AN UNDERGRADUATE THESIS

THE USE OF STORY PYRAMID STRATEGY
TO IMPROVE THE NARRATIVE TEXT READING COMPREHENSION ABILITY
AMONG THE EIGHTH GRADERS OF SMPN 1 TRIMURJO
IN THE ACADEMIC YEAR OF 2017/2018

By :
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English Education Department

STATE INSTITUTE OF ISLAMIC STUDIES OF METRO
1439 H / 2018 M

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Presented as a Partial Fulfillment of the Requirements
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In English Education Department

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APPROVAL PAGE

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NOTIFICATION LETTER

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To The Honorable,
Dean of Faculty of Tarbiyah and Teacher Training
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Assalamua'alaikum Warahmatullahi Wabarakatuh

We have given guidance and enough improvement to monaqosyah which is written by:

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be examined on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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Kepada Yth,
Ketua Fakultas Tarbiyah dan Ilmu Keguruan
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Assalamu'alaikum Warahmatullahi Wabarakatuh

Setelah kami adakan pemeriksaan dan bimbingan seperlunya, maka munaqosyah penelitian yang telah disusun oleh:

Nama : ALIFAH NURMEI YULIDA
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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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An undergraduate thesis entittled: THE USE OF STORY PYRAMID STRATEGY TO IMPROVE THE NARRATIVE TEXT READING COMPREHENSION ABILITY AMONG THE EIGHTH GRADERS OF SMPN 1 TRIMURJO IN THE ACADEMIC YEAR OF 2017/2018

Written by Alifah Nurmei Yulida student number. 13106487, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on January 24, 2018 at 09.00-11.00.

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THE USE OF STORY PYRAMID STRATEGY
TO IMPROVE THE NARRATIVE TEXT READING COMPREHENSION ABILITY
AMONG THE EIGHTH GRADERS OF SMPN 1 TRIMURJO
IN THE ACADEMIC YEAR OF 2017/2018

ABSTRACT

By:

ALIFAH NURMEI YULIDA

The purpose of this research is to show whether the use of story pyramid strategy can improve the narrative text reading comprehension ability at the eighth graders of SMPN 1 Trimurjo in the Academic Year of 2017/2018. In this research, researcher gave test in the form of pre-test to know students' reading comprehension ability in narrative text and a post-test to find out the result of students' reading comprehension ability in narrative text after treatment by using story pyramid strategy.

This research was conducted by using classroom action research (CAR). The subject of this research are 30 students at the eighth graders of SMPN 1 Trimurjo in the academic year of 2017/2018. It consist four stages, these are planning, acting, observing and reflecting. In collecting data the researcher uses test, observation, and documentation.

The researcher concludes that story pyramid strategy can improve the student's reading comprehension ability in narrative text of the eighth graders of SMPN 1 Trimurjo. The researcher found that the students' reading comprehension ability improved in each cycle. The result was showed by the average score of each test, such as: the average of pre-test score was 63 to 69 in post-test 1 and became 78 in post-test 2. Moreover, the problem that faced by the researcher are decreased in each cycle.

Keyword: Reading Comprehension Ability, Story Pyramid Strategy, and CAR.

PENGGUNAAN STRATEGI *STORY PYRAMID*
UNTUK MENINGKATKAN PEMAHAMAN MEMBACA TEKS NARASI
DI KELAS VIII SMPN 1 TRIMURJO
TAHUN AJARAN 2017/2018

ABSTRAK

Oleh:

ALIFAH NURMEI YULIDA

Tujuan dari penelitian ini adalah untuk menunjukkan apakah penggunaan strategi *story pyramid* dapat meningkatkan pemahaman membaca teks narasi pada siswa kelas delapan SMPN 1 Trimurjo tahun ajaran 2017/2018. Dalam penelitian ini, peneliti memberikan tes dalam bentuk pre-test untuk mengetahui pemahaman membaca teks narasi siswa dan post-test untuk mengetahui hasil pemahaman membaca teks narasi siswa setelah menggunakan strategi *story pyramid*.

Penelitian ini dilakukan dengan menggunakan desain penelitian tindakan kelas (PTK). Subjek penelitian ini adalah 30 siswa kelas delapan SMPN 1 Trimurjo tahun ajaran 2017/2018. Penelitian ini terdiri dari empat tahap, yaitu perencanaan, tindakan, observasi dan refleksi. Dalam pengumpulan data peneliti menggunakan tes, observasi, dan dokumentasi.

Peneliti menyimpulkan bahwa strategi *story pyramid* dapat meningkatkan pemahaman membaca pada kelas delapan siswa dari SMPN 1 Trimurjo. Peneliti menemukan bahwa pemahaman membaca siswa meningkat pada setiap siklus. Hasilnya ditunjukkan dari nilai rata-rata setiap tes, seperti: Nilai rata-rata dari pre-tes adalah 63 menjadi 69 di post-test 1 dan menjadi 78 di post-tes 2. Selain itu, masalah yang dihadapi oleh guru menurun pada setiap siklus.

Kata Kunci: Pemahaman Membaca, Strategi Story Pyramid, dan PTK.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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It is believed that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, January 2018

The Writer

ALIFAH NURMEI YULIDA

NPM. 13106487

ORISINILITAS PENELITIAN

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Januari 2018

Penulis

ALIFAH NURMEI YULIDA

NPM. 13106487

MOTTO

فَإِنَّ مَعَ ٱلۡعُسۡرِ يُسۡرًا ۝

“ Indeed, there are difficulties in addition to ease of ”
(Q.S.Al-Insyirah:5)

“Do the best and pray, because Allah is always with us.”

DEDICATION PAGE

“ I highly dedicate this undergraduate thesis to my beloved family, my beloved friends and all of the lecturers at IAIN Metro.

May Allah SWT bless us.”.

ANKNOWLEDGEMENT

Praise is only to Allah SWT, the Lord of the Universe, the inspiration of my life, that I can finally accomplish this undergraduate thesis entitled ***"The Use Of Story Pyramid Strategy To Improve The Narrative Text Reading Comprehension Ability Among The Eighth Graders Of SMPN 1 Trimurjo In The Academic Year Of 2017/2018".***

First of all, the deepest gratitude would be addressed to my beloved parents, Mr. Sardi, S.Pd and Mrs. Sumarsih, S.Ag for their endless love, for understanding and supporting me to finish the research undergraduate thesis and always pray for me to be a successful person someday and also to my older sister Anis Desi Nurma Yulika and my younger sisters, Azizah Nurvia Gusiar and Afifah Nurokta Lina Utami who always supports me for everything.

The greatest gratitude would also be addressed to both of my advisors, Mrs. Dra. Umi Yawisah, M.Hum and Mrs. Trisna Dinillah Harya, M.Pd within their activities, they were still willing to read the undergraduate thesis, give me helpful idea and invaluable assistance and guiding way of writing during the undegaraduate thesis writing process. May Allah SWT give them His better reward for their supporting and guiding during undergraduate thesis writing process.

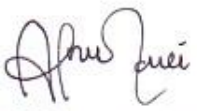
Furthermore, the researcher would like to express her big thanks to the teacher of course, the lecturers of English Education Department, and the

students of English Education Department who become good partners in studying English.

With limitation of ability of the writer, still many mistakes in writing and presentation items. Therefore, the writer apologizes hopefully this undergraduate thesis can be benefit to all of us properly.

Metro, January 2018

The writer,



Alifah Nurmei Yulida

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CHAPTER I

INTRODUCTION

A. Background of the Study

The human in the world as the society of their communication uses the language. Language is a system that operates in speech community or culture. It means that language is the important things in our life as the device of communication.

English has unavoidably place in education as a foreign language. English is the subject that has necessary for everyday life and students can learn in the school. The students can improve their knowledge in English subject and also expect that students master the language skills. The four language skills are listening, speaking, reading and writing. These skills must be learned at any level of education and it can make the students master the communicative competence (written language and oral language). We use it to understand our world through listening and reading and to communicate our feel, need, and desires through speaking and writing.

Reading is a tool for students to get some information from the written text. The reader can read the text from any media such as: magazine, book, newspaper, and library online in internet.

Reading is not only to increase the knowledge but also for a pleasure because the readers can read many kinds of the text such as fiction and nonfiction text. One way in teaching and learning process that

has to be understood by the learners is reading because by reading the learners get new information and increase their knowledge. If the students read the text without understanding it same like eat without digesting. Understanding of the reader read can be a meaning or the content from the text. So there is transferring information process from the text to the reader.

Comprehension involves what the reader knows as well as the nature of the text itself. Effective readers not only make good judgment of the text, but they should be able to use the information it includes. In order words, reading comprehension is a procedure in which the reader creates meaning using as the building materials the information on the paper and the knowledge in the mind of the reader's. It means that how much the information got by the reader, it's depend on the reader's comprehension ability self.

Based on the pre-survey result at the eighth grade of SMPN 1 Trimurjo on March 13th, 2017, the writer did a pre-test and found that the students' reading comprehension is low, the data can be known as follows:

Table 1

The data of pre-survey on March 13th, 2017 at the eighth graders of SMPN 1 Trimurjo.

