the term reading comprehension.

3. Reading Process

According to Fauziati (2005: 140), the model of reading process consists of two components, these are:

a. Bottom up (text based processing skill)

A reading text consists of information, meaning which the writers aimed to communicate the readers. Students have to find and select the right cues to form concepts or meaning to achieve the purposes of reading. They have to develop their abilities to perceive
the elements of the reading text to get meanings with sufficient efficient speed. There are some activities in order to develop text-based processing skill namely:

1) Recognizing word meanings

According to Fauziati (2001: 141), using context clues is the best ways to find meaning clearer. The other way is to figure out the unfamiliar word is by recognizing the parts of the word such as the words contains affixes can be analyzed into prefix, suffix and root. The third way is to recognize part of speech to relate the meaning of the words. Thus, students will be familiar with the specific features such as noun, verb, adjective, adverb and their function in a sentence.

2) Recognize phrase

Fauziati (2005: 141) states that reading learners have to be able to recognize the position of the word in phrase. By purposing like that, they should understand the characteristics of the phrase and to know how sentence is functionally constructed.
3) Recognize sentence structure

According to Worther (2005: 142) as quoted by Fauziati, in higher education students have been got types of sentence. They have known well the classification of sentences for example declarative, interrogative, and imperative sentences. By understanding meaning from sentences, they know how words and phrases are functionally to carry meaning in sentences.

4) Discourse analysis

According to Fauziati (2005: 142), in discourse analysis to encourage students interpreting meanings in reading text. They have to well known with how sentences are functionally exploited to carry meanings in a discourse and how they are manipulated to form a paragraph through analysis.

b. Top down (knowledge-based processing skill)

Fauziati (2005: 143) states that reading task helps students to make expectation or prediction about the content of the text. There are several activities that can help learners to make the prediction:

1) Advance organizer

According to Seliger (2005: 143), as quoted by Fauziati in the advance organizer, before the students are given the actual text, the teacher gives them a similar text dealing with the same topic. The
advance organizer texts help to create the schemata so that the new information from the actual text can be internalized.

2) Previewing

Fauziati (2005: 143) says that at this case, before students begin read the text, teacher tells about what students are going to read. This activity will be helpful for students to well known the material and develop a cognitive organizational structure of the material before the actual reading begins.

3) Scanning

Scanning is read text fast to get information quickly. Scanning is the combination between background knowledge and the text which they read. When scanning the preview of the reading book content, readers will get information about the background knowledge necessary for understanding the book.

4) Prediction

According to Charrel and Eisterhold (2005: 144), as quoted by Fauziati, the efficient reading depends on large extent and making correct prediction with minimal sampling. So that, students can makes predication through title, subtitle and the non linguistic context.
4. **Kinds of Reading**

According to Harmer (2001: 210-213), reading consist of two kinds. These are:

a. **Extensive Reading**

The importance of extensive reading is the development of students’ word and their improvement as readers overall. It is not enough to tell students to read much, teacher should offer some of programs such as appropriate material, guidance, tasks and facilities such as portable libraries of book. The types of extensive reading involve:

1) **Extensive reading materials**

One of major conditions of successful extensive reading programme is the students should be reading material which they can understand. If they understand every word, they find hard information in reading.

2) **Setting up library**

In order to set up an extensive reading programme, librarian should create library with suitable books. Although it is look expensive to spend money but students will get good information through various suitable books. Thus, the school and institution have to provide fund or raise money through other sources.
3) The role of the teacher in extensive reading programme

Most of students will not do a lot extensive reading by themselves unless they are encouraged to do by their teachers. Teacher persuades the students about the advantage of extensive reading. Teacher can organize reading programmes where they indicate students of how many books teacher expect them to read over a given period.

4) Extensive reading task

Students should be allowed to choose their own reading texts by following their own likes and interesting, they will not reading the same texts at once, because teacher want to prompt students to keep reading and encourage them to revise on their reading.

b. Intensive Reading

In order to get students to read enthusiastically in class, teacher should be create interest in the topic and tasks. There are many ways for teacher when asking students to read intensively include:

1) Organizer

In the organizer, teacher should tell students exactly what their reading purpose or goal and give them clear
instruction about how to achieve it and how long they have to do this in the classroom.

2) Observer

Teacher asks students to read on their own and give them space to do. It is means restraining from interrupting that reading, although it may need more information or instruction. When students read, teacher can observe their progress to know about how they do individually and actively.

3) Feedback organizer

After students have finished the task, teacher can provide feedback session to check how far they have completed the task by having them compare their answer in pairs and ask them to answer in pairs. By sharing their knowledge, they share responsibility for their answer.

4) Prompter

When students have read a text, teacher can prompt them, to notice language features in the text. Teacher as controllers, direct them to pay attention about features of text construction and clarifying ambiguities.
5. Principles of Reading Instruction

According to Harmer (2001: 70) the principle of reading instruction includes:

a. Reading is not a passive skill. It is means that an active activity. To be successful in reading, students have to understand what the words mean, see the picture the words are painting, understand the arguments and work out if we agree with them.

b. Students should to be engaged with what they are reading. In lessons students who are not engaged with the reading text and they are not actively interested in what they are doing. Which it is not useful for them

c. Students need to be encouraged to respond the content of a reading text not only in language. It is significant to study reading text for the way they use language, the number of paragraphs they contain and how many times they use relative clauses.

d. Teacher should match the task with the topic. By deciding about what reading text the students are going to read. Moreover teacher needs to choose good reading tasks, the right kind of questions, engaging and useful puzzle etc.

e. As good teacher, they should exploit reading text completed. They integrate the reading text into interesting class sequences, using the
C. Reading Comprehension

1. Definition of Reading Comprehension

According to Thorndike (1982: 311) as quoted by Dechant reading comprehension is simply as thinking. Dalman (1982: 311) states comprehension includes the correct association of meanings with word symbols, the selection of the right meaning suggested by the content, 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. According to Davis (1982: 312) as quoted by Dechant, reading comprehension consist of two general mentalities, the ability to remember word meanings and the ability to reason with verbal concepts and hence with words. According to McGuinne (2004: 234) that reading comprehension was seen not as a passive receptive process, but as an active one that engaged the reader. Reading came to be seen as intentional thinking during which meaning is constructed through interactions between text and reader. Reading comprehension was seen as the construction of the meaning of a written text through a reciprocal interchange of ideas between the reader and the message in a particular text.
Based on the statement above the writer concluded that reading comprehension is thinking process and understanding written text through reading, integrate new ideas and remember word meanings.

2. Components of Comprehension

According to Davis (1961: 241) as quoted by Heilman, Blair and Rupley (1961: 241), there are five comprehension skills. They are:

a. Recalling word meaning
b. Drawing inference from content
c. Following the structure of a passage
d. Recognizing a writer’s purpose, attitude, tone and mood.
e. Finding answers to questions answered explicitly or in paraphrase

3. Levels of Comprehension

According to Heilman, Blair and Rupley (1961: 246), there are three levels of comprehension. They are:

a. Literal Comprehension

Literal comprehension is an understanding the ideas and information explicitly. The abilities of literal comprehension consist of knowledge of word meaning, understanding of grammatical clues and understanding of grammatical clues.
b. Interpretative comprehension

Interpretative comprehension is an understanding of ideas and information not explicitly. The abilities in interpretative comprehension involve inferring factual information, summarization of story content and understanding the author’s purpose and attitude.

c. Critical Comprehension

Critical comprehension is process analyzing, evaluating, and personally reacting to information. The abilities can be presented below:

1) Personal reacting to information in a passage indicating its meaning to the reader.

2) Analyzing and evaluating the quality of written information in terms of some standards.

4. Strategies of Reading Comprehension

Brown (2003: 188) claims ten strategies for reading comprehension. These are:

a. Identify your purpose in reading a text.
b. Apply spelling rules and conventions for bottom-up decoding.
c. Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.
d. Guess at meaning (of word, idioms, etc.) when you aren’t certain.
e. Skim the text for the gist and for main ideas.
f. Scan the text for specific information (names, dates, key words).
g. Use silent reading techniques for rapid processing.
h. Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.

i. Distinguish between literal and implied meanings.

j. Capitalize on discourse markers to process relationships

5. Factors Affecting Students on Reading Comprehension

In reading, to help individuals’ shortcoming in comprehension, teacher have to understand the factors that affect comprehension. According to Dallman, Rouch, Char and DeBoer (1982: 165-166) there are factors that affecting students on reading comprehension. They are:

a. Difficulty of material

One of the major factor causes of lack of comprehension on students is that the teachers expect them to read materials beyond their level.

b. Intelligence

The ability of students to comprehend in reading is still limited by lot of material that their mental ability may them to carry. All the mechanical reading skills will not enable them to read materials such as abstractions beyond the level of their mental development.

c. Environment

The maximum of comprehension is influenced by inadequate lighting, high or low temperature, stimulating, noisy
surroundings and distracting surrounding.

d. Emphasize on word recognition

Method 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. Emphasize on reading

In oral reading give effect on students’ comprehension. Oral reading of a selection that is particular difficult for the reader may increase their understanding of it. Most of them not only sees but also hears what the reads.

f. Background for reading selection

The limitation of background knowledge influence poor students’ comprehension about what is being read. Students who have limited knowledge, they may difficulty in fully comprehending.

g. Adjustment of reading techniques to purpose and type of material

Effective reading requires a flexible approach to the printed page. It means that the reader will be versatility in adapting the reading method to the reading purpose and to the nature of the material being read.
6. Developing Comprehension in the Classroom.

Dechant (1982: 317) says that there are techniques for developing comprehension involve:

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 ad 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.
CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting

1. Research Location

This research was conducted in SMA Muhammadiyah Plus Salatiga.

2. Research Schedule

The sequences of data collection and data analysis were May 2015 until January 2016. The schedule activities are as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preparing the research proposal</td>
<td>May, 14th 2015</td>
</tr>
<tr>
<td>2</td>
<td>Observation and teaching process</td>
<td>June, 10th 2015</td>
</tr>
<tr>
<td>3</td>
<td>Interview to the English teacher and take data questionnaire for eleventh</td>
<td>June, 17th 2015</td>
</tr>
<tr>
<td></td>
<td>grade students before and after implement Visual Auditory Kinesthetic</td>
<td>September, 7th 2015</td>
</tr>
<tr>
<td></td>
<td>Learning Model</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Cycle I Implementation</td>
<td>August, 25th 2015</td>
</tr>
<tr>
<td>5</td>
<td>Cycle II Implementation</td>
<td>September, 2nd 2015</td>
</tr>
<tr>
<td>6</td>
<td>Data Analysis</td>
<td>November, 23rd 2015</td>
</tr>
<tr>
<td>7</td>
<td>Concluding the research</td>
<td>January, 7th 2015</td>
</tr>
</tbody>
</table>
3. **General Description of SMA Muhammadiyah Plus Salatiga**

   a. **History of SMA Muhammadiyah Plus Salatiga**

      SMA Muhammadiyah Plus Salatiga is one of the best and favorite senior high schools in Salatiga. This school is dividing into three departments. They are Mathematics and Science, Socials and Science and Linguistics and Culture. The headmaster of SMA Muhammadiyah Plus Salatiga is Dian indrihartini, S. Sos, M.P.d. The founders of the committee of SMA Muhammadiyah Plus Salatiga is formed by Dr. Imam Sutomo M.Ag. The location of Senior High School Muhammadiyah Plus Salatiga at Kyai Haji Ahmad Dahlan street no 1 soka, RT 03/ RW 06 Siderojo Lor Salatiga. It was built on January 1 1977 and on state-own area as wide 5445m² and building area as wide 1885m².

   b. **Students of SMA Muhammadiyah Plus Salatiga**

      There are 170 students of SMA Muhammadiyah Plus Salatiga in the academic year 2015/2016. There are fifty one students in the tenth grade, seventy nine students of eleventh grade and forty students of the twelfth grade. Tenth and eleventh grade consist of three classes and divided into two departments, they are mathematics and science and socials and science.
c. **Location of SMA Muhammadiyah Plus Salatiga**

1) Address : Jln KHA Dahlan no 1 Soka Sidorejo, Salatiga

2) Accreditation : A

3) Phone number : (0298) 322358/23540

4) Email : smamplussalatiga@yahoo.com

5) Web : smamplussalatiga.webs.com

6) School status : Private

B. **Subject of the Research**

The writer chose SMA Muhammadiyah Plus Salatiga as subject of the study in the research because students’ eleventh grade is found that their students’ comprehension is not enough yet especially in Mathematics and Science (MIA). The number of the participant was 23 students. They were 4 boys and 19 girls.

C. **Method of Research**

In this research, the writer used classroom action research method. Burn (2010: 2-3) claims that the main of action research is to identify a “problematic” situation or issue that the participant consider worth looking into more deeply and systematically. It means that classroom action research is a kind of action research that undertaken by teachers or practitioners to find solutions of examined problems in the classroom. The goal of classroom
action research is to improve educational quality especially in learning in order to make better improvement.

D. Design Research and Procedures of the Classroom Action Research.

The writer used two cycles of this research. Those are cycle I and cycle II. The cycles are based on model Kemmis and McTaggart (2010: 8) as quoted by Burns, the steps include:

1. Planning

   The writer prepared instrument before entered in the classroom, which could support teaching and learning process. This planning was:
   a. Preparing material, media, making lesson plan, and design of teaching in the class.
   b. Preparing list of students name scoring.
   c. Preparing teaching-aids
   d. Preparing sheet for observation in the class.
   e. Preparing a pre-test and post test each cycle.

2. Action

   This action stage included the steps containing how to do the research.

   The writer prepared the steps of research. The steps were:
   a. Giving pre-test for students.
   b. Explaining the material and the application of Visual Auditory Kinesthetic Learning Model
c. Giving chance for students to ask any difficulties when using Visual Auditor Kinesthetic Learning Model.

d. Giving chance for students to work in small group and share their knowledge in order to do the task has given.

e. Giving chance for students to show the result of discussion as narrator in front of the class.

f. Giving occasion for other group to give advices and critiques.

g. Giving post-test for students.