No	Name	Score
1	AS	76
2	AR	70
3	ANP	74
4	AJR	60
5	ARR	54
6	BPF	50
7	DLS	68
8	DP	40
9	EDP	52
10	FMS	66
11	FIS	70
12	ITF	56
13	IAS	74
14	KM	50
15	LNC	46
16	MA	80
17	MDH	48
18	NR	78
19	NS	40
20	OWN	56
21	RMA	52
22	RAP	42
23	RA	60
24	RRW	44
25	RMI	62
26	SBAP	72
27	SR	40
28	VAS	72
29	WNK	78
30	YG	38

It can be known the pre survey result at the eighth graders of SMPN 1 Trimurjo, only 35.5 % (10 students) the students who passed, and 64.5 % (20 students) the students failed. The Minimum Mastery Criteria (MMC) for English lesson at least 70, the data can be known as follows:

Table 2

The data of the students' reading comprehension score at VIII H

No	Grade	Explanation	Frequencies	Percentage
1	<70	Failed	20	64.5 %
2	≥70	Passed	10	35.5 %
		Total	30	100 %

Source: The result of the pre-test taken by the writer was taken on March 13th, 2017.

Based on the data above of the teacher at the SMPN 1 Trimurjo, the writer found that the problem faced by students is they often find difficulty in comprehending the text, especially in finding out the factual or detail information of the orientation, complication, resolution and understanding language feature of narrative text. Because of that they could not answer the questions based on the text. It also could be seen when the teacher asks them about the factual or detail information of the text they keep silent. Student just read but they could not understand what they had read. Because of that, the teacher should use the appropriate technique, media, strategy and method of teaching reading comprehension so that they able to comprehend the text.

According to the problem faced by the students above, the writer considers the appropriate strategy to improving reading comprehension. The story pyramid strategy is one of strategies of graphic organizer that

the writer will use to teach reading subject. Story pyramid strategy can helps the students to pinpoint highlight of a story and describe the important parts of using a limited number of words. It means that the story pyramid strategy can helps the students to comprehend a text by using the outlining story pyramid. And also the students can get the detail information, find the main ideas and elements from a text in easier. Therefore, based on the description above, the writer is interests to do a research which focuses on the use of story pyramid strategy could be one of the best ways to improve students' reading comprehension in narrative text.

B. Focus of the Study

1. Problem Identification

Based on the background of the reading comprehension ability above, the writer is able to identify the problem as follows:

a. The students have difficulties in comprehending the narrative text.
b. The students have difficulties in finding out the factual or detail information of the narrative text.
c. The students have difficulties to analyze the content of the narrative text.

2. Problem Formulation

Based on the problem identification above, the problem formulation of this research is:

"Can story pyramid strategy improve the narrative text reading comprehension ability at the eighth graders of SMP N 1 Trimurjo?"

C. The Objective and Benefits of the Study

1. Objective of the study:

   Based on the problem formulation above, the objective of the sudy is: "To show whether story pyramid strategy can be used to improve the students' reading comprehension ability of narrative text."

2. The benefits of the study:

   Overall, this research is expected to be helpful to give good information. Specifically, it is expected to have the benefits as follows:

   a. Theoretically

      It hopefully increase the quality of reading comprehension ability in teaching and learning process at SMPN 1 Trimurjo.

   b. Practically

      The result of the research is expected to give contribution for English teacher, students, and school.

      1) For the school

         The result of the research will be valuable to support and also accelerate SMPN 1 Trimurjo to be better for the future.

2) For the teacher

   Hopefully it could help the teacher of English in Junior High School in teaching narrative text to improve their reading comprehension use the story pyramid strategy.

3) For the students

   The result of this research can add new experience for the students in learning process especially in reading, it would be useful for students to improve their reading comprehension in learning process.

CHAPTER II

REVIEW OF THE LITERATURE

A. Concept of Reading Comprehension Ability

1. Definition of Reading

Reading is one way in teaching and learning process that has to be understood by the learners because by reading the learners get new information and increase their knowledge. There are so many experts that have the difference statements about the definition of reading. But here the writer will be take the several definitions of reading from the experts as follows:

Seravallo explains that reading is the process to think, to understand and to gain the meaning of the text.[1] It means that to get the meaning, the reader should think and comprehend about the content of the text. Then, Birch explains that "reading is an interactive process that takes place between the text and the readers processing strategies and background knowledge.[2]

According to Anthony, reading is the process of composing meaning through dynamic interaction between the existing knowledge of the reader, the information recommended by the printed language, and the context of

[1] Jennifer Seravallo, *Teaching Reading in Small Group: Differentiated Instruction for Building Strategic, Indpendent Readers*, (USA: Heinemann,2010), p.43

[2] Kristin Lems, Leah D. Miller, and Tenena M. Soro, *Teaching Reading to English Language Learners*, (New York: The Guilford Press, 2010), p.33

reading situation.[3] In other word, in the process of composing meaning, there are many interaction which are involved namely the reader prior knowledge, information of the text, and how the context when the reader are reading.

Furthermore, patel states that reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language.[4] It means that reading is not only a source of notice and an enjoyable activity but also as a way to reinforce and to enlarge the reader's knowledge.

From the statements above, it can be concluded that reading is an activity which involves the process of getting meaning and understanding the attention of the author.

2. The Importance of Reading

Reading skill becomes very important in the world of education. By reading, students may get beneficial information that is not given by teachers in the classroom. Furthermore, almost 50 percent of the national final examination items consist of reading skill. Therefore, the students should be trained in order to have good reading skill. Harmer states that,

[3] Thomas S. C. Farrell, *Planning Lesson for a Reading Class,* (Singapore: SEAMEO Regional Language Center,2002), p.1

[4] Patel, M.F. and Praveen M. Jain, *English Language Teaching: Methods, Tools, and Techniques,* Jaipur, Sunrise Publishers & Distributors, 2008), p.114

reading is useful for language acquisition, because it is needed for career, for study purposes, or simply for pleasure.[5]

In other word, reading skill is very crucial to be mastered by language learners, especially for the junior high school students because it will be useful for them when they decide to continue their study.

3. Models of Reading

The interaction between reader, text and writer can be described in the model of reading prior knowledge and experience to confirm the readers' expectation.[6]

a. Top-down model

In a top-down model, the reader is considered to be the source or the creator of meaning, rather than a mechanical translator of a fixed text.

b. Bottom-up model

In a bottom-up model, reading is viewed as a text-driven decoding process. It is considered to be heavily data-driven and dominated by the use of local strategies such as identifying word meanings, sentence structure and the correspondence of letters and pronunciation.

c. The interactive model

The third type of model is the interactive model. In interactive model, top-down and bottom-up processes complement one another and function interdependently. The text gives direction to the reader

[5] Jeremy Harmer, *How to Teach English.* (England: Pearson Longman, 1998),p.68
[6] Thomas S. C. Farrell, *Planning Lesson*, p.2

concerning how he or she should retrieve and construct meaning from his or her previously acquired knowledge and experiences. In other words, text messages interact with reader perceptions to produce meaning.

4. Reading Comprehension

Harris & Hodges in their book state that Reading comprehension is the construction of the meaning of a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message.[7]

Furthermore, Douglas Brown states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.[8] It means that reading comprehension purpose is to efficiency of reading. Furthermore, in reading activities, students should have good reading comprehension to get information from the reading text.

Janette states that reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well

[7] Harris & Hodges, *Reading comprehension: definitions. Research, and consideration*, (1995).p.2

[8] H. Douglas Brown. *Teaching by Principles An Interactive Approach to Language Pedagogy Second edition*, (San Francisco University, 2001), p.306

as variables related to the text itself (interest in text, understanding of text types). [9]

Based on all of statements above, the writer concludes that reading comprehension is an interaction between the students' background knowledge as readers and text by coordinating a number of complex processes and strategies to construct meaning of the text. That must be mastered by students. It aims to achieve the purpose of reading. The reading purpose is each to maintain the information in working memory long enough to make association, recognize, relationship, and pattern the information succesfully into fluent reading.

5. Reading Comprehension Levels

According to Alice C Omaggio Hadley, there are four different levels of proficiency readers as follow:[10]

a. Novice-level reader

Novice-level readers, the readers that are able to recognize the writing symbol, words, and expression that is used in some texts containing general topics of their common experiences, such as basic classroom objects, colors, numbers, telling times and dialogues with a comprehension at minimal except for simple memorized material.

[9] Janette K. Klinger, *et al*, *Teaching Reading Comprehnsion in Students with Learning Difficulties*, (New York: The Guildford Press, 2007), p.8

[10] Alice C. Omaggio Hadley, *Teaching Language in Context*, (England: Cengage Learning, 2000), p.23

b. Intermediate-level reader

Intermediate-level readers, the readers that are able to find the main gist, key ideas, and some supporting details of narrative text types on familiar topics such as simple instructions, general information, meeting arrangements, well with some common misunderstanding of finer point.

c. Advanced-level reader

Advanced-level readers refers to the reader that have capability to comprehend main ideas, most supporting details of the abstract and factual topics with familiar context in description, narrations and non-technical prose which contain newspaper accounts, directions, academic texts, current events, press, politics, economics, with an enhancement of detail comprehension, but still not totally precise.

d. Superior-level reader

Superior-level readers refers to the readers that have capability to comprehend most materials on concrete and abstract topics, get main idea and most of supporting details, and understand new vocabulary in context through contextual guessing strategies.

6. Measurement of Reading Comprehension

Measuring students reading comprehension can’t be seperated from the speed of time to read it. Each measurement is associated with ability to read is certainly include speed reading and understanding context.

To measure the reading comprehension, we should look at the indicators of reading comprehension as follow:

a. Students are able to find out the fact of the text.
b. Students are able to find out the detail of the text.
c. Students are able to understand the meaning of the text.[11]

The indicators mean the achievement of reading comprehension will be succes if the students are able to fulfill it.

B. Concept of Narrative Text

1. Definition of Narrative Text

Thomas S. Kane states that a narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well).[12] It is important to know that the social function of the narrative text is to inform and entertain. Narrative text will tell the story with amusing way. It provides an esthetic literary experience to the reader.

According to Jane Elliott narratives (stories) in the human sciences should be defined provisionally as discourses with a clear sequential order

[11] Albert J Harris and Edward R Sipay, *How to Increase Reading Ability*, (New York & London: Longman, 1985), p.144

[12]Thomas S. Kane, *the Oxford Essential Guide to writing*, (New York: Berkley Books, 2000), p.36

that connect events in a meaningful way for a definite audience and thus offer insights about the world and/or people's experiences of it.[13]

Joyce and Feez say that:

"A narrative is a text type which tells a story in which people encounter a problem or crisis that they need to overcome – it shows how people or groups of people overcome a problem or crisis in their live. Narratives are used to teach lessons, to entertain, and to explore social values or moral value."[14]

Furthermore, a narrative has a beginning and an ending, a fact that simultaneously and distinguishes it from the rest of the world and opposes it to the 'real' world.[15] Moreover, Martin Mcquillan states that narrative text is present in myth, legend, fable, tale, novella, history, drama, cinema, and comic.[16]

Based on the statements above, the writer concluded that narrative text is to entertain the readers by the story with problematic event. It can be sad or happy ending.

2. Generic Structure of Narrative Text

The generic structure of narrative text consists of three parts. They are the following:

a. Orientation

[13]Elliott, J. *Using Narrative in Social Research*. (London: Sage Publications,2005),p.46

[14]Emi Emilia, *Teaching Writing Developing Critical Leaners* (Bandung: RIZQI PRESS,2010), p.167

[15]Martin Mcquillan, *The Narrative Reader*, (London New York: Routledge,2000), p.109

[16]*Ibid*, p.109

The function of orientation is to introducing the participants and informing the time and the place. It also introduces some characters involved in this genre.

b. Complication

Complication is the centre of the Narrative. It is the reason why the story is told. This is where the reader discovers the problem and something happens which the characters do not except.

c. Resolution

The resolution show the way of participant to solve the crises better or worse. The end can be open ended or close ended. Open ended is a conclusion that depends on the perception of the reader. Whereas, close ended is an end of a story in which the conclusion is clearly stated.[17]

Based on the explanation above, after read the story the students making orientation, in element sequences of even has told effectively as an introduction, and then story continued until conflict to climax, next step is make resolution (solving the problem).

The example of narrative text as follows: **The Fortune Teller**

In the great city of Taipei, there lived a man 1called Lin and his wife. They had no children. Because of this, they were very unhappy. One day, they found a baby boy outside their door. He was wrapped in a blanket and crying. They took the baby into their house and called him Sau Ling. They loved him very much. } Orientation

[17]Dedi Turmudi, *Smart and Skillful Writer*, (Bandung:Al-Batros Indoprint,2011), p.2

When Sau Ling was a young man, a fortune-teller came to the house. "You must send your son away," he said. "One day he will become a thief and cause you a lot of trouble."

Mr and Mrs Lin were very sad to hear this. They believed what the fortune-teller said. They gave Sau Ling some clothes and money and sent him away.

Several years later, Sau Ling was having a meal in an inn several miles from Taipei. He put his bag on the floor near his table. After finishing his meal, he picked up his bag. "That's strange!" he thought, "It feels so heavy."He looked inside. It was full of small gold bars. Then he realized that someone had taken his bag by mistake and left another bag, in its place.

Complication

That evening, a young man came to the inn, "Has anyone seen my bag?" he asked. Sau Ling was very honest. He returned the bag to him. The young man thanked him. "You are really very honest," he said, "I shall ask my father to give you a job." The young man's father was a rich merchant. He gave Sau Ling a good job. "But go home first," he said, "and take a holiday." Sau Ling returned to Taipei. Mr and Mrs Lin were delighted to see him again. The fortune-teller was also present. Sau Ling told them what had happened. The fortune-teller did not know what to say. He left the house without saying a word. Mr and Mrs Lin never believed in fortune-teller after that. Sau Ling took them to live with him and they were very happy and contented until the end of their lives.[18]

Resolution

3. Language Features of Narrative Text

Gibbons in Emi Emilia books' argue that narrative text have the linguistic features. The language features can be listed below:

a. It is sequenced in time, and this is signaled by a range of time connectives: once upon a time, after a while, first, then.

[18]Ahmad Dody, *Developing English Competencies for Grade X Senior High School* (Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), p.40

b. It uses the past tense: They argued for a long time.

c. It uses many action verbs which express material processes that describe what happens: *blew, wrapped, shone, exhausted.*

d. It contains dialogues and uses a number of "saying verbs" (Verbal processes), such as: *said, asked, and replied*. Sometime these saying verbs also indicate how something is said. For example, instead of writing "He said "What is that?" one might say: "He whispered "What is that?"

e. Many Narratives also use thinking verbs that give us information about what participants are thinking or feeling, such as *wondered, remembered, thought, felt, dislike.*

f. Narrative use descriptive language to describe people and things: *bitterly cold day, long, thick, warm coat, cold North Wind, gentle Sun* and to describe how actions occur: *easily, harder, tightly,* and *warmly.*[19]

Based on the explanation above, the writer concludes that the language features in narrative text are uses the sequenced in time, past tense, action verbs, saying verbs, thinking verbs, and use descriptive language to describe people and things.

[19]Emi Emilia, *Teaching Writing Developing Critical Leaners* (Bandung: RIZQI PRESS,2010), p.169

C. Concept of Story Pyramid Strategy

1. Definition of Story Pyramid

As stated above, reading comprehension needs a strategy to improve reading comprehension itself. Then, the use of strategy in reading comprehension can easier to understanding about a text that the reader read. Marie Clay in Tankersley states that a strategy is an operation that allows the learner to use, apply, transform, relate, interpret, reproduce, and reform information for communication.[20] So it means that a reader needs to use a strategy in order to ease them to construct the meaning from the text. If the readers know about lot of reading strategies, it will be easy for them to comprehend the reading material and become the effective reader.

Moreover, there are many ways to teach narrative text in reading, especially in reading comprehension. One of the ways is by using graphic organizer. Thomas G. Gunning argue that Graphic organizers are excellent devices for helping students engage in higher-level thinking and are used throughout the program.[21] It means that when the students reading the text and should be able to understanding the information from the text, graphic organizer can

[20]Karen Tankerslay, *The Threads of Reading: Strategies for Literacy Development*. Association for Supervision and Curriculum Department. (Alexandria,Virginia,2003), p.90

[21]Thomas G. Gunning, *Reading Comprehension Boosters: 100 Lessons for BuildingHigher-Level Literacy*,(San Francisco: Jossey-Bass,2010), p.3

helps the students to get the most benefit from their read. The students focus on a few core organizers that display key thinking patterns.

On the other hand, Karen Bromley says that graphic organizer is a visual representation of knowledge that structures information by arranging important aspects of the concept or topic into a pattern using labels.[22] The varieties of graphic organizer including semantic map, visual organizer, structured overview, story web, story pyramid or mind web. It means that graphic organizers help students to comprehend the information from a text.

One of the strategies in graphic organizer is story pyramid strategy. According to Kathleen Feeney Johnson, story pyramid is a structure format students use to summarize the most important part of the story.[23] It means that the students can use the story pyramid strategy to review the main points of a story.

Thus, Puthota states that story pyramid is a strategy to ensure that students thoroughly comprehend a variety of different aspects of a story by closely analyzing the main character, setting,

[22]Karen Bromley,*Graphic Organizers for Reading, Writing, and More*, (USA,2000), p.6

[23]Kethleen Feeney Johnson, *60 Strategies for Improving Reading Comprehension (*San Fransisco State University.USA,2001), p.184

problems, events, and solution.[24] In other words, by story pyramid the students will comprehend a text clearly. The students will analyze the text from the easy one to the difficult one.