3. Observation

Observation is an instrument in collection data. In this research, the writer as the teacher was helped by a collaborator namely Mrs. Widyastuti, English teacher at SMA Muhammadiyah Plus Salatiga. The writer also invited Ayu Rohani as observer. Mrs. Widyastuti observed the writer and students performance during the action. Meanwhile, Ayu took picture as the image of documentation students during in teaching learning process.

4. Reflection

At this point, the writer need analyzes the result of observation. Besides, the writer made evaluation in teaching reading, which will be used to revise the steps on previous cycle and explore the action stage more clearly. The writer also decided to conduct further cycles of action
research in order to improve the situation.

Students minimum score (KKM) was 75. It means that students passed the test when students’ score was 75 or above. The writer expected that 85% students could pass the test in the cycle 1. When the number of students who pass the KKM was lower than the writer expectation, below from 85%. The writer would conduct the next cycle II in order to reach 85% students who passed the KKM.

**Figure 3.1** Procedure of Classroom Action Research

The Figure of CAR by Kemmis and Mctaggart (2010: 8) as quoted by Burns.
E. Techniques of Collecting Data

In this research, the writer used some techniques for collecting data are presented as below:

1. Questionnaire

According to Sukandarrumidi (2002: 78-79), questionnaire is an instrument to earn data about the student’s learning styles test such as technique, aptitude and habit. Teacher distributes questionnaire to students consist of eighteen closed questions. The questionnaire distributes before teaching learning process. The result gained from questionnaire were analyzed and organized in table or graph. In this study, the questionnaire was modified by optional answer. Each statement range for often, sometime and rarely (enclosed).

2. Documentation

According to Arikunto (2010: 274), documentation is important data for the writer, to know about the teacher, the students, and structures of organization in school and profile of the school. Moreover, documentary data as book and general information of SMA Muhammadiyah Plus Salatiga can help writer to collect data. Besides, the document which was used by teacher are syllabuses, lesson plan in cycle I and cycle II, pre-test and post test worksheet, students’ score and students’ list and observational checklist (enclosed).
3. Observation

Arikunto (2010: 272) says that observation has an important role in research not only support classroom action research but also improve professional growth of teacher. In case, the collaborator is Mrs. Widyastuti and the observer is Ayu Rohani. Mrs. Widyastuti observed the action by observational check list to know the 11th students’ reading comprehension during English lesson. There were two kinds of observational checklist. It can be presented below:

The following table is observation checklist for teacher

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher’s activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting students before the lesson begin</td>
</tr>
<tr>
<td>2</td>
<td>Praying before the lesson begin</td>
</tr>
<tr>
<td>3</td>
<td>Checking students attendant</td>
</tr>
<tr>
<td>4</td>
<td>Asking students situation</td>
</tr>
<tr>
<td>5</td>
<td>Preparing of the materials</td>
</tr>
<tr>
<td>6</td>
<td>Giving motivation for students</td>
</tr>
<tr>
<td>7</td>
<td>Giving explanation of the materials</td>
</tr>
<tr>
<td>8</td>
<td>Giving chance to ask questions and suggestions</td>
</tr>
<tr>
<td>9</td>
<td>Guiding the students’ activity</td>
</tr>
<tr>
<td>10</td>
<td>Giving feedback after the lesson</td>
</tr>
</tbody>
</table>
The table given below is the observational checklist for the students.

Table 3.3

Observational Checklist for the Students

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pay attention to the material during learning.</td>
</tr>
<tr>
<td>2</td>
<td>Actively participation in the teaching and learning process.</td>
</tr>
<tr>
<td>3</td>
<td>Showing enthusiastic in the reading activity</td>
</tr>
</tbody>
</table>

4. Test

According to Arikunto (2010:266), test is set of question or exercise or other instrument used to measure knowledge, intelligence, ability or attitude of group or individual. Reading test items were given each meeting after the action to know the improvement in reading comprehension. The writer uses pre-test and post-test. Pre-test test is given for students before the teacher uses VAK leaning model in teaching learning process. Post test is conducted after the VAK learning model is implemented. Pre-test and post test are to know the differences of the students’ reading comprehension before and after the writer uses her learning model.
The writer would gave both the pre-test and post-test for SMA Muhammadiyah Plus Salatiga. On 25th August 2015, the writer would gave the pre-test I and post-test I. After that, the writer would analyze the result of the study. When number of students who could pass the KKM was below than 85%, the writer would conduct the cycle II on 2nd September 2015. Scoring rubric can be presented below:

The table given below is the scoring rubric

**Table 3.4**

**Scoring Rubric**

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect</th>
<th>Form of Test</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Essay</td>
<td>Rubric Scoring</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 = Accurate grammar and accurate content</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 = Accurate grammar, inaccurate content</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.5 = Less of Accurate grammar and content</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0 = Inaccurate grammar, inaccurate content</td>
</tr>
<tr>
<td></td>
<td>Affective</td>
<td>Essay</td>
<td>Score = Correct Answer x 10 = 100</td>
</tr>
<tr>
<td>1</td>
<td>Kognitive</td>
<td>Essay</td>
<td>Matching the words Correct Answer = 5 x 20= 100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total= Essay + Matching the words = 100</td>
</tr>
</tbody>
</table>
5. Interview

The writer used interview to collect data about students’ reading comprehension before and after the implementation of Visual Auditory Kinesthetic Learning Model. The writer interviewed English teacher and students with open-ended questions. The writer asked five questions for the teacher and students. The writer would conduct interview on 17th June and 7th September 2015 (enclosed).

F. Techniques of Analyzing Data

The writer would like to analyze the data by the action research. The data was attained from teaching-learning process and evaluation. There are two ways to analyses data include:

1. Descriptive Technique

Arikunto (2010: 282) says that the function of descriptive technique is to analyze students’ motivation and their behavior during teaching learning. In case, the writer uses observation sheet and interview.

2. Statistical Technique

Besides descriptive technique, the writer used a statistical technique, to calculate of the data, the writer use formula from Hartono (2004: 56).

a. Mean calculation

Mean is formula to know the average of the students’ score. The formula can be shown below:
\[ M = \frac{\sum F \times x}{N} \]

Which,

M : Mean

\( \sum F \times x \) : The sum of student’s value

N : The total number of students

b. Calculation percentage

The calculation percentage shows the class percentage of students’ number who pass the KKM. The formula can be shown as:

\[ P = \frac{F}{N} \times 100\% \]

P= percentage of students who pass the KKM

F= number of students who pass the KKM

N= total number of students
CHAPTER IV

FINDINGS AND DISCUSSION

A. IMPLEMENTATION OF VAK LEARNING MODEL

In this implementation of research, the writer arranged two cycles. The steps were: planning, acting, observing, and reflecting.

1. Cycle I

a. Planning

Before entered in the class, the writer prepared instrument of the research to support the teaching and learning process in the following:

1) Preparing material, media, making lesson plan, and design of teaching in the class.
2) Preparing list of students name scoring.
3) Preparing teaching-aids
4) Preparing sheet for observation in the class.
5) Preparing a test (to know student’s improvement in reading comprehension, is there any change or not).

b. Implementation of the action

On Tuesday, 25 August 2015 at 12.15 pm, the writer as a teacher, the collaborator and the observer entered the English class.

The situation of the class was noisy. Some student still shouted to
their friends. Then, Mrs. Widyastuti began the lesson and gave chance for writer to introduce herself, her partner and checked the students’ presence. Before started the lesson, teacher gave pre-test for students during 15 minutes. After students had finished doing the pre-test, she began to teach fable text. Based on the field note from writer’s partner, the situation was follow:

Mrs Widyastuti : “Assalamualaiku Wr.Wb”

Students : “Waalaikumssalam. Wr.Wb

Mrs Widyastuti : “Good afternoon students? How are you today?”

Students : “Good afternoon Mom, I’m fine, thank you and you?”

Mrs Widyastuti : “I’m fine too?” Let’s start our lesson today by saying basmallah together

Students : “Bismillahirrampaaniraahim”

Mrs. Widyastuti : “Okay students, we have special guest. There are two students from IAIN Salatiga. They will do research in SMA Muhammadiyah Plus Salatiga. Okay, Miss Yeni and Miss Ayu. Time is yours”.

Writer : “Nama saya Miss Yeni. Saya dari IAIN
Salatiga. Ini Miss Ayu, rekan saya yang akan membantu dalam penelitian disini, ada pertanyaan.” (“My name is Yeni, I come from IAIN Salatiga. This is Miss Ayu, my partner who will help me to do the research, any question?”)

Students : “No question, Miss”

Writer : “Okay, if there is no question, before we start our lesson, I want to check the attendant first. Raise your hand when I call your name.”

After the students finished check the attendant. Writer gave pre-test for 15 minutes. Then, students paid attention to the teacher’s explaining.

Writer : “Ok students, let’s study about our topic today. Do you know about narrative text?”

Students : “Yes miss”

Writer : “Would you like to explain about narrative text”

Students : “Teks narrative adalah teks yang menceritakan masa lampau miss.” (“Narrative text is a text which tells about past activities.”)
Writer: “That’s true. Narrative text is a text focusing specific participants. The social function is to tell stories or past events entertain to the readers. Can you mention the kind of narrative text?”

Students: “Fabel, legenda dan dongeng miss.” (“Fable, legend and fairy tale”)

Writer: “Excellent, how clever you are. Can you mention the example of fable?”

Students: “Kelinci dan buaya, monyet dan buaya.” (“The Rabbit and the Crocodile, the Monkey and the Crocodile.”)

Writer: “Great, I think all of you have understood about narrative text.

After the writer explained about narrative text to the students, she implemented visual auditory kinesthetic learning model.

Writer: “Guys, now I want to use visual auditory kinesthetic learning model. Have you heard about visual auditory kinesthetic learning model?”
Students: “No Miss”

Writer: “Visual Auditory Kinesthetic Learning Model is learning model combine three learning styles namely seeing, hearing and doing which teacher present learning styles by using small group technique and multisensory resources for example picture for visual learners, video for auditory learners and role play for kinesthetic learners.”

Students: “Jadi dalam pembelajaran VAK melibatkan tiga indra Miss?” (“So, VAK learning model engage three sensory Miss?”)

Writer: “That’s true, the VAK learning model engage three sensory namely seeing, hearing and touching. Have you understood?”

Students: “Okay, understand”

Writer: “Okay it is time to divide you into groups. Let’s see the groups on the screen.”

Then the students gather with their groups.

Writer: “Okay, students let’ see on the screen. Do you know what this picture is?”
Students : “Gajah-gajah dan tikus-tikus Bu.” (“The elephants and the rats Miss.”)

Writer : “That’s correct”

At this point, stimulate visual learners absorbed information through picture on the screen.

Writer : “Okay students, it is time to watch video. Let’s enjoy and watch this fable video”

Then, writer gave text about the video and students paid attention to the video.

Writer : “What do you think about the video?”

Students : “The elephants and the rats”

Writer : “Yes, it is the elephant and the rats. What happen to the elephant?

Students : “Gajah-gajah terjebak dalam perangkap, kemudian tikus menyelematkan dari perangkap.” (“The elephants caught in the trap and then the rats help the elephant from in the trap.”)
Using video in small group stimulated visual and auditory learners. Visual learners understood the material by watching the video. Auditory learners heard the sounds of video to absorb information.

Writer : “Now, I’ll give you assignment to make summary about the elephants and the rats. Then you have to play role as narrator in front of the class.”

Students : “Okay, Miss”

After watched fable video, the students discussed with their group to make summary about the story. In the small group session, auditory learners studied well through discussion with their friend.

Writer : “Have you finished students”

Students : “Not yet, Miss Yeni”

Writer : “Okay, I give you five minutes again”

Students : “Yes, Miss”

Then, the students continued did their discussion.

Writer : “Now, I want to call you, please Kodri onward”
Kodri: “*Tapi kelompok kami untuk ringkasannya hanya membuat ringkasan sedikit.*” (“But our group make little summary.”)

Writer: “No, Problem, just try to do Kodri. Okay students let’s see about Kodri’s performance as narrator.”

Kodri: “It was story about the Elephants and the Rats. The Elephants killed many rats because of their big feet. However, they didn’t realize it. One day, the Elephants caught in the trap. The Rats helped the Elephants. The Rats and the Elephants were good friends.”

At this stage, Kodri played role play as narrator in front of the class. He used gestures and body languages to show it. Kodri used physical movement to absorb material because he was kinesthetic learner.

Writer: “Good, Okay Yesinta, can you give respond about your friend’s performance”

Yesinta: “*Bagus, Miss, hanya kurang ekpresi dalam bercerita.*” (“Good, Miss, it would be better when he used more facial expression to tell story.”)
Writer : "How about Kodri’ performance Novita”

Novita : ”Intonasinya kurang Miss” (“less intonation Miss.”)

Writer : “Okay give applause for Kodri Yeshinta and Novita”

When writer asked students role play as narrator in front of class, this activity stimulated kinesthetic learners to absorb material. Meanwhile, visual learner gave respond about what she watched and auditory learner respond about what she heard from narrator. Thus, they gave active participation in the teaching and learning process.

Finally, the writer gave feedback, summary and homework to the students. The students felt excited because the situation of the class so calm. After that, writer gave students post-test to students for 15 minutes. Then, the students submitted the answer sheet. At the end of the lesson the writer closed the meeting.

Writer : “Okay students, thanks for your participation, any question so far”

Students : “Miss, what is the moral value of the story the elephants and the rats?”
Writer: "Don’t underestimate people by their appearance. Do you see it? Is there another question?"

Students: “I get it Miss, No more question.”

Writer: “Well, I will give you homework, you have to find the text about fable, and then submit it next week.”

Students: “Okay Miss”

Writer: “If there is no question, let’s close our lesson today by saying Hamdalah together.”

Students:” Alhamdulilahirabbilaalamin” (All praises be to Allah)

Writer: “See you next week. Do the best and keep on spirit. Assalamualaikum.wr.wb”

Students: “Wassalamaualaikum wr.wb”.

c. Observation

In the cycle I, the writer got the field note from her partner. The function of field note was to monitor students’ activity in the teaching and learning process. The writer could see that some students still asked her friends when they had to do the test, because it was first time for writer implemented VAK learning model. However some students were active participation in the teaching and learning process.
Table 4.1

The Results of Pre-Test and Post-Test Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student 1</td>
<td>50</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>Student 2</td>
<td>50</td>
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<td>23</td>
<td>Student 23</td>
<td>45</td>
<td>60</td>
</tr>
</tbody>
</table>

*Students who pass the KKM
1) Calculating mean of pre-test I and post-test I

a) Mean of Pre-test

\[
M = \frac{\sum F \times \mu}{N}
\]

\[
M = \frac{1310}{22}
\]

\[
M = 59.5
\]

b) Mean of Post-Test

\[
M = \frac{\sum F \times \nu}{N}
\]

\[
M = \frac{1505}{22}
\]

\[
M = 68.40
\]

c) Mean of Pre-Test = 59.5

d) Mean of Post-Test=68.40

From the calculation above, it can be concluded that there were little bit improvement in students’ reading comprehension after implementation of VAK learning model. It can be proven by students’ mean test result comparison between pre-test and post-test in cycle I, the mean of pre-test is 59.5 and post-test is 68.4

The improvement was also can be calculated in
percentage by calculating students’ pre-test and post-test score.

The calculation can be shown below:

\[ P = \frac{M_2 - M_1}{M_1 + M_2} \times 100\% \]

\[ P = \frac{68.40 - 56.81}{56.81 + 68.40} \times 100\% \]

\[ P = \frac{11.6}{125.2} \times 100\% \]

\[ P = 6.7\% \]

The calculation which shows the class percentage of students who pass the KKM is:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{12}{22} \times 100\% \]

\[ P = 54.5\% \]

From calculate above show 54.5\% of students who pass the KKM. There were only 12 students who pass the KKM. It means that the successful in cycle I was still low. Finally, the writer would conduct the second cycle so that 85\% students could pass the KKM.
d. Reflection

After analyzing the results of cycle I, the writer inferred that there was little bit improvement in students’ score. It could be seen from the average of post-test, which was better than the average of pre-test.

From the observation, the writer would like to create joyful and interactive learning to attract students’ motivation and participation by using interesting picture and power point. In addition, writer used loud and clear voice. Moreover, writer asked students more confident to present in front of the class. Thus, the writer would use the same learning model for the next cycle to teach reading but in different text to get better result.

2. Cycle II

Based on the result of cycle I, it was better to the teacher to continue the next cycle:

a. Planning

Before conducting the research, the researcher prepared the instrument of research, in the following:

1) Preparing material, media, making lesson plan, and design of teaching in the class.

2) Preparing list of students name scoring.
3) Preparing teaching-aids

4) Preparing sheet for observation in the class.

5) Preparing a test (to know student's improvement in reading
mastery and motivation, is there any change or not).

b. The Implementation of the action

In cycle II was applied on 2<sup>nd</sup> September 2015 at 07.00 am.

The writer, collaborator and observer entered the class. Then, teacher opened the lesson.

Writer : “Assalamualaiku wr.wb”

Students : “Waalaikumssalam. wr.wb”

Writer : “Good morning students?”

Students : “Good morning Miss”

Writer : “How’s your life?”

Students : “I’m fine and you?”

Writer : “I feel so great, thank you. Before we start our lesson today, let’s say Basmalah together.

Students : “Bismillahirrramaanirrahim” (In the name of Allah the Most Gracious and the Most Merciful.)

Writer : “Okay students, we had assignment yesterday.
Please submit it on my table.”

Then students submitted their homework, after that, writer gave pre-test student for 15 minutes. Then, writer reviewed the previous lesson.

Writer : “Do you remember our lesson last week?”

Students :”Sedikit Miss” (“Just little Miss.”)

Writer :” What do you learn last week”

Student : “Kita belajar tentang Narrative text khususnya fabel” (“We learn about narrative text especially fable.”)

Writer : “Woow that’s true. What is fable?”

Students : “Cerita tentang hewan” (“It is the story about animal.”)

Writer : “Good, can you give the example of fable?”


By reviewing the material, auditory learners got benefit to
absorb information. Then, writer explained the material about narrative especially legend.

Writer: “Now, we will talk about narrative text especially legend. What is the definition of legend?”

Students: “Cerita tentang asal usul tempat bu.” ("It is story about germinal place Miss.")

Writer: ”Bagus, contoh legenda seperti danau toba, legenda Tangkupan Perahu, legenda Sura dan Baya. Ada contoh lain?” ("Good, the example of legend is Lake Toba, The Legend of Tangkupan Perahu, The Legend of Sura and Baya. Is there any another example?")

Novita: “The legend of Salatiga Miss”

Writer: “Good, I will give you something. It is for you. Is there any question”

Students: “No, Miss Yeni”

Writer: “Bagus, kalian pasti mengerti. Okay ini waktunya membagi kelompok. Aku ingin kalian berkumpul seperti kemarin.” ("Great, I think all of you have understood about the text. Okay it
is time to divide you into group. I want you to
meet your group again”)

Students : “Okay, Miss”

Writer : “Okay students, it is time to gather with your
group again, let’s move.”

Students : “Okay Miss Yeni”

Then, students gathered with their group.

Writer : “Okay students let’s see on the screen, what is
the picture?”

Students : “Tangkupan perahu Miss”

Writer : “Do you know where the location is”’

Students : “Bandung Jawa Barat” (“Bandung West
Java.”)

Writer : “That’s correct, now I will give you the text
about the video and we watch video about the
legend of Tangkuban Perahu”

Students : “Okay Miss”

Using interesting picture and video, visual and auditory
learners were active than before. Visual learners could saw
interesting picture and video to acquire information. Meanwhile,
auditory learners heard the sound of video to absorb the material.
Writer: “What happened to Tumang”

Qonita: “Tumang di bunuh oleh Sangkuriang, kemudian Sangkuriang membawa hati Tumang ke rumah. Tetapi Ibunya tahu bahwa hati tersebut bukan rusa tetapi hati Tumang. Dia sangat marah dan memukul kepala Sangkuriang” (“Tumang was killed by Sangkuriang. Then he took the dog liver and carried home. His mother found out that it was not deer lever but Tumang’s, his own dog. She was very angry and hit Sangkuriang’s head”)

Writer: “Good, Okay it is time to make summary about the story and your group present in front of the class”

Students: “Okay Miss Yeni”

During discussion, auditory learners showed their enthusiastic. They could interact and recorded statements to get the material.

Writer: “Have you finished students”

Students: “Yes, Miss”

Writer: “Please, Manis go forward”

Manis: “Okay Miss”
Writer: “Please, tell about the legend of *Tangkuban Perahu*?”

Then Manis played role play as narrator and showed in the front of the class. She used gesture and body language to express it. Moreover, she used good sound and intonation.

Writer: ”That’s good, what do you think about Manis’ performance, Anggi”

Elma: “Bagus, Miss, lebih bagus kalau intonasinya di atur.” (‘Good, it will be better if she can regulate her intonation.”)

Writer: “How about Manis’ performance, Elma?”

Anggi: “Bagus Miss, sangat ekspresif” “Good miss, so expressive.”

In case, Manis is kinesthetic learner. She could absorb information well as narrator in front of the class. After that, teacher asked visual and auditory learner to respond about what they saw and hear to Manis’ performance. So, they could interact with each other. Then writer gave feedback and summary the material, the students felt enthusiastic and the situation of the class was so calm than previous meeting. After that, writer gave students post-test to
students for 15 minutes. Then, the students submitted the answer sheet and the teacher closed the meeting.

Writer: “Okay students, thanks for your attention and participation, you did the great job today. I’m so sorry for all my mistakes that I have made for you, let’s say Hamdalah together”

Students: “Alhamdulilahirabbilaalamin” (Allah be praised)

Writer: “To do the best in your life and keep on fighting my students. Assalamualaikum.wr.wb.

Students: “Wassalamaualaikum wr.wb”

c. Observation

The observation of the action in the cycle II focused more on students’ improvement in reading comprehension. The teacher realized that the students could absorb the material easily when teacher used picture and video. In addition, they were enthusiastic presenting in front of the class and asked some questions when they did not understand about the material. Moreover, they were happy to do the assignment because the topic was so interesting.

As the results of the cycle II, the writer gained the result of pre-test and post-test of this cycle. The following table was the
The final result score of the students in the cycle II:

### Table 4.2

The Results of Pre-Test and Post-Test Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student 1</td>
<td>60</td>
<td>65</td>
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<tr>
<td>2</td>
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<td>80*</td>
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<tr>
<td>23</td>
<td>Student 23</td>
<td>85*</td>
<td>90*</td>
</tr>
</tbody>
</table>

*Students who pass the KKM*
1) Calculating Mean of Pre-Test and Post-Test
   
a) Mean of Pre Test II
   
   \[ M = \frac{\sum F \times \bar{x}}{N} \]
   
   \[ M = \frac{1655}{22} \]
   
   \[ M = 75.2 \]
   
b) Mean of Post-Test
   
   \[ M = \frac{\sum F \times \bar{x}}{N} \]
   
   \[ M = \frac{1830}{22} \]
   
   \[ M = 83.18 \]
   
c) Mean of Pre Test II = 75.2
   
d) Mean of Post Test II = 83.18

   From the calculation, it can be inferred that there were some improvement toward students’ reading comprehension after implementation of VAK learning model. It is proven by students’ mean test result comparison between pre-test and post-test in cycle II, the mean of pre-test 75.2 and post-test is 83.18.

   The improvement was also can be calculated in percentage by calculating students’ pre-test and post-test score. The calculation can be shown below:
\[ P = \frac{M_2 - M_1}{M_1 + M_2} \times 100\% \]
\[ P = \frac{83 - 74}{74 + 83} \times 100\% \]
\[ P = \frac{9}{157} \times 100\% \]
\[ P = 5.7\% \]

The calculation which shows the class percentage of students who pass the KKM is:

\[ P = \frac{F}{N} \times 100\% \]
\[ P = \frac{21}{22} \times 100\% \]
\[ P = 95\% \]

It means that 95% students pass the KKM. There were 21 students who pass the KKM. Meanwhile, only one student didn’t pass the KKM. It can be concluded that students’ progress of their reading comprehension was very good. Thus, the implementation of VAK learning model to improve students’ reading comprehension runs successful. However, students not only improved their reading comprehension but also they learn based on their learning style.
d. Reflection

After analyzing the results of cycle II, the writer inferred that VAK learning model made students were enthusiastic in teaching and learning process. Besides, students showed the improvement of reading comprehension. It is proven by the calculation

Students were happy during action of cycle because the material was so interesting. In addition, students could learn based on their learning styles. The VAK learning model was interesting learning model that combine three learning styles and the classroom become enjoyable which they could study comfortably.

The writer and English teacher felt happy with the students’ reading comprehension improvement. Students who pass the KKM were 95%. Based on the calculation of score, the writer would not need to conduct the next cycle

B. Description of Reading Comprehension Improvement

1. Test Analysis

The result of the whole text is compared to know the significant difference of the treatment. The comparison of the each cycle test is as follow:

The following table is the result of pre-test and post-test both cycle
I and cycle II.

Table 4.3 Result of Pre-test 1, Post-test 1, Pre-test II and Post-test II

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student 1</td>
<td>50</td>
<td>40</td>
<td>60</td>
<td>65</td>
</tr>
<tr>
<td>2</td>
<td>Student 2</td>
<td>50</td>
<td>75*</td>
<td>80*</td>
<td>85*</td>
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<td>3</td>
<td>Student 3</td>
<td>75*</td>
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<td>4</td>
<td>Student 4</td>
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<td>Student 23</td>
<td>45</td>
<td>60</td>
<td>85*</td>
<td>90*</td>
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</tbody>
</table>

*Students who pass the KKM
Table 4.3 shows that the students pre-test and post-test in cycle I and II. The table includes students’ score of each test. From the table 4.3, students who pass the KKM displays with the star sign.

To make easier to show the improvement, the writer design the table 4.4. The following table is the result of students mean score in number and percentage.

<table>
<thead>
<tr>
<th>No.</th>
<th>Total score</th>
<th>Pre-test</th>
<th>Post-test I</th>
<th>Pre-test II</th>
<th>Post-test II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students’ Mean Score</td>
<td>59.5</td>
<td>68.4</td>
<td>75.2</td>
<td>83.18</td>
</tr>
<tr>
<td>2</td>
<td>Students’ Mean score in percentage</td>
<td>31.8%</td>
<td>54.5%</td>
<td>77.2%</td>
<td>95%</td>
</tr>
</tbody>
</table>

From the table 4.4, the students mean score of pre-test I is lower than the KKM. The mean of pre-test I is 59.5 and the KKM is 75. Then, in the post-test I students’ mean score is 68.4. It is lower than the KKM. However, there is little bit improvement between pre-test I and post-test I. In the cycle 2, the students mean score are higher than KKM.

From the students percentage, in the pre-test I, 31.8% students pass
the KKM. However, it is really low percentage from the writer expectation namely 85%. In the post-test I also show that students’ percentage is low. Even though pre-test II shows high percentage, it is 77.2%. It is still lower than writer expectation. Then, in the post-test II, the percentage is higher than 85%, the percentage of post-test II is 95%.

To show the students’ mean score improvement, the writer designs the table 4.4 number 1 in the figure 4.1. The following figure below show the students’ score mean improvement.

**Figure 4.1 Students’ Mean Score Improvement**

![](image)

The figure 4.1 shows students’ mean score improvement. The improvement in pre-test I is not higher than post-test I. However, the
improvement from each test is significant. It means that students’ mean score is improve from first test into the last test step.

From the table 4.4 number 2, the writer designs the figure 4.2. It is different from the figure 4.1. The figure 4.2 displays the students’ mean score percentage.

**Figure 4.2 Students’ Mean Score Percentage**

![Bar chart showing percentage of students who can pass the KKM in pre-test I, post-test I, pre-test II, and post-test II.]