Meanwhile, Pam Epler says that story pyramid is a fun strategy students enjoy to demonstrate the ability to understand the element of the story.[25] In other words, by story pyramid the students can easier comprehend the component or element of the text like a plot, character, and setting.

Thus, Valerie states that story pyramid is a strategy that will help the students to organize events in a story.[26] It will make the students know about the structure of the story. From the first is about the characters, and the setting, after that the events or problems that arise in the story. And the last is the solution of problem.

Moreover, Maureen McLaughlin says that story pyramid is a strategy to summarize a narrative text and to provide a format for

[24]Puthota, Martha, *Text Me A Strategy: How to Encourage Students to Develop the Skills They Need to Become Independent Learners.* (Markham: Pembroke Publisher 2009).p 89

[25]Epler Pam, *Examining Response to Intervention (RTI) Models In Secondary Education*, (USA ,Information Science Reference, 2015), p.92

[26]Valerie Ellery, *Creating Strateguc Readers: Techniques for Developing Competency in phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension*, (Newark:International Reading Association, Inc, 2009), p.143

summary writing.[27] It means that after the students read the story, they can make a summary of the text using the story pyramid.

Based on the definition stated above, the writer concludes that story pyramid strategy is an effective strategy to make the students understand about the story based on the structure. The teacher needs to challenge students to develop better thinking and understand of the text. Through story pyramid strategy, the students expected to find the main points of a story like main character, setting, problems, events and the resolution.

2. The Rule of Story Pyramid

There are many rules of story pyramid from the experts. Kathleen Feeney Johnson says that after reading, students summarize the aspects of a story in pyramid form with eight lines.[28] The teacher may write instruction on the board, provide a handout with instructions on it, or read instructions line by line, leaving time for students to write before hearing instructions for the next line.

Moreover, Karen Tankerslay argues that have students complete a story pyramid after they finish a story. They should

[27]Mclaughlin, Maureen, *Guided Comprehension in the Primary Grades*, (Newark: International Reading Association,2009)

[28] Kethleen Feeney Johnson, p.184

draw lines in a pyramid design and insert the following information from the story. Students write based on the following guidelines

Line 1: Name of main character

Line 2: Two words describing the main character

Line 3: Three words describing the setting

Line 4: Four words stating the problem

Line 5: Five words describing one event

Line 6: Six words describing second event

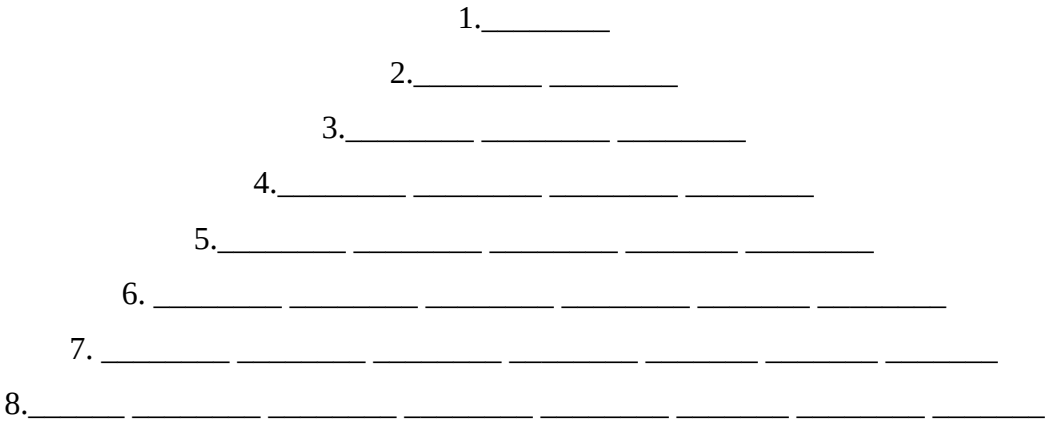
Line 7: Seven words describing a third event

Line 8: Eight words stating the solution to the problem[29]

[29]Karen Tankerslay, *The Threads of Reading: Strategies for Literacy Development*. Association for Supervision and Curriculum Department. (Alexandria,Virginia,2003), p.112

Here is an example graphic of a story pyramid:[30]

Figure 1. The graphic of a story pyramid



3. The Purposes of Story Pyramid Strategy

A story pyramid strategy has some purposes if it used in teaching reading. Here the purposes of story pyramid strategy are:

According to Katherine S. McKnight, the purpose of story pyramid is helps students organize story components, which makes it useful prewriting tool and prompts students to precise.[31]

Anthony D Fredericks says that story pyramid helps students focus on main characters, importance settings, and the problem or solution of selected piece of literature.[32] On the other quotation,

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[30]Kethleen Feeney Johnson, p.186

[31]Katherine S. McKnight, *The Teacher's Big Book of Graphic Organizer,*(San Francisco:Jossey-Bass,2010), p.210

[32]Fredericks Anthony, *Much More Social Studies Through Children's Literature: A Collaborative Approach*, (New York, Libraries Unlimited, 2007), p.218

Maureen Mclaughlin and Timothy V. Rasinski say that the story pyramid helps readers summarize stories.[33]

Thus, James M. Macon states that the story pyramid is to provide vehicle students to state who the main characters are, what the setting is, what the problem is, what the main events in the story, and the resolution of the problem[34]

Moreover, Randi Stone the purpose of story pyramid is to help student reflect on and organize their responses to the novel and the students thought of words that described the character, setting, and events from the novel they had read.[35]

According to Macon et al, the use of story pyramid is helps students pinpoint highlights of a story and describe the important part using a limited number of words.[36] The requirement of brief responses stretches students' thinking and is fun. So, the students will comprehend a text clearly because they will describe the important part by using the pyramid.

Based on the purposes of the story pyramid strategy above, the writer concludes that the story pyramid strategy can help the

[33]Maureen Mclaughlin, Timothy V Rasinski, *Struggling Readers*, (USA: International Literacy Association, 2015), p.85

[34]James M. Macon, Responses to literature, (International Reading Association, 2009), p. 23

[35]Randi Stone, Best Practices for High School Classrooms, (California: Corwin Press, 2002), p.28

[36] James M. Macon, p.25

students to comprehend a narrative text. By using this strategy in their reading, students will be able to recognize the story elements of narrative text. the students can state who the main characters are, what the setting is, what the problem is, the main events in the story, and the resolution in the story. The requirement of brief responses stretches students' thinking and is fun. So, the students will comprehend a text clearly because they will describe the important part by using the pyramid.

4. Procedures of Teaching Reading in Narrative Text Through Story Pyramid Strategy

Sue Teele says that the procedure to apply and practice the strategy:

> "The teacher reads a story to the class or has the students read all independently, depending on the grade level and ability of the class. Then the students work in groups to find the answers to complete the pyramid. Following, that activity, students can work in groups of three or four to discuss the responses to the pyramid, cooperate and contrast their pyramids with those of other groups, analyze, and evaluate which responses are most accurate."[37]

This quotation also supported by Maureen McLaughlin and Timothy V. Rasinski says that the teacher explain what a story pyramid is and demonstrated how it works. Discuss the complete story pyramid. Next, guide pairs of students to self-select a story,

[37]Sue Telee, *Overcoming Barricades to Reading:A Multiple Intelegences Approach*, (Corwin Press, 2004), p.39

read it, and create a story pyramid. Then, discuss the students' complete pyramid. Reflect on how a story pyramid can help readers summarize stories. Next, invite pairs of students to use the complete pyramids to orally summarize their stories.[38]

Based on the explanation above, here are procedures of teaching reading in narrative text by using story pyramid strategy:

a. The teacher tells the students that they are going to discuss about narrative text.
b. The teacher gives the material about narrative text and explains about it.
c. The teacher explains how to use story pyramid and give a model to the students.
d. The teacher conducts the students to makes some group. Each group include three or four students.
e. The teacher delivers a story and a story pyramid worksheet to the students.
f. The teacher asks the students to read the story carefully.
g. The students read the story carefully.
h. The students read the information request in the worksheet.
i. The students fill in the story pyramid. First line, the students write the name of main character of the story.

[38] Maureen Mclaughlin, Timothy V Rasinski, p.85

j. Second line, the students write two words describing main character.

k. Third line, the students write three words describing the setting.

l. Fourth line, the students write four words stating the problem.

m. Fifth line, the students write five words describing one event.

n. Sixth line, the students write six words describing a second event.

o. Seventh line, the students write seven words describing third event.

p. Eight line, the students write stating the solution to the problem.

q. After finish fill in the story pyramid, they collect it.

r. The teacher and students discuss difficult words in the story.

s. The teacher asks the students questions relate to the title of the story and where the story comes from.

t. After the teacher asks the students questions relate to the story, the teacher asks the students to summarize the story.

D. Action Hypothesis

Based on the theoretical assumption above, the writer formulated the hypothesis as follow:

"Story pyramid strategy can improve the narrative text reading comprehension ability among the eighth graders of SMP N 1 Trimurjo".