From the figure 4.2 above shows that the improvement of students’ number who can pass the KKM. In pre-test I and post-test I show that the number of students who can pass the KKM is lower than 85%. However, in the pre-test II, the percentage is high but still can’t reach 85%. Finally, in
the post-test II, students’ number percentage is higher 10% from the writer expectation.

The table and the chart display show the improvement of the students’ reading comprehension. The improvement was significant from cycle I and cycle II. It means that the implementation of VAK learning model can improve students reading comprehension.

2. Observation Analysis

The writer did the observation by using interview on 17th June and. The writer did interview orally. The interview engaged students and teacher. The main topic of the interview was students’ improvement of reading comprehension and students’ opinion about the implementation of Visual Auditory Kinesthetic Learning Model.

The writer did interview with Mrs. Widyastuti English Teacher in SMA Muhammadiyah Plus Salatiga about classroom situation. Mrs. Widyastuti declared that the students were very active because writer gave many motivation and suggestion. The writer guided students from the beginning of the lesson until the end. Besides, students were understood clearly about the writer’s explanation, thus they did the assignment easily.

According to the students’ interview, they claimed that VAK learning model really helpful for them in reading. The VAK learning
model engages them to absorb material through three sensory namely watching, hearing and moving. It helped them to learn easily. They also satisfied with the instruction and guidance to do task by using VAK learning model.

Based on explanation above, it can be concluded that teaching reading by using VAK learning model engaged students to learn more than one sensory. Every student could learn based on their learning styles. For example visual media for visual learner, audio media for auditory learner and role play for kinesthetic learner. Thus, they could learn easily to improve their reading comprehension.
CHAPTER V

CLOSURE

A. Conclusion

Based on the analysis data on the previous chapter, the writer concluded the study as follow:

1. The implementation of VAK Learning model to improve students’ reading comprehension runs successfully. It can be proven by the data such as observation result that shows active students’ participation, students pay attention to the material and shows enthusiastic in the reading activity.

2. VAK learning model able to improve students’ reading comprehension. It can be seen by from the data result that shows 95% of students’ score had passed the KKM. The percentage of students’ mean score of pre-test I is 31.18%, post-test I is 54.5%, pre-test II is 77.2% and post-test II is 95%. From the definition, it can be meant that 21 of 22 students can pass the KKM after learning by using VAK learning model.

3. There is improvement of the use VAK learning model toward students’ reading comprehension of the eleventh grade students of SMA Muhammadiyah Plus Salatiga in the academic year of 2015/2016. It can be seen from the progression of the result of the research. The mean of pre-test is 59.5 and post-test I is 68.40, pre-test II is 75.2 and post-test is
83.18 It means that the improvement from each test is significant. As the conclusion, the implementation of VAK learning model to improve students’ reading comprehension is success.

B. Suggestions

At the end of this chapter, the writer would like to recommend some suggestions. These suggestions are intended for the better English language teaching and learning. They are:

1. For the English teacher
   a. The teachers are suggested to implement Visual, Auditory Kinesthetic Learning Model in teaching and learning process. They have to create creative and innovative teaching to avoid traditional learning model.
   b. The teachers should understand students’ ability because they have different learning styles to absorb information.
   c. The teachers should use appropriate media to facilitate students in teaching and learning process. It can attract students’ motivation.
   d. The English teachers should give motivation for students in reading. Thus, reading becomes easy and interesting lesson to learn.

2. For students
   a) The students have to pay attention more to the teacher’s explanation in teaching and learning process.
b) The students should find out their own learning style to help them learn reading easily.

c) The students should prepare material and study before enter the class.

d) The students should be confidence to present and give opinion or asking question in the teaching and learning process.

3. To the other researchers

   Based on the finding of the research, the writer would like to suggest the other researcher that the study can be used as reference to further research with the different sample and skill.
REFERENCES


Yuliasari, Merita. 2011. *Improving Students’ Reading Mastery through Semantic-Mapping (A Classroom Action Research of the Second Year Students of MTs N Boyolali In the Academic Year of 2010/201*. Unpublished
APPENDICES
RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMA Muhammadiyah Plus Salatiga
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : XI IPA I/ I
Materi Pokok : Narrative text (Fabel)
Aspek Skill : Reading
Waktu : 2x 45 Menit

A. Standar Kompetensi:
Membaca : Memahami makna teks tulis fungsional pendek esei sederhana berbentuk *report narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

B. Kompetensi Dasar
Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *narrative*

C. Indikator
1. Peserta didik mampu menjawab pertanyaan-pertanyaan yang berkaitan dengan teks narrative.
2. Peserta didik mampu menemukana kata yang sulit narrative yang dibaca
3. Peserta didik mampu menceritakan kembali isi teks yang dibaca
D. Nilai PBKB

1. Religius
2. Rasa ingin tahu
3. Bertanggung jawab
4. Komunikatif
5. kreatif
6. Kerja sama

E. Tujuan Pembelajaran

Pada akhir pembelajaran:

1. Peserta didik mampu menjawab pertanyaan-pertanyaan yang berkaitan dengan teks narrative
2. Peserta didik mampu menemukana kata yang sulit narrative yang dibaca
3. Peserta didik mampu menceritakan kembali isi teks yang dibaca

F. Materi Pembelajaran

Narrative txt

1. Definition of Fable

   Fable is a story tells about animal. The examples of fable involve the crocodile and the monkey, the rats and the elephants, the bear and the rabbit etc.

2. The Purpose of Narrative Text: to entertain or inform the reader with a story.

3. The Generic Structure

   a) Orientation: Introducing the participants and informing the time and the place
b) Complication: Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

c) Resolution: The problem (the crisis) is resolved, for a better or worse condition.

d) Reorientation: it’s optional, the moral value or coda.

4. Language features

   a) Using past tense
   
   b) Focus on participant

   c) Using conjunction: then, although, later, however.

   d) Using adverbs: once upon a time/ dahulu kala, one day/ pada suatu hari, long time ago.

   e) Use of material for action processes: took, found, returned, said

5. The example of Narrative text

   The Rats and Elephants

   Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

   Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

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

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

Vocabs:
Unknowingly: tidak mengetahui
Destroyed: merusak
Decided: menentukan
Approach: mengangkat
Chief: pemimpin
Guide: penunjuk jalan
Hunters: pemburu
Summon: mengundang
Trapped: perangkap

G. Metode/ Teknik Pembelajaran
Model Pembelajaran Visual Auditori Kinesthetik.

<table>
<thead>
<tr>
<th>Langkah-langkah Pembelajaran</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Pendahuluan</td>
<td>10 menit</td>
</tr>
<tr>
<td>1. Guru memberikan salam dan menunjuk salah satu peserta didik untuk memimpin do’a bersama sebelum pelajaran dimulai sebagai wujud sikap Religiusitas.</td>
<td></td>
</tr>
<tr>
<td>2. Guru mengabsen peserta didik sebagai wujud dari kepedulian social.</td>
<td></td>
</tr>
<tr>
<td>3. Guru memberi motivasi peserta didik secara komunikatif dan kreatif dengan beberapa pertanyaan yang berkaitan dengan teks.</td>
<td></td>
</tr>
<tr>
<td>4. Guru memberikan pre-test pada siswa</td>
<td></td>
</tr>
<tr>
<td>B. Kegiatan Inti</td>
<td>10 menit</td>
</tr>
<tr>
<td>1. Eksplorasi</td>
<td></td>
</tr>
<tr>
<td>a. Guru menjelaskan materi teks narrative</td>
<td></td>
</tr>
<tr>
<td>b. Guru menjelaskan kata-kata sulit dalam teks narrative tersebut.</td>
<td></td>
</tr>
</tbody>
</table>
# 2. Elaborasi

Pelaksanaan Model Pembelajaran Visual Auditori Kinestetik.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Peserta didik membentuk kelompok yang terdiri atas 4-5 siswa. Dimana, masing-masing anggota kelompok bertanggung jawab sesuai bagian masing-masing sebagai wujud <em>kerja sama dan tanggung jawab</em>.</td>
</tr>
<tr>
<td>b.</td>
<td>Guru memperlihatkan gambar pada siswa pada layar power point. Hal ini memudahkan pembelajar <em>visual</em> mengingat materi.</td>
</tr>
<tr>
<td>c.</td>
<td>Guru memperlihatkan dan menonton video fable kepada siswa. Tahap ini sudah menstimulasi pembelajar <em>visual dan auditori</em> dalam menyerap informasi melibatkan penglihatan dan pendengaran.</td>
</tr>
<tr>
<td>d.</td>
<td>Peserta didik bekerja sama dengan masing-masing kelompok membuat ringkasan sebagai wujud dari <em>kerja sama</em>. Dalam diskusi memudahkan pembelajar <em>auditori</em> menyerap materi.</td>
</tr>
<tr>
<td>e.</td>
<td>Peserta didik mempresentasikan hasil diskusi dengan berperan sebagai narrator dalam sebuah cerita. Dengan berperan sebagai narrator memudahkan pembelajar <em>kinestetik</em> menyerap informasi dengan menggunakan potensi fisik.</td>
</tr>
<tr>
<td>f.</td>
<td>Salah satu dari kelompok diberi kesempatan untuk menanggapi hasil penampilan, hal ini melibatkan pembelajar <em>visual dan auditori</em> terhadap apa yang mereka lihat dan dengar.</td>
</tr>
<tr>
<td>g.</td>
<td>Peserta didik menjawab pertanyaan tertulis yang di berikan guru secara individual sebagai wujud dari <em>kemandirian</em> peserta didik.</td>
</tr>
</tbody>
</table>

# 3. Konfirmasi

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>Guru memberikan post-test pada siswa.</td>
</tr>
</tbody>
</table>

## C. Kegiatan Penutup

1. Peserta didik dengan guru membuat kesimpulan dan rifleski tentang teks yang telah dipelajari bersama.
H. Sumber dan Media Pembelajaran
1. Media
   - Power Point, Video and Picture
2. Sumber Belajar
   - Internet, dictionary dan Buku Bahasa Inggris SMA/MA/SMK Kelas XI

I. Penilian
1. Instrumen Penilian

<table>
<thead>
<tr>
<th>Indikator</th>
<th>Teknik</th>
<th>Bentuk</th>
<th>Instrumen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peserta didik mampu memahami isi teks narrative secara keseluruhan</td>
<td>Test tertulis</td>
<td>Essay</td>
<td>A. Answer the question below based on the text that you have read</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. <em>What did the bear ask for the rabbit?</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Why did the rabbit agreed with bear’s request?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. What was problem that the rabbit faced?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. “He would take it outside with him and pretended to play ball with the meat” in the third paragraph The word “he” refers to</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. <em>How was the problem solved?</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>B. Match the words in column A with the suitable meanings in column B!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Column A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Clumsy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Bow</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Arouse</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Consented</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Pretended</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Column B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>a. Menimbulkan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>b. Persetujuan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>c. Canggung</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>d. Membungkuk</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>e. Berpura-pura</td>
</tr>
</tbody>
</table>
2. **Rubrik Penilaian**

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek</th>
<th>Tingkat Kualitas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Afektif</td>
<td>Sangat Aktif</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Selalu/always)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>85-100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek</th>
<th>Bentuk Tes</th>
<th>Tingkat Kualitas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Koqnitif</td>
<td>Essay</td>
<td>Score Penilaian</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 Isi benar, tata bahasa benar</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 Isi benar, tata bahasa kurang tepat</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0,5 Isi kurang tepat, tata bahasa kurang tepat</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0 Isi salah, tata bahasa salah</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Jawaban semua benar : 2 x 50= 100</td>
</tr>
<tr>
<td></td>
<td>Matching Words</td>
<td></td>
<td>Jika Jawaban 1 benar dikalikan 20</td>
</tr>
</tbody>
</table>
Jawaban semua benar = 5 butir soal x 20 = 100

Total= Essay + Matching the Words: 2 = 100

Salatiga, 3 Agustus 2015

Guru Pamong

Dra. Widyastuti, M.Pd

Yeni

Wulansari

Mengetahui Kepala Sekolah

Dian Indrihartani, S.Sos, M.Pd

1971092420031220002
The Rabbit and The Bear

Once upon a time, there lived as neighbors, a bear and a rabbit. The rabbit was a good shot. In contrary, the bear was always clumsy and could not use the arrow to good advantage.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows and came with bear to the other side of the hill. The rabbit was preventing to arouse the bear’s anger so he could not refuse it. He consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves and packed all they could carry home.

The bear was very gluttonous and did not want the rabbit to get any of the meat. The rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always gave him an extra large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit’s house and when he got close to the door he would give the meat with such a great kick.
meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal
unknown to the papa bear

http://englishadmin.com/2013/05/reading-a-narrative.html
C. **Answer the question below based on the text that you have read**

6. What did the bear ask for the rabbit?
   Answer
   ..............................................................................................................

7. Why did the rabbit accept with the bear’s request
   Answer
   ..............................................................................................................

8. What was the problem that the rabbit face?
   Answer
   ..............................................................................................................

9. “He would take it outside with him and pretended to play ball with the meat”
   in the third paragraph the word “he” refers to
   Answer
   ..............................................................................................................

10. How was the problem solved?
    Answer
    ..............................................................................................................

D. **Matching the Word with the meaning**

6. Clumsy  a. Menimbulkan
7. Bow  b. Mensetujui
8. Arouse  c. Canggung
9. Consented  d. Membungkuk
10. Pretended  e. Berpura-pura
The Story of the Monkey and Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, “My father is very sick. He has to eat the heart of the monkey. So he will be healthy again.”

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.”

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree.

“Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.”

This narrative text is recomposed from ardianrisqi.com
POST-TEST CYCLE I

A. Answer the question below based on the text that you have read

1. What did the rabbit ask for crocodile?
   Answer
   ........................................................................................................
   ........

2. Why did the crocodile want to get heart of the monkey?
   Answer
   ........................................................................................................
   ........

3. What was the rabbit’ idea to face dangerous situation?
   Answer
   ........................................................................................................
   ........

4. “He swam back to the bank of the river”. In the third paragraph, the word “he” refers to
   Answer
   ........................................................................................................
   ........

5. How was the problem solved?
   Answer
   ........................................................................................................
   ........