CHAPTER III

RESEARCH METHOD

A. Object of the Research

The object of this research is improving the students' reading comprehension through story pyramid strategy. The research is classroom action research. Action research is inquiry or research related to efforts and to improve the quality of teaching and learning; in this case, of advanced learners.[39]

In the research, the writer picks up a relevant strategy to help the writer to improve reading comprehension ability of students. Here, the writer applies the story pyramid strategy in teaching narrative text. By story pyramid strategy, the students are attempted enable to read the text effectively, know the description of important information from the story, such as main character, the setting, and the major events in the plot. So, they can comprehend the text clearly.

B. Setting and Subject of Research

The research takes location at SMPN 1 Trimurjo that is located in Trimurjo, Central Lampung. Moreover, most of students in this school had low in reading comprehension and score in English lesson. The Subject of

[39]Richard Sagor, How to Conduct Collaborative Action Research, ASCD, (Escondido Union School District GATE Department), p.1

this research is class VIII H of SMP N 1 Trimurjo. And the data about the subject can be seen below:

The writer chooses the VIII H consisted of 30 students, 12 girls and 18 boys. In this research, the writer uses the English teacher in SMP N 1 Trimurjo as the collaborator. He is Mr. Deddy Armand, S.Pd.

C. Action Plan

1. Classroom Action Research (CAR)

The research method used in this study was a Classroom Action Research (CAR). According to Mills in David Hopkins, action research is any systematic inquiry conducted by teacher writers to gather information about the ways that their particular school operates how they teach, and how well their students learn.[40] It means that action research involves inquiring into one's own practice through a process of self- monitoring to improve teachers and students activities in learning process.

Moreover, Jean McNiff states that action research is a name given to particular way of researching your own learning.[41] It means that action research was done by teachers in their own classrooms. The teachers had to solve their classroom problems or improve the quality of their classroom practices. From the explanation above, it

[40]Hopkins, David. *A teacher's guide to classroom research*, Fourth edition,(New York, Open University Press,2008), p. 60

[41]McNiff, Jean and Jack Whitehead, *Action Research: Principles and Practice*, Second Edition, (London and New York, 2002), p. 15

can be inferred that classroom action research is a research in teaching and learning in the class.

Furthermore, action research is a form of collective self-reflective enquiry undertaken by participants in social situation in order to improve the rationality and justice of their own social or educational practices and the situations in which these practices are carried out.[42] It means that action research is a practical way that the teacher and the students practice in order to check and look whether it is as the teacher and the students feel it should be.

According to Eileen, action research is classroom action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.[43] It means that action research is a practical way of looking at your practice in order to check whether it is as you feel it should be.

From some theories above, it can be inferred that classroom action research has the aim to develop the new approach, to solve problem in teaching and learning in the classroom. So the purpose of the classroom action research in this research is to gain understanding of teaching and learning within one's classroom and to use that knowledge to improve teaching activities or student learning.

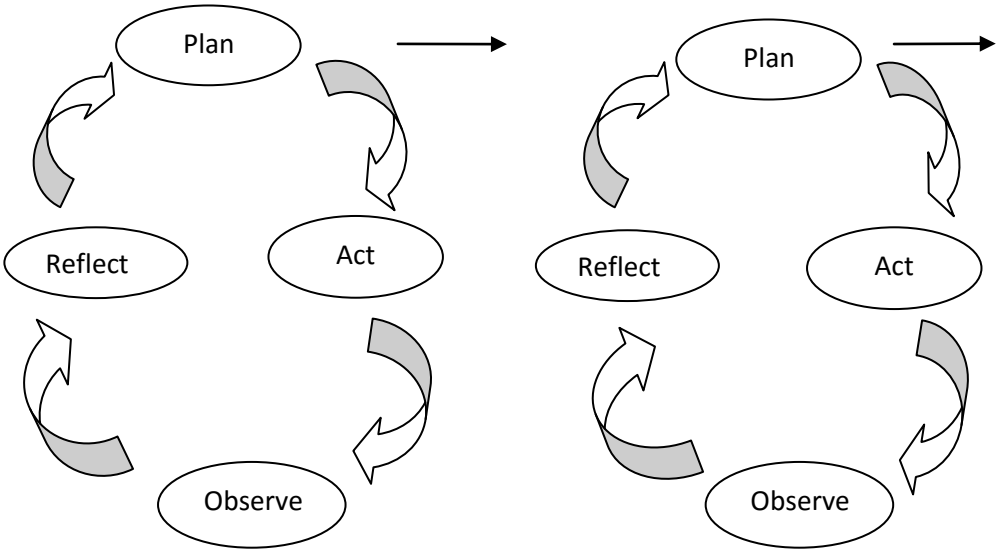
[42]McNiff, Jean and Jack Whitehead, p. 24

[43]Ferrance, Eileen, *Themes in Education: Action Research,* (New York: Northeast and Islands Regional Educational Laboratory At Brown University, 2000), p.1

Action research is portrayed as a cyclical or spiral process involving steps of planning, acting, observing, and reflecting.[44] So it means that action research has a long process to get a satisfying result in the teaching learning process.

The model of the cycles is showed as follow:

Figure 2: Sequences of action – reflection cycles.[45]



CYCLE 1 CYCLE 2

[44]Michael J Wallace, *Action Research for Language Teacher*, (Cambridge University Press, 2002), p.18

[45]McNiff, Jean and Jack Whitehead, , p. 41

2. The Steps of Classroom Action research (CAR)

The writer determines to do classroom action research. In this research, each cycle consisted of planning, acting, observing, and reflecting**.**

There are explanations of the cycles above:

a. Cycle 1

1) Planning

Planning is the activities that writer explains about what, why, when, where, who and how the action is conducted. So it means that planning is the first step in action research. The most important outcome of the planning phase is a detailed plan of the action you intend to take or the change you intend to make.[46]

In the first phase, after the writer analyzes the finding of the problems in study such as identified the student's problem in reading comprehension that occurred in the classroom and concluded the finding the problem solution. Then, the writer and collaborator prepare some plans to conduct the classroom. They are the following:

a) The writer prepares the lesson plan including teaching procedure and media to be applied in acting phase.
b) The writer prepares the relevant material and strategy of teaching.

[46]Jack C. Richards, *Reflective Teaching in Second Language Classrooms,*(New York, Cambridge University Press, 2007), p.28

c) The writer prepares the resource of learning.

d) The writer prepares observation format and also evaluation format to evaluate the student's activity after teaching and learning process.

2) Acting

The second phase of the cycle in classroom action research is acting. Acting is carrying out your plan things will rarely go precisely as expected.[47] It means that acting is the real activity of the planning. If the action have not done, it means that the planning just useless or nothing. Because of the action is the real activity from the planning. To act the planning, the writer will conduct this research in the classroom where the problem found. After the writer finishes the plans, the teaching and learning process could be done at the eighth grade of SMPN 1 Trimurjo. The steps of the action, as follows:

a) Pre Teaching Activity

(1) Prays and greet the students.

(2) Checks the attendance list.

(3) Asks the students condition.

(4) Explains the purposes of using story pyramid strategy in improving reading comprehension.

[47] *Ibid,* p.28

b) While Teaching Activity

(1) The teacher applies the lesson plan.

(2) The teacher gives the material about narrative text and explained about it.

(3) The teacher explains how to use story pyramid and gave a model to the students.

(4) The teacher conducts the students to makes some group. Each group include three or four students.

(5) The teacher deliveres a story and a story pyramid worksheet to the students.

(6) The teacher asks the students to read the story carefully.

(7) The teacher instructs the students to read the information request in the worksheet and filled in the story pyramid worksheet.

(8) The teacher asks a representative of each group to read their worksheet in front of the class.

c) Post Teaching Activity

(1) The teacher asks to the students to answer some questions related to the topic.

(2) The teacher gives homework for the students about . The students should try in their house.

(3) The teacher closes the meeting.

3) Observing

Observing is the activity of recording the event and action. The writer observes the process of teaching learning by using format observation. Based on the observeing, the writer decides whether there was anything that the writer has to be increase soon in order that action achieve the aim of the writer goals. The writer observes them in every activity.

4) Reflecting

Reflecting is the end of an action cycle you should reflect critically on what has happened.[48] After observation process was done, the writer and the teacher make a reflection to evaluate teaching learning process and the improvement of students' reading comprehension.

Reflection is an activity to analyze, understand, and make conclusions based on observations and field notes. Reflection was done by analyzing the results of tests and observation, and used as the basis for improvements in the next cycle.

b. Cycle 2

In this cycle, what the writer will conducte as same as with the first cycle if the aim is to repeat the success in the cycle before or to made the result of the first cycle stronger. But, generally what the writer

[48]*Ibid,* p.28

doing in the second cycle has some addition to improve the result of the first cycle and made it better. Here, the writer will compare the score of pre-test and post-test in reflection. The writer reviews and reflects on the activities of students and teacher performance whether it is positive or negative, the second cycle is enough or need the next cycle to get the best result.

D. Data Collecting Technique

For gathering the data, the writer uses some techniques. The techniques are used by the writer as follow:

1. Observation

Observation was a process of watching or listening to professional action either while it was happening, or from a taped sequence. Observation is data collection technique by observing directly to the object that examined.

In collecting data, the writer observes students' learning process and put it into the data paper. This data consists of name of the student who were actively involved in the learning process. The data was made in order to know students' development and as reference for the teacher to arise the participation of the student who have not involved yet.

2. Test

The writer chooses test in this research as the data collecting technique. According to Creswell, a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.[49] The material in pre-test and post-test are different but have same difficulties. The test consists of pre-test and post-test. The test divides into two parts, as follow:

a. Pre-test

Pre-test is use in the first meeting before doing treatments in order to know ability of the students before doing the action research.

b. Post-test

Post-test use in the last meeting after doing treatments to find out whether the treatments gave any contribution to the students' achievement in the class or not. The improvement could be seen if the average score of the post-test is higher than pre-test. The instrument was designed and compiled with the indicator which has been specified.

3. Documentation

Documentation is method which used to get information from written source or document, either from book, magazine meeting

[49] John W. Creswell, *Educational Research Methodology: 4th Editionn, (*Boston: Pearson Education, 2011), p. 201.

report and others. The writer uses this method to know detail condition of the school, student, teacher, and history of SMPN 1 Trimurjo in academic year 2017/2018.

E. Data Analysis Method

The data analysis method is conducted the mean scores of pre-test, pos-test 1 and post-test 2 in the cycle I and cycle II. The aim from this calculated to investigate whether there is the improvement of using story pyramid strategy in teaching and learning process of the students' reading comprehension. After the writer calculates all of the score of pre-test, post-test 1 and post-test 2 in the cycle I and cycle II, the writer compares the score. The result would be matched by the Minimum Mastery Criteria (MMC) of student's reading comprehension in this class at least 70.

The formula to get the average of pre-test and post-test as follow:

$$M = \frac{\sum x}{N}$$

Note:

M = Mean or Average Score

$\sum x$ = Total product of score

N = Number of score.[50]

[50] Kumar yogesh singh, *Fundamental of research methodology and statistics.*(New Delhi, new age international,2006), p286

The formula to figure out the percentage of the students who pass the Minimum Mastery Criteria (MMC) in each cycle as follow:

$$P = \frac{F}{N} \times 100$$

P = Percentage

F = Frequency

N = Total number of students

F. Indicators of Success

In order to know whether the story pyramid strategy could be used to improve the students' reading comprehension in narrative text, the writer will decide the indicator of success of the research. The research will be success if:

80 % of the students gets score minimum 70 in reading comprehension and the research can improve the students' reading comprehension in learning process, so it means that the research is successful with the Minimum Mastery Criteria (MMC) are 70.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Research Location

1. The Profil of SMPN 1 Trimurjo

School Name	: SMP N 1 TRIMURJO
NSS	: 201120209063
Address	: Metro Wates Street Km. 5 Purwodadi 13 A Trimurjo Sub-district, Central Lampung District, Lampung Province
Village	: Purwodadi 13 A
Sub-District	: Trimurjo
District	: Central Lampung
Headmaster of School	: DEWI INDAWATI, S. Pd. M.M

2. Vission and Mission of School

a. Vission of SMPN 1 Trimurjo

SMPN 1 Trimurjo has some visions, there are: superior in science and technology, competent and independent based on *imtak*, good character and environmentally insight. Indicators of visions:

1) Superior in *imtak* activities
2) Superior in academic achievement

3) Superior in non-academic achievement
4) Superior in achievement of human resource development
5) Superior in learning media development
6) Superior of facilities and infrastructure development
7) Superior in management development
8) Superior in a scoring system development
9) Superior of good character development
10) Superior of environmentally caring culture development
11) Superior in financial management.

b. Mission of SMPN 1 Trimurjo

SMPN 1 Trimurjo has some missions in education and learning as follows:

1) Increasing of faith and devotion to God Almighty
2) Implementing of effective and efficient learning
3) Implementing of IT-based learning
4) Implementing of coaching in the Olympic field
5) Implementing of learning media development
6) Implementing habits of reading
7) Implementating of guidance in the field of PIR / KIR
8) Implementing of training in sports and arts
9) Implementing of cooperation all extracurricular

10) Implementing of school management based on SBM and ISQ quality management
11) Implementing to improve of human resource competencies
12) Implementing of awareness and environmentally caring culture towards clean, green and healthy schools
13) Implementing of cooperation toward national and other schools
14) Implementing of financial management both effectively and efficiently.

3. Purpose of School

SMPN 1 Trimurjo in conducting education has some puporses, as follows:

a. Establishment of KTSP social document of national standard of education
b. Establishment of syllabus and lesson plan for all subjects class VII, VIII, IX based on national standard of education
c. All teachers can apply various variations, methods of attachment in learning process
d. All of alumnus can be accepted in national and international schools
e. To be the first winner in story telling competition, national and international level debate contest
f. To be the first winner in the national and international PIR / KIR competition

g. To be the first winner in Mathematics, Physics, Biology and IPS in the national and international level
h. To be the first winner of O2SN and FLS2N in the national and international level
i. Creating 50% of educators and educational personnel who are able to communicate in English
j. Creating of internet network throughout in the learning room and learning support room
k. Defending of school management system based on ISO and IWAS standards
l. Fulfillment of funding needs to develop the school based on RAPBS
m. Implementing of scoring system that uses a variety of assessment techniques based on national and international standards
n. Realizing the development culture and environment of school based on local wisdom
o. Realizing the development of positive attitude like; good behavior and good character to the school community
p. Creating and keeping of school environment to be clean, green and healthy.

4. School Conditions

a. Facilities and Infrastructure of SMPN 1 Trimurjo

Since its establishment until now SMPN 1 Trimurjo has various physical development of facilities and infrastructure such as:

Table 3

The Data of Facilities and Infrastructure of SMPN 1 Trimurjo

No	Local Name	Total
1	Classrooms	28 Locals
2	Headmaster Room	1 Local
3	Teacher Room	1 Local
4	Staff Room	1 Local
5	Living Room	1 Local
6	Guidance and Counseling Room	1 Local
7	Mosque	1 Local
8	School Medical Room	1 Local
9	Scout Room	1 Local
10	Sport Room	1 Local
11	Computer Laboratory	1 Local
12	Science Laboratory	1 Local
13	Library	1 Local
14	Toilets	10 Locals
15	Canteens	5 Locals
16	Volley Ball Field	1
17	Basket Ball Field	1
18	Futsal Fields	2

b. Officers and Students of SMPN 1 Trimurjo

1) Headmaster and Vice of Headmaster

Table 4

The Data of Headmaster and Vice of Headmaster

No	Position	Name	Sex		Age	Last Education	Period
			M	F			
1	Headmaster	Dewi Indawati, S.Pd. M.M		√	48	S2	16 months
2	Vice of Headmaster	Iskandar, S.Pd	√		55	S1	32 months
3	Vice of Headmaster	Suhaimi, S. Pd	√		53	S1	32 months
4	Vice of Headmaster	Nur Hasanuri, S. Pd	√		59	S1	29 months

2) Total of Teachers Based on Subjects

Table 5

The Data of Total of Teachers Based on Subjects

No	Teachers	Total of teachers based on subjects				Total of teachers based on non-subjects				Total
		D1/ D2	D3/ Bach.	S1/ D4	S2/ S3	D1/ D2	D3/ Bach.	S1/ D4	S2/ S3	
1	Science		1	10						11
2	Mathematics			7						7
3	Indonesian			13				3		16

4	English	2	1	3						6
5	Religion		1	2	1					4
6	Social Science	1		15						16
7	Physical Education	2								2
8	Art Cultures	2								2
9	Civics			2						2
10	Information and Communica-tion Technologies	2	1							3
11	Guidance and Counseling			3						3
12	Others	0	0	0	0	0	0	0	0	0
Total		9	5	55	1	-	-	3	-	69

3) Staff

Table 6

The Data of Staff

No	Staff	Total of staff and qualification of education						Total of Staff based on status and sex				Total
		SMP	SMA	D1	D2	D3	S1	PNS		Honorer		
								M	F	M	F	
1.	Staff	2	11				3	3	6	5	2	16

2.	Library											2
3.	Science Lab											0
4.	Computer Lab											1
5.	Language Lab											0
6.	PTD											0
7.	Canteen											0
8.	School Keeper	1						1				1
9.	Office Boy	2						2				2
10.	Scurity	1						1				1
11.	Others											0
Total		6	11	-	-	-	3	7	6	5	2	21

4) Students of SMPN 1 Trimurjo

Students condition in eight years ago, like this:

Table 7

The Data of Students Condition in Eight Years

Academic Year	Class VII	Class VIII	Class IX	Total
2010 / 2011	258	251	241	750
2011 / 2012	258	253	246	757
2012 / 2013	240	246	250	736
2013 / 2014	216	238	240	694
2014 / 2015	262	243	215	720