B. Matching the Word with the meaning

1. Free  a. Bodoh
2. Jump on  b. Sampai
3. River Bank  c. Bebas
4. Reached  d. Melompat ke atas
5. Foolish  e. Tepi Sungai
Answer Key Pre Test I

A. Essay
1. The bear asked rabbit to shoot buffalo.
2. Because the rabbit prevented to arouse the bear’s anger
3. The bear never gives the rabbit meat for his meal
4. The word he refer to the youngest child
5. The bear’s youngest children send the rabbit the meat to the rabbit’s house secretly

B. Match the word with the meaning
1. Canggung
2. Membungkuk
3. Mensetujui
4. Menimbulkan
5. Berpura-pura

Answer Key Post Test I

A. Essay
1. He asked the crocodile to take him across the other side of the river.
2. Because his father was sick
3. The idea of the rabbit was he ask to the crocodile swam back the river to take heart of the monkey near coconut
4. The word he refers to the crocodile
5. He climbed up to the top of a tree

B. Match the word with the meaning
1. Bebas
2. Melompat ke atas
3. Tepi sungai
4. Sampai
5. Bodoh
RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMA Muhammadiyah Plus Salatiga
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : XI IPA I/ I
Materi Pokok : Narrative text (Legend)
Aspek Skill : Reading
Waktu : 2x 45 Menit

J. Standar Kompetensi:
Membaca : Memahami makna teks tulis fungsional pendek esei sederhana berbentuk report narrative dan analytical exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

K. Kompetensi Dasar
Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: narrative

L. Indikator
4. Peserta didik mampu menjawab pertanyaan-pertanyaan yang berkaitan dengan teks narrative.
5. Peserta didik mampu menemukana kata yang sulit dari teks narrative yang dibaca
6. Peserta didik mampu menceritakan kembali isi teks yang dibaca.

M. Nilai PBKB

7. Religius
8. Rasa ingin tahu
9. Bertanggung jawab
10. Komunikatif
11. Kreatif
12. Kerja sama

N. Tujuan Pembelajaran

Pada akhir pembelajaran:

1. Peserta didik mampu menjawab pertanyaan-pertanyaan yang berkaitan dengan teks narrative.
2. Peserta didik mampu menemukan kata yang sulit narrative yang dibaca
3. Peserta didik mampu menceritakan kembali isi teks yang dibaca

O. Materi Pembelajaran

Narrative txt

6. Definition of Narrative Text

Legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. A legend is a short traditional and historicized narrative performed in a conversational mode. The kind of legend such as sangkuriang, the story of toba lake, maling kundang etc

7. The Purpose of Narrative Text: to entertain or inform the reader with a story.

8. The Generic Structure
e) Orientation: Introducing the participants and informing the time and the place
f) Complication: Tells the beginning of the problems which leads to the crisis (climax) of the main participants.
g) Resolution: The problem (the crisis) is resolved, for a better or worse condition.
h) Reorientation: it’s optional, the moral value or coda.

9. Language features
   f) Using past tense
   g) Focus on participant
   h) Using conjunction: then, although, later, however.
   i) Using adverbs: once upon a time/ dahulu kala, one day/ pada suatu hari, long time ago.
   j) Use of material for action processes: took, found, returned, said

10. The example of legend text

   The Story of Sangkuriang and Tangkuban Perahu Mountain

   Once, there was a kingdom in Priangan Land. Lived a happy family. They were a father in form of dog, his name is Tumang, a mother which was called is Dayang Sumbi, and a child which was called Sangkuriang.

   One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took the dog liver and carried home.

   Soon Dayang Sumbi found out that it was not deer lever but Tumang’s, his own dog. So, She was very angry and hit Sangkuriang’s head. In that incident, Sangkuriang got wounded and scar then cast away from their home.

   Years ago, Sangkuriang had travel many places and finally arrived at a
village. He met a beautiful woman and felt in love with her. When they were discussing their wedding plans, the woman looked at the wound in Sangkuriang’s head. It matched to her son’s wound that had left several years earlier. Soon she realized that she felt in love with her own son.

She couldn’t marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day.

Sangkuriang failed to marry her. She was very angry and kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.

simplified from: www.bandungtourism.com/home_legend_e.php
P. Metode/ Teknik Pembelajaran Pembelajaran

Model Pembelajaran Visual Auditori Kinesthetik

<table>
<thead>
<tr>
<th>Langkah-langkah Pembelajaran</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Pendahuluan</td>
<td>10 menit</td>
</tr>
<tr>
<td>5. Guru memberikan salam dan menunjuk salah satu peserta didik untuk memimpin do’a bersama sebelum pelajaran dimulai sebagai wujud sikap <em>Religiusitas</em>.</td>
<td></td>
</tr>
<tr>
<td>6. Guru mengabsen peserta didik sebagai wujud dari <em>kepedulian social</em>.</td>
<td></td>
</tr>
<tr>
<td>7. Guru meriview materi sebelumnya secara <em>komunikatif dan kreatif</em>.</td>
<td></td>
</tr>
<tr>
<td>8. Guru memberikan pre-test pada siswa</td>
<td></td>
</tr>
<tr>
<td>E. Kegiatan Inti</td>
<td></td>
</tr>
<tr>
<td>3. Eksplorasi</td>
<td>10 menit</td>
</tr>
<tr>
<td>a. Guru menjelaskan materi teks narrative.</td>
<td></td>
</tr>
<tr>
<td>4. Elaborasi</td>
<td>60 menit</td>
</tr>
</tbody>
</table>

Pelaksanaan Model Pembelajaran Visual Auditori Kinestetik.

a. Peserta didik membentuk kelompok terdiri atas 4-5. Masing-masing anggota kelompok bertanggung jawab sesuai bagian masing-masing sebagai wujud *kerja sama dan tanggung jawab*.

b. Guru memperlihatkan gambar tangkapan perahu pada siswa di layar power point. Hal ini memudahkan pembelajar visual menyerap materi.


d. Peserta didik bekerja sama dengan masing-masing kelompok membuat ringkasan sebagai wujud dari *kerja sama*. Dalam diskusi memudahkan pembelajar auditori menyerap materi.

e. Peserta didik mempresentasikan hasil diskusi dengan berperan sebagai narrator dalam sebuah cerita. Dengan berperan sebagai narrator memudahkan pembelajar kinestetik menyerap informasi dengan
menggunakan potensi fisik.

f. Salah satu dari kelompok diberi kesempatan untuk menanggapi hasil penampilan, hal ini melibatkan pembelajar visual dan auditori terhadap apa yang mereka lihat dan dengar.

g. Peserta didik menjawab pertanyaan tertulis yang di berikan guru secara individual sebagai wujud dari kemandirian peserta didik.

3. Konfirmasi

| b. Guru memberikan post-test pada siswa. |

F. Kegiatan Penutup

| 1. Peserta didik dengan guru membuat kesimpulan materi yang telah dipelajari bersama. |

Q. Sumber dan Media Pembelajaran

3. Media
   - Power Point, Video dan Gambar

4. Sumber Belajar
   - Internet, dictionary dan Buku Bahasa Inggris SMA/MA/SMK Kelas XI

R. Penilian

3. Instrumen Penilian

<table>
<thead>
<tr>
<th>Indikator</th>
<th>Teknik</th>
<th>Bentuk</th>
<th>Instrumen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peserta didik mampu memahami isi teks narrative secara keseluruhan</td>
<td>Test tertulis</td>
<td>Essay</td>
<td>E. Answer the question below based on the text that you have read</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. What did they fight about?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Where did Sura and Baya live?</td>
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<td></td>
<td></td>
<td></td>
<td>4. What did Sura look for in the river?</td>
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<td></td>
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<td></td>
<td>5. Why was Baya angry to Sura?</td>
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<td></td>
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<td></td>
<td>6. “He was very hungry and there was not much food in the sea”. In the third</td>
</tr>
</tbody>
</table>
paragraph “He” refers to
F. Match the words in column A with the suitable meanings in column B!

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Disaster</td>
<td>a. Gempa Bumi</td>
</tr>
<tr>
<td>2. Earthquake</td>
<td>b. Bencana</td>
</tr>
<tr>
<td>3. Pouring</td>
<td>c. Menangkap</td>
</tr>
<tr>
<td>4. Catch</td>
<td>d. Marah</td>
</tr>
<tr>
<td>5. Furious</td>
<td>e. Turun</td>
</tr>
</tbody>
</table>

4. Rubrik Penilaian

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek</th>
<th>Tingkat Kualitas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>4 3 2 1</td>
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<tr>
<td></td>
<td>Afektif</td>
<td>Sangat Aktif</td>
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<td></td>
<td></td>
<td>(Selalu/always)</td>
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<tr>
<td></td>
<td></td>
<td>Aktif (sering/often)</td>
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<tr>
<td></td>
<td></td>
<td>Kurang aktif (Jarang/seldom)</td>
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<tr>
<td></td>
<td></td>
<td>Tidak aktif (tidak pernah/never)</td>
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<tr>
<td></td>
<td></td>
<td>85 - 100 75-84 65-74 &lt;65</td>
</tr>
<tr>
<td>No</td>
<td>Aspek</td>
<td>Bentuk Tes</td>
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<td></td>
<td>Koqnitif</td>
<td>Essay</td>
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<td>Matching the Words</td>
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</tr>
</tbody>
</table>

Salatiga, 3 Agustus 2015

Guru Pamong Praktikan

Dra. Widyastuti, M.Pd
Yeni Wulansari

Mengetahui Kepala Sekolah

Dian Indrihartani, S.Sos, M.Pd
1971092420031220002
The Legend of Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once day Sura and Baya were looking for some food. Suddenly, Baya saw a goat. “Yummy, this my lunch said Baya”. “No way! This is my lunch. You are greedy” said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting; they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

PRE-TEST CYCLE II

A. Answer the question below based on the text that you have read

7. What did they fight about?
   Answer
   ........................................................................................................
   .....

8. Where did Sura and also Baya live?
   Answer
   ........................................................................................................
   .....

9. What did Sura look for in the river?
   Answer
   ........................................................................................................
   .....

10. Why was Baya angry to Sura?
    Answer
    ......................................................................................................
    .....

11. “He was very hungry and there was not much food in the sea”. In the third paragraph “He” refers to
    Answer
    ......................................................................................................
    .....

B. Match the words in column A with the suitable meanings in column B!

<table>
<thead>
<tr>
<th>A.</th>
<th>Vocabulary</th>
<th>B.</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Greedy</td>
<td>a.</td>
<td>Memukul</td>
</tr>
<tr>
<td>2.</td>
<td>Border</td>
<td>b.</td>
<td>Rakus</td>
</tr>
<tr>
<td>3.</td>
<td>Hit</td>
<td>c.</td>
<td>Meningkari</td>
</tr>
<tr>
<td>4.</td>
<td>Broke</td>
<td>d.</td>
<td>Menyerah</td>
</tr>
<tr>
<td>5.</td>
<td>Give Up</td>
<td>e.</td>
<td>Perbatasan</td>
</tr>
</tbody>
</table>
The Story of Toba Lake

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he had ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

Adapted: http://englishadmin.com/2013/03/contoh-example-of-narrative-text-the-story-of-toba-lake.html
POST-TEST CYCLE II

A. Answer the question below based on the text that you have read

1. What did he catch in his trap?
   Answer
   ..............................................................................................................................
   ........

2. Where did the daughter bring lunch for her father?
   Answer
   ..............................................................................................................................
   ........

3. Why did he get angry with his daughter?
   Answer
   ..............................................................................................................................
   ........

4. What was mother command to her daughter?
   Answer
   ..............................................................................................................................
   ........

5. “You damned daughter of a fish”. The word “You” in third paragraph refers to?
   Answer
   ..............................................................................................................................
   ........
B. Match the words in column A with the suitable meanings in column B!

<table>
<thead>
<tr>
<th>A.</th>
<th>Vocabulary</th>
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<th>Definition</th>
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<tbody>
<tr>
<td>1.</td>
<td>Disaster</td>
<td>a.</td>
<td>Gempa bumi</td>
</tr>
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<td>2.</td>
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<td>d.</td>
<td>Marah</td>
</tr>
<tr>
<td>5.</td>
<td>Furious</td>
<td>e.</td>
<td>Turun</td>
</tr>
</tbody>
</table>
Answer Key Pre Test II

A. Essay

1. They fought goat for their lunch
2. Sura lived in the water and Baya lived in the land
3. He looked some food in the river
4. Because Sura broken the promise
5. The word He refers to Sura

B. Match the words in column A with the suitable meanings in column B!

<table>
<thead>
<tr>
<th>A.</th>
<th>Vocabulary</th>
<th>B.</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Greedy</td>
<td>a.</td>
<td>Rakus atau tamak</td>
</tr>
<tr>
<td>2.</td>
<td>Border</td>
<td>b.</td>
<td>Perbatasan</td>
</tr>
<tr>
<td>3.</td>
<td>Hit</td>
<td>c.</td>
<td>Memukul</td>
</tr>
<tr>
<td>4.</td>
<td>Break</td>
<td>d.</td>
<td>Menginginkari</td>
</tr>
<tr>
<td>5.</td>
<td>Give Up</td>
<td>e.</td>
<td>Menyerah</td>
</tr>
</tbody>
</table>

Answer Key Post Test II

A. Essay

1. He caught big golden fish in his trap
2. The daughter brought lunch to her father out in the fields
3. Because she ate her father’s lunch
4. She commanded her daughter to run up the hills because a huge disaster come
5. The word you refer to the daughter
B. Match the words in column A with the suitable meanings in column B!