2015 / 2016	310	251	242	803
2016 / 2017	323	275	250	848
2017 / 2018	330	287	270	887

5. School Activities

There are two activities of students in the school are internal activity and external activity. Internal activity is an activity that accommodate the aspirations of all students, namely OSIS. There are organization and OSIS guider. Generally, OSIS students are chosen by the students through voting or the most election held every year. Some functions of OSIS in the school, as follows:

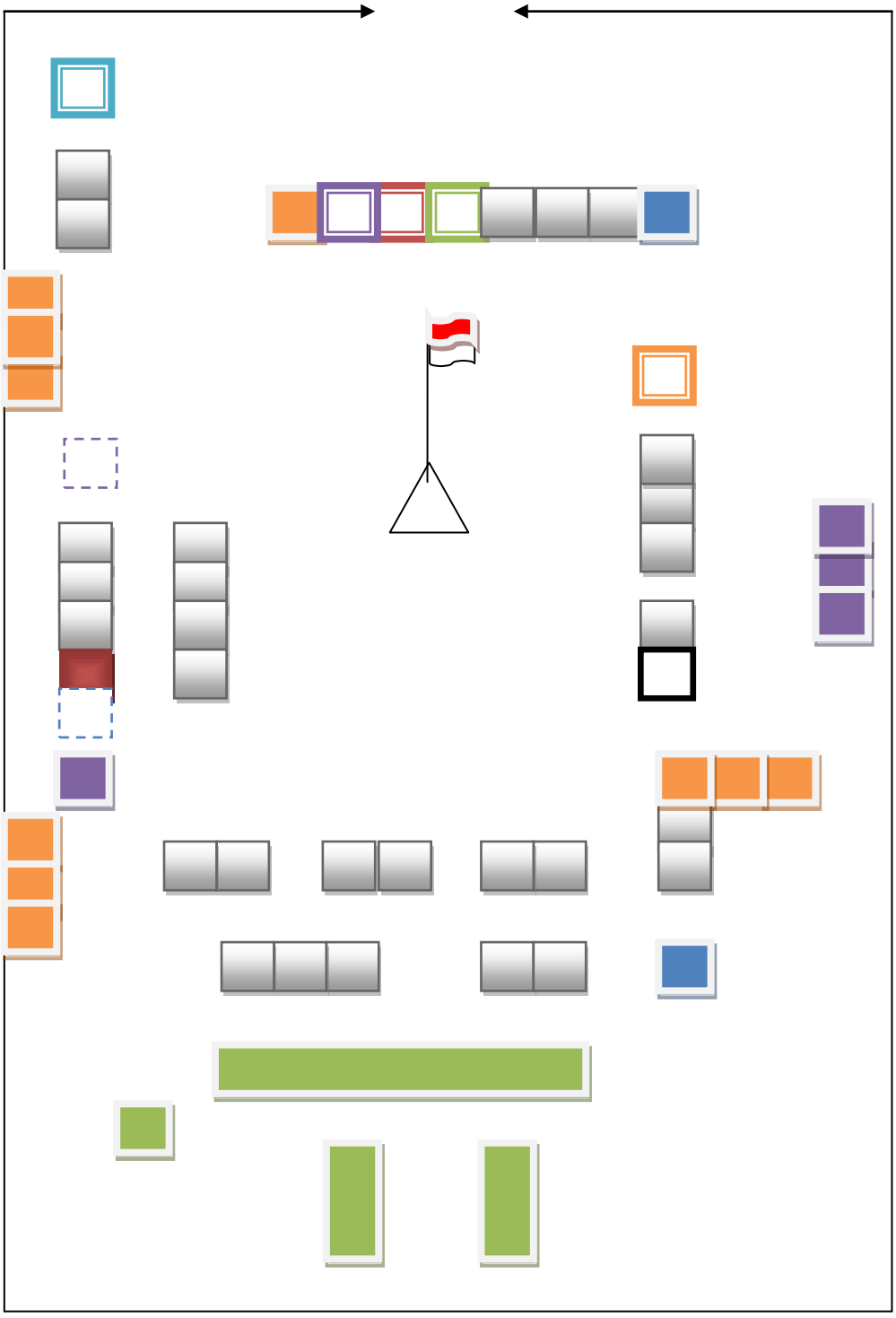
a. Accomodate all activities undertaken by students both in school and out of school
b. As learning fasilities in students organizing
c. As student activities to be active assisting activities that are academic and non-academic.

The external activities include extracurricular. The activities of students in schools conducted through extracurricular, as follows:

a. Rohis (Spiritual Islam)
b. Scouts
c. Paskibra
d. Drumband
e. Sports (Basket Ball, Volley Ball and Soccer).

6. Location Sketch of SMPN 1 Trimurjo

Figure 3: Location Sketch of of SMPN 1 Trimurjo



Note :

	Mosque
	Toilets
	Laboratory
	Sport Room
	Classroom
	Teacher Room
	Staff Room
	Living Room
	Guidance and Counseling Room
	Canteen
	School Medical Room
	Library
	Scout Room
	Sport Field

B. Result of The Research

In this research, the researcher is as an English teacher and Mr. Deddy Armand, S. Pd as the collaborator. Before the researcher doing this research, the researcher with the collaborator discuss about the plan what have to do. This research was conducted in two cycles (cycle I and cycle II) and before it doing the pre-test. They are the following:

1. Pre Test

The researcher gave the pre-test for the students on Thursday, November 16th, 2017 at 07.30-09.00 WIB in order to measure their ability. The pre-test instrument consisted of 30 questions in the form of multiple choices. The detail the result of the pre-test could be seen on the table below:

Table 8

The Result of Pre Test

No	Student's Code	Answer		Total	Note (70)
		True	False		
1	**AS**	20	10	67	Incompleted
2	**AR**	23	7	77	Completed
3	**ANP**	15	15	50	Incompleted
4	**AJR**	22	8	73	Completed
5	**ARR**	19	11	63	Incompleted
6	**BPF**	23	7	77	Completed
7	**DLS**	20	10	67	Incompleted
8	**DP**	16	14	53	Incompleted
9	**EDP**	21	9	70	Completed
10	**FMS**	19	11	63	Incompleted
11	**FIS**	11	19	37	Incompleted
12	**ITF**	19	11	63	Incompleted

13	**IAS**	25	5	83	Completed
14	**KM**	24	6	80	Completed
15	**LNC**	17	13	57	Incompleted
16	**MA**	18	12	60	Incompleted
17	**MDH**	17	13	57	Incompleted
18	**NR**	19	11	63	Incompleted
19	**NS**	14	16	47	Incompleted
20	**OWN**	24	6	80	Completed
21	**RMA**	13	17	43	Incompleted
22	**RAP**	12	18	40	Incompleted
23	**RA**	22	8	73	Completed
24	**RRW**	22	8	73	Completed
25	**RMI**	17	13	57	Incompleted
26	**SBAP**	23	7	77	Completed
27	**SR**	24	6	80	Completed
28	**VAS**	20	10	67	Incompleted
29	**WNK**	16	14	53	Incompleted
30	**YG**	13	17	43	Incompleted
			Mean	63	
			Lowest Score	37	
			Highest Score	83	

Table 9

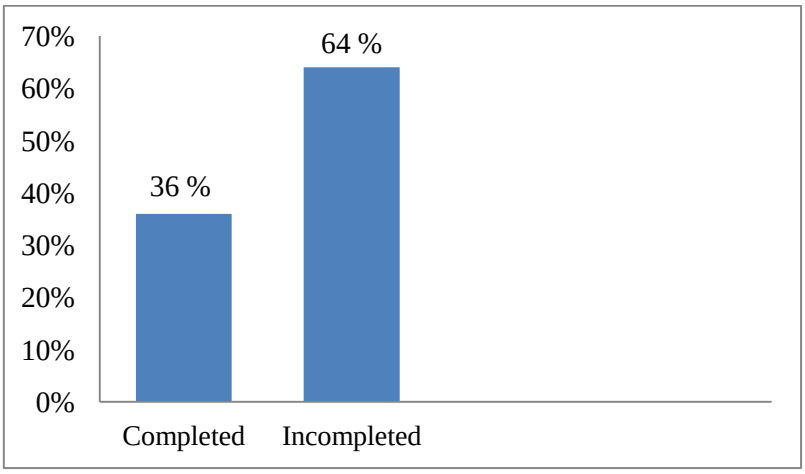
The Frequency of Pre Test Score

No	**Mark**	**Frequency**	**Percentage**	**Category**
1	**≥ 70**	**11**	**36 %**	**Completed**
2	**< 70**	**19**	**64 %**	**Incompleted**
Total Students		**30**		

In this result of the test on the table above, the researcher got the data of the average of the score of pre test: 63. Then, there was 64 % or 19 students for the score among the interval of 37 – 69 does not Completed the Minimum Mastery Criteria (MMC). The Minimum Mastery Criteria (MMC) score of the students was 70. Moreover, there were 36 % or 11 students for the score among the interval of 70 – 91 Completed the Minimum Mastery Criteria (MMC). So the result of the students' reading comprehension from the pre-test was low.