<table>
<thead>
<tr>
<th>A.</th>
<th>Vocabulary</th>
<th>B.</th>
<th>Definition</th>
</tr>
</thead>
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</tr>
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<td>b.</td>
<td>Gempa bumi</td>
</tr>
<tr>
<td>3.</td>
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<td>Catch</td>
<td>d.</td>
<td>Marah</td>
</tr>
<tr>
<td>5.</td>
<td>Furious</td>
<td>e.</td>
<td>Turun</td>
</tr>
</tbody>
</table>
Observational Checklist For Teacher Cycle 1

Observer : Ayu Rohani

<table>
<thead>
<tr>
<th>No.</th>
<th>Teacher’s activities</th>
<th>Ya</th>
<th>Tidak</th>
<th>Faktor Penghambat</th>
<th>Faktor Pendukung</th>
<th>Ide Penyelesaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Greeting students before the lesson begins.</td>
<td>V</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Praying before the lesson begins.</td>
<td>V</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Checking students attendant.</td>
<td>V</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Asking students situation.</td>
<td>V</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Preparing of the materials.</td>
<td>V</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Giving motivation for</td>
<td>V</td>
<td></td>
<td>Guru terlalu cepat dalam menyampaikan dan</td>
<td></td>
<td>Lebih rileks dan tidak terlalu cepat</td>
</tr>
<tr>
<td></td>
<td>students.</td>
<td>menyimpulkan materi</td>
<td>menyampaikan materi, sehingga ada waktu untuk memberi motivasi kepada siswa</td>
<td></td>
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<td>------------------------------------------------------------------</td>
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</tr>
<tr>
<td>7</td>
<td>Giving explanation of the materials.</td>
<td>V</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>Giving opportunity for asking question and suggestion.</td>
<td>V</td>
<td>Guru hanya sekali memberi kesempatan kepada siswa untuk bertanya</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guiding the students activity.</td>
<td>V</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Giving feedback after the lesson.</td>
<td>V</td>
<td>Setiap memberi penjelasan, guru harus memberikan kesempatan kepada siswa untuk bertanya.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Students’ activities</td>
<td>Ya</td>
<td>Tidak</td>
<td>Faktor Penghambat</td>
<td>Faktor Pendukung</td>
<td>Ide Penyelesaian</td>
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<td>-----</td>
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<td>-----------------</td>
</tr>
<tr>
<td>1.</td>
<td>Pay attention to the material during learning.</td>
<td>v</td>
<td>Masih ada enam siswa yang tidak memperhatikan dan lima siswa yang berbicara dengan temannya saat pembelajaran</td>
<td></td>
<td>Guru memberikan teguran pada siswa untuk memperhatikan pelajaran dan membuat pembelajaran lebih menarik</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Actively participated in the teaching learning process.</td>
<td>v</td>
<td>Banyak siswa yang merasa penjelasan guru terlalu cepat, sehingga mereka tidak memahami dan beberapa siswa tidak mau ikut aktif di pembelajaran</td>
<td></td>
<td>Guru harus melibatkan peserta didik dengan memberikan pemahaman yang bagus sehingga siswa memahami materi dan aktif</td>
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</tr>
<tr>
<td>3.</td>
<td>Showing enthusiastic in</td>
<td>V</td>
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<tr>
<td>No.</td>
<td>Teacher’s activities</td>
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<td>1.</td>
<td>Greeting students before the lesson begins.</td>
<td>V</td>
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<tr>
<td>5.</td>
<td>Preparing of the materials.</td>
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</tr>
<tr>
<td>6.</td>
<td>Giving motivation for students.</td>
<td>V</td>
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</tr>
<tr>
<td>7.</td>
<td>Giving explanation of the materials.</td>
<td>V</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Giving opportunity for asking question and suggestion.</td>
<td>V</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Guiding the students activity.</td>
<td>V</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Giving feedback</td>
<td>V</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Students’ activities</td>
<td>Ya</td>
<td>Tidak</td>
<td>Faktor Penghambat</td>
<td>Faktor Pendukung</td>
<td>Ide penyelesaian</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------</td>
<td>----</td>
<td>-------</td>
<td>-------------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>1.</td>
<td>Pay attention to the material during learning</td>
<td>V</td>
<td></td>
<td></td>
<td>Ada dua puluh dua siswa yang memperhatikan saat pembelajaran dan tujuh siswa bertanya.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Actively participated in the teaching learning process.</td>
<td>V</td>
<td></td>
<td></td>
<td>Siswa-siswa menyampaikan ide, membuka kamus dalam kerja kelompok dan memberikan</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Showing enthusiastic in the reading activity</td>
<td>V</td>
<td>Banyak siswa yang berantsias mengerjakan tugas, test, latihan dan pr.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Interview Questions for Teacher

Before Implement VAK Learning Model

1. Berapa jumlah murid di kelas XI dan berapa KKM untuk mata pelajaran bahasa Inggris?
   
   Ada tiga kelas di kelas XI yaitu kelas IPA dan IPS, yang mana kelas IPA hanya satu kelas saja sedangkan kelas IPS ada dua kelas. Adapun nilai KKM dalam pelajaran bahasa inggris yaitu 75.

2. Problem apa saja yang sering ditemui Ibu ketika mengajar Bahasa Inggris?
   
   Pada saat pembelajaran bahasa inggris, saya memiliki kesulitan mengajar dalam mengajar reading, karena banyak siswa yang memiliki kosa kata yang kurang dan mereka bingung dengan tata bahasa. Selain itu siswa memiliki yang berbeda-berbeda dalam menyerap materi seperti pembelajar visual, auditori an kinesthetic.

3. Model pembelajarn apakah yang sering Ibu gunakan ketika mengajar bahasa inggris?
   
   Model pembelajaran yang sering saya gunakan dalam mengajar adalah dengan ceramah dan tanya jawab.

4. Bagaimana dengan nilai-nilai siswa dalam pelajaran bahasa inggris?
   
   Masih kurang, banyak siswa yang belum mencapai nilai KKM untuk pelajaran bahasa inggris.

5. Model pembelajarn apa yang cocok untuk memperbaiki kemampuan membaca siswa dan meningkat nilai-nilai siswa dalam belajar bahasa inggris?
   
   Dengan menggunakan model pembelajaran yang menarik, inovatif dan melibatkan tiga kemampuan siswa dalam mengajar siswa seperti pendengaran (Visual), pendengaran (Auditori) dan penggerakan (Kinesthetik). Sehingga memudahkan mereka dalam menyerap materi.
After Implement VAK Learning Model

1. Bagaimana dengan model pembelajaran VAK yang saya terapkan dalam mengajar bahasa inggris?

   Pembelajaran yang anda terapkan dalam mengajar berjalan efektif dan sukses, hal ini dapat dilihat dari partisipasi siswa di dalam kelas, keantusian siswa dalam mengerjakan tugas dan banyak siswa yang memperhatikan pelajaran.

2. Apakah media yang saya gunakan dalam mengajar bahasa inggris sudah mendukung?

   Ya, media yang anda gunakan dalam mengajar reading sudah mendukung. Seperti gambar, video untuk pembelajaran visual dan auditori sedangkan untuk pembelajaran kinethetik dapat berperan main di depan kelas. Sehingga kebutuhan siswa dapat terpenuhi.

3. Apakah dengan diterapaknya model pembelajaran VAK dapat memperbaiki kemampuan siswa dalam bahasa inggris dalam membaca?

   Ya, dengan diterapkan model pembelajaran VAK dapat memperbaiki kemampuan siswa dalam reading, hal ini terlihat dari nilai siswa yang semula belum diterapkan model pembelajaran VAK, masih banyak nilai siswa yang kurang dari nilai KKM. Setelah diterapkan hanya satu siswa yang tidak mencapai KKM, tetapi nilai siswa-siswa mengalami peningkatan. Hal ini juga memperbaiki motivasi siswa dari yang sebelumnya.

4. Bagaimana dengan tingkat perbaikan nilai bahasa inggris dalam membaca setelah diterapkan model pembelajaran VAK?

   Sangat bagus, hal ini dilihat dari siklus pertama dan kedua, mengalami peningkatan yang sangat signifikan.

5. Apa saja kelebihan dalam model pembelajaran VAK yang saya terapkan?

   Kelebihan pembelajaran VAK dapat mengkombinasikan tiga gaya...
belajar seperti visual (penglihatan), auditori (pendengaran) dan kinesthetik (penggerakan) sehingga kebutuhan siswa terpenuhi untuk memperoleh informasi. Selain itu siswa dapat belajar dengan cara yang berbeda. Adapun kelemahan, tidak semua siswa dapat mengkombinasikan tiga gaya belajar, sebagian siswa hanya fokus dalam gaya belajar mereka sendiri.
Interview Questions for Students

Before Implement of VAK Learning Model

1. Masalah apakah yang kalian hadapi ketika belajar bahasa inggris?
   Masalah yang kami hadapi dalam belajar bahasa inggris yaitu kami kesulitan dalam belajar membaca?

2. Kesulitan apa yang kalian temukan dalam pelajarn bahasa inggris khususnya dalam membaca?
   Kami sangat bingung dengan teks-teks yang panjang dalam bahasa inggris, karena kami memilki kosa kata yang terbatas dan kami bingung dengan tata bahsa

3. Model pembelajarn apa yang sering digunakan guru dalam mengajar bahasa inggris?
   Biasanya dalam mengajar reading, guru masih menggunakan metode ceramah dan tanya jawab.

4. Apakah dengan model pembelajarn yang guru gunakan mempengaruhi kalian dalam belajar bahasa inggris?
   Ya, Dengan diterapkanya metode ceramah dan tanya jawab, hal ini membuat pelajaran bahasa inggris terutama dalam reading menjadi membosankan dan kurang menarik, selain itu kami memiliki kemampuan yang berbeda-berbeda.

5. Cara pembelajaran apa yang kalian sukai dalam belajar bahasa inggris khususnya membaca?
   Pembelajaran yang kami sukai dalam belajar bahasa inggris teruama untuk membaca adalah dengan pembelajarn yang menarik, interaktif dan menyenangkan, sehingga kami tidak bosan dalam belajar.
Interview Questions for Students

After Implement VAK Learning Model

1. Bagaimana dengan pendapat kalian setelah diterapkannya dengan model pembelajaran VAK?
   Setelah diterapkan model pembelajaran VAK, kami sangat senang dan lebih mudah memahami dalam belajar bahasa inggris terutama dalam membaca. Karena pembelajaran VAK mengkombinasikan tiga indra yaitu penglihatan, pendengaran dan penggerakan. Sehingga kami dapat belajar dengan berbagai cara.

2. Apakah dengan diterapkannya model pembelajaran mampu memperbaiki kemampuan kalian dalam belajar inggris terutama dalam membaca?
   Ya, dengan diterapkan model pembelajaran VAK dapat memperbaiki kemampuan kami dalam membaca, kami tidak merasa bosan.

3. Apakah dengan diterapkan model pembelajaran VAK, kalian dapat belajar sesuai dengan kebutuhan belajar kalian?
   Ya, dalam pembelajaran VAK mengkombinasikan tiga gaya belajar, sehingga kami dapat belajar dengan kebutuhan kami misalnya seperti gambar untu pembelajar visual, video untuk auditori dan role play untuk kinesthetik.

4. Berapa tingkat motivasi kalian setelah diterapkanya model pembelajaran VAK?
   Setelah diterapkan model pembelajaran VAK, motivasi kami sangat tinggi, kami semakin berantusias dalam belajar reading.

5. Kalian lebih mudah belajar dengan menggunakan model pembelajaran VAK atau model pembelajarn biasa?
   Lebih mudah dengan menggunakan model pembelajarn VAK, dalam model ini tidak hanya menggunakan satu indra tapi lebih. Sehingga kami dapat belajar sesuai dengan kemampuan kita masing-masing.
VAK Learning Styles Questionnaire Test for Student

Please tick the appropriate box after each statement and do not discuss your answers with anyone else until you have completed the boxes.

Name :
Class :

<table>
<thead>
<tr>
<th>No</th>
<th>Category</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I like hearing a story or play read on the radio.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I find it difficult to sit still for a long time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I am good at crosswords and puzzles.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I spend a lot of time talking on the telephone.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I like to write things down or to take notes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I enjoy making things and using my hands.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I touch someone when I am talking to them.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I prefer books that have pictures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I enjoy learning from graphs and charts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I like class discussion.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I make gestures a lot when I am talking.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I like to chew gum or eat when I am studying.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I doodle on paper when I am listening to someone or thinking about something.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I like listening to music in the background when I am working.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I like rides at fun fairs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>I would rather watch television than listen to music.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>I can identify different musical instruments.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>I remember names rather than faces.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scoring for VAK learning style assessment**
For each answer of often score 5 points.
For each answer of sometimes score 3 points.
For each answer of rarely score 1 point.

In the table below, write the score you gained for each statement then calculate the total of each column to discover your strongest and weakest learning style. The learning style with the most points is you’re strongest. The learning style with the least points is you’re weakest. So, are you a visual, auditory or kinesthetic leaner?

<table>
<thead>
<tr>
<th>Visual</th>
<th>Auditory</th>
<th>Kinesthetic</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>13</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td>16</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>Total</td>
<td>Total</td>
</tr>
</tbody>
</table>

Conclusion of VAK preference:
My strongest learning style is ______________________________
My weakest learning style is ______________________________
A. General Information of SMA Muhammadiyah Plus Salatiga

The location of Senior High School Muhammadiyah Plus Salatiga at Kyai Haji Ahmad Dahlan street no 1 soka, RT 03/ RW 06 Siderojo Lor Salatiga. It was built on January 1, 1977 and on state-own area as wide 5445m² and building area as wide 1885m². The total number of the students of SMA Muhammadiyah Plus Salatiga in the academic year of 2015/2016 is 170 students. They consist of 78 male students and 92 female students. The identity of this school can be described below:

Name of School : SMA Muhammadiyah Plus Salatiga

Address : Jln KHA Dahlan no 1 Soka Sidorejo, Salatiga

Accreditation : A

Phone number : (0298) 322358/23540

Email : smamplussalatiga@yahoo.com

Web : smamplussalatiga.webs.com

School status : Private

Established : 1977

Head master : Dian indrihartini, S. Sos, M.P.d

Committee : Dr. Imam Sutomo M.Ag
B. Vision and Mission

1. Vision

The vision of this school is “Characterize, Creative, and Excellent Achievement”

Mission

2. Vision

a) Developing potential of religious/Islamic, character and morality of learners and the school community

b) Implementation of learning that encourage creativity and the development of the totality of the learners

c) Growing spirit of achievement the school community

d) Growing joy full learning, familiar and participate actively

C. Subject of SMA Muhammadiyah (Plus) Salatiga

The following table is the list of subject taught in eleventh grade students of SMA Muhammadiyah Plus Salatiga. It can be seen on the table below:

<table>
<thead>
<tr>
<th>No</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mathematics</td>
</tr>
<tr>
<td>2</td>
<td>Indonesian language</td>
</tr>
<tr>
<td>3</td>
<td>English</td>
</tr>
<tr>
<td>4</td>
<td>Javanese language</td>
</tr>
<tr>
<td>5</td>
<td>Physics</td>
</tr>
<tr>
<td>6</td>
<td>Chemistry</td>
</tr>
<tr>
<td>7</td>
<td>Biology</td>
</tr>
<tr>
<td>8</td>
<td>Sociology</td>
</tr>
<tr>
<td>9</td>
<td>Economy</td>
</tr>
<tr>
<td>10</td>
<td>Geography</td>
</tr>
<tr>
<td>11</td>
<td>Sport</td>
</tr>
<tr>
<td>12</td>
<td>Art and culture</td>
</tr>
<tr>
<td>13</td>
<td>Islamic studies</td>
</tr>
<tr>
<td>14</td>
<td>Counseling</td>
</tr>
<tr>
<td>15</td>
<td>Japanese language</td>
</tr>
<tr>
<td>16</td>
<td>Civic education</td>
</tr>
<tr>
<td>17</td>
<td>Indonesian literature</td>
</tr>
<tr>
<td>18</td>
<td>Anthropology</td>
</tr>
</tbody>
</table>
D. The Teachers of SMA Muhammadiyah Plus Salatiga

There are 20 teachers in this school. The teachers teach different subject divided into 18 subjects. The list of the teachers can be seen on table below:

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Education</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dian Indrihartani, S.Sos, M.Pd</td>
<td>S2</td>
<td>Sociology</td>
</tr>
<tr>
<td>2</td>
<td>Drs. Amin H, M.Pd</td>
<td>S2</td>
<td>Indonesia language</td>
</tr>
<tr>
<td>3</td>
<td>Dwi Swastiningsih S.Pd</td>
<td>S1</td>
<td>Counseling</td>
</tr>
<tr>
<td>4</td>
<td>Dra. Suratilah</td>
<td>S1</td>
<td>Civic education</td>
</tr>
<tr>
<td>5</td>
<td>Nurhadi, S. Ag</td>
<td>S1</td>
<td>Islamic study</td>
</tr>
<tr>
<td>6</td>
<td>Dra. Widyastuti, M.Pd</td>
<td>S2</td>
<td>English</td>
</tr>
<tr>
<td>7</td>
<td>Drs. HeruSutopo</td>
<td>S1</td>
<td>Counseling</td>
</tr>
<tr>
<td>8</td>
<td>Supto Rini H, S.Pd</td>
<td>S1</td>
<td>Indonesian language and literature</td>
</tr>
<tr>
<td>9</td>
<td>Dra. Siti Ruqoyah</td>
<td>S1</td>
<td>Islamic study</td>
</tr>
<tr>
<td>10</td>
<td>Sulasfiana A Raida S.Pd</td>
<td>S1</td>
<td>Biology</td>
</tr>
<tr>
<td>11</td>
<td>Robachul Muslim S.Pd</td>
<td>S1</td>
<td>Sport</td>
</tr>
<tr>
<td>12</td>
<td>Sugiyani , S.Pd</td>
<td>S1</td>
<td>Art and culture civic education</td>
</tr>
<tr>
<td>13</td>
<td>Dra. Handiyani Ratih</td>
<td>S1</td>
<td>Counseling</td>
</tr>
<tr>
<td>14</td>
<td>Tugini</td>
<td>S1</td>
<td>Physics</td>
</tr>
<tr>
<td>15</td>
<td>Andari Puji Astuti S.Pd</td>
<td>S2</td>
<td>Chemistry</td>
</tr>
<tr>
<td>16</td>
<td>Dra. Endry Naneforini</td>
<td>S1</td>
<td>Mathematics</td>
</tr>
<tr>
<td>17</td>
<td>H. Djayadi, S.pd</td>
<td>S1</td>
<td>Mathematics</td>
</tr>
<tr>
<td>18</td>
<td>Dewi Oktara, S.Pd</td>
<td>S1</td>
<td>Economics</td>
</tr>
<tr>
<td>19</td>
<td>Dewi Ariyanti, A.Md</td>
<td>S1</td>
<td>Japanese language</td>
</tr>
<tr>
<td>20</td>
<td>Abidah, S.Pd</td>
<td>S1</td>
<td>Geography and anthropology</td>
</tr>
</tbody>
</table>

Source of SMA Muhammadiyah (Plus) Salatiga
E. The Staff Member of SMA Muhammadiyah Plus Salatiga

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Education</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Eni Prastiwi, S.E</td>
<td>S1</td>
<td>Administrator</td>
</tr>
<tr>
<td>2</td>
<td>Sudaryanto</td>
<td>Senior High School</td>
<td>Librarian</td>
</tr>
<tr>
<td>3</td>
<td>Sari Utami</td>
<td>Senior High School</td>
<td>Administrator</td>
</tr>
<tr>
<td>4</td>
<td>Uni Baroroh</td>
<td>Senior High School</td>
<td>Administrator</td>
</tr>
<tr>
<td>5</td>
<td>Widodo</td>
<td>Elementary High School</td>
<td>Cleaning Service</td>
</tr>
<tr>
<td>6</td>
<td>Edi Suratno</td>
<td>Senior High School</td>
<td>Security</td>
</tr>
<tr>
<td>7</td>
<td>Rachmadi</td>
<td>Junior High School</td>
<td>Cleaning Service</td>
</tr>
</tbody>
</table>

Source of SMA Muhammadiyah Plus Salatiga

F. The Students of SMA Muhammadiyah (Plus) Salatiga

The division of the class of SMA Muhammadiyah Plus Salatiga can be seen in the table below:

<table>
<thead>
<tr>
<th>Program Study</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>MIA</td>
<td>10</td>
</tr>
<tr>
<td>IIS</td>
<td>10</td>
</tr>
<tr>
<td>IBB</td>
<td></td>
</tr>
<tr>
<td>IPA</td>
<td></td>
</tr>
<tr>
<td>IPS</td>
<td></td>
</tr>
<tr>
<td>SUM</td>
<td>20</td>
</tr>
</tbody>
</table>
G. The Students’ Activity of SMA Muhammadiyah Plus Salatiga

To increase the students’ achievement, SMA Muhammadiyah Plus Salatiga provide the extracurricular involve:

a. Futsal
b. Badminton
c. Choir Singing Group
d. Scientific Group Youth (KIR)
e. Self Defense Art
f. Theater
g. Free Day
h. English Club

H. The Facilities and Tools of SMA Muhammadiyah (Plus) Salatiga

Facilities are important things in the school. The teacher and student need them to support successful teaching learning process. The list of facilities in SMA Muhammadiyah Plus Salatiga can be seen in the table below:

<table>
<thead>
<tr>
<th>No</th>
<th>Room/ Equipment</th>
<th>Total</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Good</td>
</tr>
<tr>
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Teaching media is needed to create interesting teaching learning process. The list of SMA Muhammadiyah (Plus) Salatiga can be presented on table below:

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I. Subject of Eleventh Grade Students

The subject of eleventh grade students especially Mathematics and Science (MIA) can be seen below:

List of Eleventh Grade of MIA Class of SMA
Muhammadiah Plus Salatiga

In the Academic Year of 2015/2016

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J. Result of Students’ Learning Styles

Here the result of students’ learning style can be presented below:

**Result of Students’ Learning Styles**

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<th>Score of kinesthetic style</th>
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The example of Narrative text

**The Rats and Elephants**

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

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

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

Vocabs:
- Unknowingly: tidak mengetahui
- Destroyed: merusak
- Decided: menentukan
- Approch: mengangkat
- Chief: pemimpin
- Guide: penunjuk jalan
- Hunters: pemburu
- Summon: mengundang
Auditory Learner show her interest when teacher lecture.

Kinesthetic learner is enthusiastic when he present in front of the class.

Visual Learner show her interest when teacher teach use power point.
Doc teaching and learning process

Doc Teacher applied VAK Learning Model
# LEMBAR KONSULTASI SKRIPSI

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**CATATAN**

SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

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Dosen Pembimbing

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<td>13 Juni 2015</td>
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<td>Total</td>
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</tr>
</tbody>
</table>

Salatiga, 12 September 2015

Mengetahui,

Wakil Dekan Bidang
Kemahasiswaan dan Kerjasama

[Signature]

Ahmad, M.Ag
NIP. 19900510 199803 1 003
KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) SALATIGA
Jl. Tentara Pelajar 02 Telp,(0298) 323706 Fax323433 Salatiga 50721
Web site: www.stainsalatiga.ac.id E-mail: administrasi@sta.nsalamatiga.ac.id

Nomor: St 24/K-I/PP 00.9/I-1 3 194/2014
Lamp: Proposal Skripsi
Hal: Pembimbing dan Asisten Pembimbing Skripsi

24 November 2014

Yth. Rifiq Aulia Erlangga, S Fil., M.Hum.

Assalamualaikum wr.wb.

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

Nama: Yessi Wulansari
NIM: 11311150
Jurusan: Tarbiyah
Judul: Skripsi

THE USE OF VISUAL, AUDITORY AND KINESTHETIC LEARNING STYLES TO IMPROVE STUDENTS’ MOTIVATION AND READING MASTERY OF DESCRIPTIVE TEXT FOR THE SECOND GRADE STUDENTS OF SMA N 2 SALATIGA IN THE ACADEMIC YEAR OF 2014/2015

Apabila dipandang perlu Saudara dianjurkan mengoreksi tema Skripsi di atas

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum wr.wb.

a.n. Ketua
Wakil Ketua
Dibang Akademik dan Pengembangan Lembaga

[Signature]

Dr. Agus Waluyo, M.Ag.
NIP. 19750211 200003 1 001

Tembusan: Yth. Ketua STAIN Salatiga (sebagai laporan)
Nomor In.26/DI/PN 03.00RJ/2015
Lamp Proposal Penelitian.
Hal Permohonan Izin Penelitian

Kepada
Yth. Kepala SMA Muhammadiyah Plus Salatiga
Di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama YENI WULANSARI
NIM 11311150
Mahasiswa Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas Tarbiyah dan Ilmu Keguruan
Jurusan Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S 1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI

Adapun judul skripsinya adalah:

THE USE OF VISUAL, AUDITORY, KINESTHETIC LEARNING STYLES TO IMPROVE STUDENTS' READING MASTERY AND MOTIVATION FOR THE ELEVENTH GRADE OF SMA MUHAMMADIYAH PLUS SALATIGA IN THE ACADEMIC YEAR OF 2014/2015

Dengan Pembimbing: Rofi' Aulia Erlangga, S.Fil; M.Hum.

Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dari bahan yang diperlukan dimulai tanggal 01 Juni 2015 s.d selesai.

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

Wassalamualaikum w.w.

Salatiga, 01 Juni 2015
Dekan,
Fakultas Tarbiyah dan Ilmu Keguruan

[NIP: 19670121 199903 1002]

Tembusan 1 Mahasiswa yang bersangkutan
SURAT KETERANGAN
Nomor: 165/ SMA.M/E.23/IX/2015

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Atas (SMA) Muhammadiyah (Plus) Salatiga, menerangkan dengan sesungguhnya bahwa

Nama: Yени Wulansari
NIM: 11311150
Program Studi: Pendidikan Agama Islam
Jurusan: Tarbiyah
Fakultas: Tarbiyah Ilmu dan Keguruan Institut Agama Islam Negeri (IAIN) Salatiga

Yang bersangkutan benar benar telah mengadakan penelitian di SMA Muhammadiyah (Plus) Salatiga mulai 01 Juni 2015 s.d selesai untuk kepentingan penyusunan Skripsi dengan judul "THE USE OF VISUAL, AUDITORY KINESTHETIC LEARNING MODEL TO IMPROVE STUDENTS’ READING MASTERY AND MOTIVATION FOR THE ELEVENTH GRADE STUDENTS OF SMA MUHAMMADIYAH (Plus) SALATIGA."

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Salatiga, 22 September 2015

[Signature]
Dana Indrihartani, S.Sos, M.Pd
The Rabbit and The Bear

Once upon a time, there lived as neighbors, a bear and a rabbit. The rabbit was a good shot. In contrary, the bear was always clumsy and could not use the arrow to good advantage.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows and came with bear to the other side of the hill. The rabbit was preventing to arouse the bear’s anger so he could not refuse it. He consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves and packed all they could carry home.

The bear was very gluttonous and did not want the rabbit to get any of the meat. The rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always gave him an extra large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit’s house and when he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit’s house. In this way, the poor rabbit would get his meal unknown to the papa bear.

http://englishadmin.com/2013/05/reading-a-narrative.html
PRE-TEST CYCLE I

A. Answer the question below based on the text that you have read

1. What did the bear ask for the rabbit?
   Answer: ten buns, one from each side of the hill.

2. Why did the rabbit accept with the bear’s request?
   Answer: because, the rabbit consented and went with the bear and shot enough
   rabbits to satisfy the hungry family.

3. What was the problem that the rabbit face?
   Answer: The bear was very glutinous and did not want to
   the rabbit to get away with the meat.

4. “He would take it outside with him and pretended to play ball with the meat” in the third
   paragraph the word “he” refers to
   Answer: the youngest child.

5. How was the problem solved?
   Answer: The meat would fly into the rabbit’s house.

B. Matching the Word with the meaning

1. Clumsy
   a. Menimbulkan
   b. Menyetui
   c. Canggung

2. Bow

3. Arouse

4. Consented
   a. Membunangkuk
   b. Berpura-pura
   c. Menyetui

5. Pretended

\[
\frac{60 + 40}{2} = \frac{100}{2} = 50
\]
The Story of the Monkey and Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, “My father is very sick. He has to eat the heart of the monkey. So he will be healthy again.”

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.”

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climbed up to the top of a tree.

“Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.”

This narrative text is recomposed from ardiannrisqi.com
A. Answer the question below based on the text that you have read

1. What did the father ask the crocodile?
   Answer: mother replying to him, the father made you.

2. Why did the crocodile want to get heart of the monkey?
   Answer: because the crocodile was very hungry.

3. What was the best idea to face dangerous situation?
   Answer: the monkey told the crocodile to swim back to the river bank.

4. "He swam back to the bank of the river". In the third paragraph, the word "he" refers to
   Answer: the monkey.

5. How was the problem solved?
   Answer: the monkey jumped off the crocodile's back then he climbed up the to the top of a tree.

B. Matching the Word with the meaning

1. Free  a. Bodoh
2. Jump on  b. Sampai
3. River Bank  c. Bebas
4. Reached  d. Melompat ke atas
5. Foolish  e. Tepi Sungai

\[
40 + 500 = 10 = 1700
\]
\[
2 = 70
\]
PRE-TEST CYCLE II

A. Answer the question below based on the text that you have read

1. What did they fight?
   Answer: they fought for the goat.

2. Where did Sura and also Baya live?
   Answer: Sura lived in the water and Baya lived in the land.

3. What did Sura look for in the river?
   Answer: Sura looked for some food in the river.

4. Why was Baya angry to Sura?
   Answer: because Sura went to the land and looked for some food in the river.

5. “Sura went to the land and looked for some food in the river.” In the third paragraph, The word “Land” has same meaning with
   Answer: ground.

B. Match the words in column A with the suitable meanings in column B!

<table>
<thead>
<tr>
<th>A. Vocabulary</th>
<th>B. Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greedy</td>
<td>a. Memukul</td>
</tr>
<tr>
<td>Border</td>
<td>b. Rakus</td>
</tr>
<tr>
<td>Hit</td>
<td>c. Meningkari</td>
</tr>
<tr>
<td>Broke</td>
<td>d. Menyerah</td>
</tr>
<tr>
<td>Give up</td>
<td>e. Perbatasan</td>
</tr>
</tbody>
</table>

80 + 100 = 180

\[
\frac{180}{2} = 90
\]
The Story of Toba Lake

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He fell in love with her and proposed to be his wife. She said: "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise. Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

Adapted: http://englishadmin.com/2013/03/contoh-example-of-narrative-text-the-story-of-toba-lake.html
A. Answer the question below based on the text that you have read

1. What did he catch in his trap?
   Answer: he caught a big golden fish in her trap.

2. Where did the daughter bring lunch for her father?
   Answer: the daughter bring lunch for her father's in the field.

3. Why did he get angry with his daughter?
   Answer: she because, her daughter ate her father's lunch.

4. What was mother command to her daughter?
   Answer: she told her daughter to run up the hills.

5. "Then she told her daughter to run up the hills because a huge disaster was 'about to come'. In the third paragraph, the word "huge" has same meaning with
   Answer: huge, large.

B. Match the words in column A with the suitable meanings in column B!

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<td>b. Bencana</td>
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<td>c. Menangkap</td>
</tr>
<tr>
<td>4. Catch</td>
<td>d. Marah</td>
</tr>
<tr>
<td>5. Furious</td>
<td>e. Turun</td>
</tr>
</tbody>
</table>

90 + 100 = 190

= 95
The Rabbit and The Bear

Once upon a time, there lived as neighbors, a bear and a rabbit. The rabbit was a good shot. In contrary, the bear was always clumsy and could not use the arrow to good advantage.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows and came with bear to the other side of the hill. The rabbit was preventing to arouse the bear’s anger so he could not refuse it. He consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves and packed all they could carry home.

The bear was very gluttonous and did not want the rabbit to get any of the meat. The rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day’s work.

The bear was the father of five children. The youngest child was very kind to the rabbit. He was very hearty enter. The mother bear always gave him an extra large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit’s house and when he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit’s house. In this way, the poor rabbit would get his meal unknown to the papa bear.

http://englishadmin.com/2013/05/reading-a-narrative.html
PRE-TEST CYCLE 1

A. Answer the question below based on the text that you have read
1. What did the bear ask for the rabbit?
   Answer: The bear asked the rabbit to take his barn and answered with beans to the other side of the hill.

2. Why did the rabbit accept with the bear’s request?
   Answer: The bear was promising to answer the bear’s answer or he could not refuse it.

3. What was the problem that the rabbit face?
   Answer: The rabbit could not even state because from the chambering. The poor rabbit pretended not to know but the children of the bear...

4. “He would take it outside with him and pretended to play ball with the most” in the third paragraph the word “he” refers to
   Answer: The youngest child of the children of the bear.

5. How was the problem solved?
   Answer: 

B. Matching the word with the meaning
2. Bow – b. Menyetujui
3. Arouse – a. Canggung
4. Consented – d. Membungkuk
5. Pretended – e. Berpura-pura

\[
\begin{align*}
50 + 100 & = 95 \\
\frac{2}{9} & = 0.222\ldots
\end{align*}
\]
The Story of the Monkey and Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "My father is very sick. He has to eat the heart of the monkey. So he will be healthy again."

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. "What’s for?" asked the crocodile. "Because I don’t bring my heart," said the monkey. "I left it under a tree, near some coconuts in the river bank."

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree.

"Where is your heart?" asked the crocodile. "You are foolish," said the monkey to the crocodile. "Now I am free and I have my heart."

This narrative text is recomposed from ardianrisqi.com
POST-TEST CYCLE I

A. Answer the question below based on the text that you have read

1. What did the farmer ask for crocodile?
   Answer: the fruit

2. Why did the crocodile want to get heart of the monkey?
   Answer: because the crocodile was very hungry

3. What was the farmer's idea to face dangerous situation?
   Answer: the monkey talked to the crocodile to swim back to the river bank.

4. "He swam back to the bank of the river". In the third paragraph, the word "he" refers to
   Answer: the monkey.

5. How was the problem solved?
   Answer: the monkey jumped off the crocodile's back, then he climbed up to the top of a tree.

B. Matching the Word with the meaning

1. Free
   a. Bodoh

2. Jump on
   b. Sampai

3. River Bank
   c. Bebas

4. Reached
   d. Melompak ke atas

5. Foolish
   e. Tepi Sungai

40 + 600 = 10 = 140
2 = 70
The Legend of Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in the sea.

Once day Sura and Baya were looking for some food. Suddenly, Baya saw a goat. "Yummy, this my lunch said Baya". "No way! This is my lunch, You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya’s tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

PRE-TEST CYCLE II

A. Answer the question below based on the text that you have read
1. What did they fight?
Answer: they fought for the coat.

2. Where did Sura and also Baya live?
Answer: Sura lived in the water and Baya lived in the land.

3. What did Sura look for in the river?
Answer: Sura looked for some food in the river.

4. Why was Baya angry to Sura?
Answer: Because, Sura went to the land and looked for some food in the river.

5. “Sura went to the land and looked for some food in the river.” In the third paragraph, The word “Land” has same meaning with
Answer: ground.

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80 + 100 = 180
180 / 2 = 90
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One day, whilst the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He fell in love with her and proposed to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster".
The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields.

One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise. Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

POST-TEST CYCLE II

A. Answer the question below based on the text that you have read

1. What did he catch in his trap?
   Answer
   "he caught a big golden fish in her trap"

2. Where did the daughter bring lunch for her father?
   Answer
   "she brought lunch for her father in the field"

3. Why did he get angry with his daughter?
   Answer
   "because, his daughter ate his father's lunch"

4. What was mother command to her daughter?
   Answer
   "she told her daughter to run up the hills"

5. "Then she told her daughter to run up the hills because a huge disaster was about to come"? In the third paragraph, the word "Huge" has same meaning with
   Answer
   "Big, large"

B. Match the words in column A with the suitable meanings in column B!

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<tr>
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</tr>
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</table>

95
PRE-TEST I

Nama : Nuriatusfi Pujiwati
No. Absen : 12
Kelas : XI IPA

Waktu : 15 menit
Pelajaran : Bahasa Inggris
Tanggal : 25 Agustus 2015

The Rabbit and The Bear

Once upon a time, there lived as neighbors, a bear and a rabbit. The rabbit was a good shot. In contrary, the bear was always clumsy and could not use the arrow to good advantage.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows and came with bear to the other side of the hill. The rabbit was preventing to arouse the bear’s anger so he could not refuse it. He consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves and packed all they could carry home.

The bear was very gluttonous and did not want the rabbit to get any of the meat. The rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day’s work.

The bear was the father of five children. The youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always gave him an extra large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit’s house and when he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit’s house. In this way, the poor rabbit would get his meal unknown to the papa bear.

http://englishadmin.com/2013/05/reading-a-narrative.html
PRE-TEST CYCLE I

A. Answer the question below based on the text that you have read

1. What did the bear ask for the rabbit?
   Answer: The bear asked even and asked the rabbit to take his bowl and
   answer was given with bowl to the other side of the hill.

2. Why did the rabbit accept with the bear's request
   Answer: The rabbit was not wanting to arouse the bear's anger so he could not refuse it.

3. What was the problem that the rabbit face?
   Answer: The rabbit could not even take essence from the bunching. The poor rabbit
   "wet" was "dry". "palm" was "flat". "time" was "inside" "outside" "small" "large".

4. "He would take it outside with him and pretended to play ball with the meat" in the third
   paragraph the word "he" refers to
   Answer: The youngest child of the children of the bear

5. How was the problem solved?
   Answer: 

B. Matching the Word with the meaning

1. Clumsy  a. Menimbulkan
2. Bow  b. Mesetujui
3. Arouse  c. Canggung
4. Consented  d. Membungkuk
5. Pretended  e. Berpura-pura

50 + 150 = 75
POST-TEST I

Nama : Norfrason Putra\n
Waktu : 15 menit

No. Absen : 19

Pelajaran : Bahasa Inggris

Kelas : X. 19

Tanggal : 25 Agustus 2015

The Story of the Monkey and Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agreed and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, “My father is very sick. He has to eat the heart of the monkey. So he will be healthy again.”

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.”

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree.

“Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.”

This narrative text is recomposed from ardianrisqi.com
POST-TEST CYCLE 1

A. Answer the question below based on the text that you have read

1. What did the rabbit ask for crocodile?
   Answer: to take him across the other side of the river

2. Why did the crocodile want to get heart of the monkey?
   Answer: because the crocodile was very hungry

3. What was the rabbit's idea to face dangerous situation?
   Answer: to bring the crocodile back to the river bank, and say, 'I don't bring heart, let it be a part of your heart, too', so the monkey was saved, and the crocodile was happy.

4. "He swam back to the bank of the river". In the third paragraph, the word "he" refers to
   Answer: the crocodile

5. How was the problem solved?
   Answer: as they reached the river bank, the monkey jumped off the crocodile's back, then he climbed up to the top of a tree

B. Matching the Word with the meaning

1. Free
   a. Bodoh
   b. Sampai
   c. Bebas

2. Jump on
   d. Melompat ke atas
   e. Tepi Sungai

50 + 100 = 150
2
The Legend of Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once day Sura and Baya were looking for some food. Suddenly, Baya saw a goat.
“Yummy, this my lunch said Baya”. “No way! This is my lunch. You are greedy” said Sura.
Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting; they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya’s tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

Adapted: http://englishadmin.com/2013/05/contoh-example-of-narrative-text-the-legend-of-sura-and-baya.html
PRE-TEST CYCLE II

A. Answer the question below based on the text that you have read
1. What did they fight?
   Answer: they fight because one boat (gonn)

2. Where did Sura and also Baya live?
   Answer: They lived in a meadow.

3. What did Sura look for in the river?
   Answer: Sura looked for some food.

4. Why was Baya angry to Sura?
   Answer: Baya was angry because Sura knew that Baya bring the food.

5. "Sura went to the land and looked for some food in the river." In the third paragraph, The word "Land" has same meaning with.
   Answer: Soil.

B. Match the words in column A with the suitable meanings in column B!

<table>
<thead>
<tr>
<th>A. Vocabulary</th>
<th>B. Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Greedy</td>
<td>a. Memukul</td>
</tr>
<tr>
<td>2. Border</td>
<td>b. Rakus</td>
</tr>
<tr>
<td>3. Hit</td>
<td>c. Meningkari</td>
</tr>
<tr>
<td>4. Broke</td>
<td>d. Menyerah</td>
</tr>
<tr>
<td>5. Give up</td>
<td>e. Perbatasan</td>
</tr>
</tbody>
</table>

\[
\frac{50 + 100}{2} = \frac{150}{2} = 75
\]
The Story of Toba Lake

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He fell in love with her and proposed her to be his wife. She said: "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, her daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise. Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

POST-TEST CYCLE II

A. Answer the question below based on the text that you have read

1. What did he catch in his trap?
   Answer: He caught a big salmon fish
   2

2. Where did the daughter bring lunch for her father?
   Answer: in the field

3. Why did he get angry with his daughter?
   Answer: because his daughter was so hungry and she ate his father’s lunch

4. What was mother command to her daughter?
   Answer: She told her daughter to run up the hills because a huge disaster was about to come

5. “Then she told her daughter to run up the hills because a huge disaster was about to come”? In the third paragraph, the word “Huge” has same meaning with
   Answer: huge

B. Match the words in column A with the suitable meanings in column B!

<table>
<thead>
<tr>
<th>A.</th>
<th>Vocabulary</th>
<th>B.</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Disaster</td>
<td>a.</td>
<td>Gempa Bumi</td>
</tr>
<tr>
<td>2.</td>
<td>Earthquake</td>
<td>b.</td>
<td>Bencana</td>
</tr>
<tr>
<td>3.</td>
<td>Pouring</td>
<td>c.</td>
<td>Menangkap</td>
</tr>
<tr>
<td>4.</td>
<td>Catch</td>
<td>d.</td>
<td>Marah</td>
</tr>
<tr>
<td>5.</td>
<td>Furious</td>
<td>e.</td>
<td>Turun</td>
</tr>
</tbody>
</table>

\[
70 + 100 = 170 \quad \text{and} \quad 85 \div 2 = 42.5
\]