Figure 4

Graph of The Result of Pre Test



2. Cycle I

In cycle I there were the essential phases or activities namely planning, action, observation, and reflection. They are the following:

a. Planning

Based on the result of pre-test the researcher and the collaborator would like to make and discussed about the plan for teaching and learning activities in cycle I. But before the researcher and the collaborator made a plan, they identified the problems of the students based on the result of pre-test score. Based on result of pre-test about narrative text in class of VIII H they concluded that the problems that faced by students as follows: The students' reading comprehension is low; the students have difficulties in comprehended the narrative text; the students have difficulties to found the factual or detail information of the text; the students have difficulties to analyzed the content of the narrative text. Then, the researcher and the collaborator discussed about the solution of the problems. After that, the researcher made a plan that would be used in teaching and learning process, such as: lesson plan, learning material, media, observation sheet, and instrument. First, the lesson plan consisted the activities which contained the implementation of story pyramid strategy, the objective of the learning, and the indicator of success. Second, learning material was about the narrative text which consisted of essential bodies such as the definition, generic structure, language future, and the example of the text. Third, observation sheet consisted of checklist of the students activities in each meeting. In addition, the researcher also take a part to give the students ice breaking

or brainstorming to made the students interested in teaching and learning process. Last, to know the improvement of the student's reading comprehension in narrative text from pre-test to post-test 1, the researcher also prepared the instrument of post-test 1.

b. Acting

The action of cycle 1 was carried out on Tuesday, November 21st, 2017 at 10.30 - 12.00 a.m and on Thursday, November 23th, 2017 at 07.30 - 09.00 a.m.

1) First Meeting

First meeting was held on Tuesday, November 21st, 2017 at 10.30 - 12.00 a.m and it took about 90 minutes or 2 x 45 minutes. In this meeting the researcher was being an English teacher and Mr. Deddy Armand, S. Pd as the collaborator as well as on observer.

At the beginning of learning process the researcher began the lesson by prepared the students to focus with the learning process, like: praying, checking the attendance list of the students, and prepare the material in chapter that is learned.

The researcher delivered the material and gave example of text or story that related to the material. The researcher invited the students to read this story. After that, the researcher explained the kind of this story (narrative text) that the students read. Then, the

researcher explained narrative text to the students which consisted of essential bodies such as the definition, generic structures, and language features of narrative text.

The researcher divided the students work in pair group and the researcher asked the students to read the narrative text “The Fortune Teller” that the researcher gave to students. After that, the researcher and the students identified the social function, the structure, and the factual information from the text.

After the discussion done, the researcher gave the chance for the students to ask the material of narrative text, example: the structure of the text, the factual or specific information of the text and the difficult meaning of the words in the text.

Next, the researcher divided the students into seven small groups for discussion. Each group consisted of four until five students. The researcher gave the explanation about the using or the implementation of story pyramid strategy in teaching and learning the narrative text. The researcher gave the explanation about the definition, how to use or the steps of story pyramid, and gave the example of story pyramid strategy. After that the teacher explained how to apply story mapping strategy. The teacher had to pay more attention to the student. The teacher had to make sure that all students

were ready to start the lesson, so all the students could pay attention to the teacher's explanation.

After the students understand about the implementation of story pyramid in learning narrative text, each group discuss the narrative text "The Fortune Teller". The researcher delivered a story pyramid worksheet to the students. Afterward, the researcher asked the students to read the story carefully. Then, the students work in group to discuss and fill the story pyramid based on the text. After the students have done their work, the researcher asked to students each group to read their story pyramid in front of the class. After that, the researcher asked some questions to evaluate the students reading comprehension in narrative text "The Fortune Teller". Then, the researcher gave some feedbacks to strengthen their understanding. The time was up the researcher closed the first meeting in learning process of cycle I.

2) Second Meeting

After giving the treatment, the researcher gave the students a pot-test 1 on Thursday, November 23th, 2017 at 07.30 - 09.00 a.m in order to measure their comprehension in reading narrative text. The post-test instrument consisted of 30 questions in the form of multiple choices. The result of post-test 1 could be seen on the table below:

Table 10: The Result of Post Test 1

No	Student's Code	Answer		Total	Note (70)
		True	False		
1	**AS**	20	10	67	Incompleted
2	**AR**	24	6	80	Completed
3	**ANP**	18	12	60	Incompleted
4	**AJR**	24	6	80	Completed
5	**ARR**	23	7	77	Incompleted
6	**BPF**	24	6	80	Completed
7	**DLS**	24	6	80	Completed
8	**DP**	20	10	67	Incompleted
9	**EDP**	21	9	70	Completed
10	**FMS**	18	12	60	Incompleted
11	**FIS**	15	15	50	Incompleted
12	**ITF**	23	7	77	Completed
13	**IAS**	27	3	90	Completed
14	**KM**	25	5	83	Completed
15	**LNC**	21	9	70	Completed
16	**MA**	19	11	63	Incompleted
17	**MDH**	20	10	67	Incompleted
18	**NR**	21	9	70	Completed
19	**NS**	17	13	57	Incompleted
20	**OWN**	25	5	83	Completed
21	**RMA**	12	18	40	Incompleted
22	**RAP**	16	14	53	Incompleted
23	**RA**	20	10	67	Incompleted
24	**RRW**	21	9	70	Completed
25	**RMI**	18	12	60	Incompleted
26	**SBAP**	24	6	80	Completed
27	**SR**	25	5	83	Completed
28	**VAS**	22	8	73	Completed
29	**WNK**	19	11	63	Incompleted
30	**YG**	17	13	57	Incompleted
			Average	69	
			Lowest Score	40	
			Highest Score	90	

Table 11

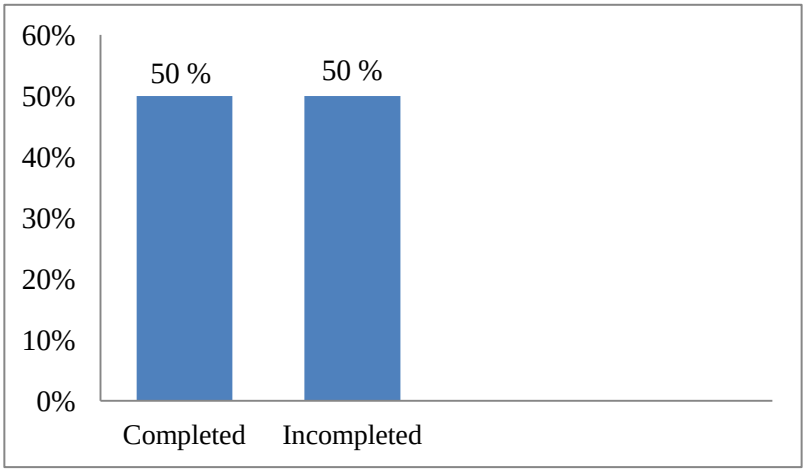
The Frequency of Post Test I Score

No	Mark	Frequency	Percentage	Category
1	**≥ 70**	**15**	**50 %**	**Completed**
2	**< 70**	**15**	**50 %**	**Incompleted**
Total Students		**30**		

Based on the result of student's post-test I score, it could be concluded that there was 50 % or 15 students for the score among the interval of 40 – 69 does not Completed the Minimum Mastery Criteria (MMC). The Minimum Mastery Criteria (MMC) score of the students was 70. Moreover, there were 50 % or 15 students for the score among the interval of 70 – 99 Completed the Minimum Mastery Criteria (MMC). In addition, the average score of post-test I was 69. It means that if the score in pre-test compared with the score in post-test I the result of students' reading comprehension was improved. Because of the average score of pre-test were 63. Then, viewed from the indicator of success of this research that 80 % of the total of students must be pass the Minimum Mastery Criteria (MMC). It means that the result of post-test I was unsuccessful to attain the indicator of success of this research.

Figure 5

Graph of The Result of Post Test 1



c. Observation

While the teaching and learning process in treatment or each meeting, all of the student's activity was being observed by the observer. The observer would give the point for the student who active in discussion or learning process. The observer would tick the point on the observation sheet. The observation sheet of the student activities has the indicator, as follows:

The indicators of student's activities for further explanation explained as follows:

1. Paying attention towards teacher's explanation
2. Asking to the teacher
3. Answering teacher's question

4. Giving an idea
5. Finishing the task timely.

The observation result of the student's activities on first meeting and second meeting of the cycle I could be seen on the table below:

Table 12

The Result of Observation of the Students' Activity in Cycle 1

No	Students' Activity	Frequency	Pencentages
1	Paying attention toward teacher's explanation	22	73,3 %
2	Asking to the teacher	15	50 %
3	Answering the teacher's question	17	56,67 %
4	Giving an idea	10	33,3 %
5	Finishing the task timely	25	83,3 %
	Total Students	30	

From the table above showed that not all the students' active in learning process. There were 22 students (73,3 %) who gave attention to the teacher explanation, 15 students (50 %) who asked to the teacher about the materials, 17 students (56,67 %) who answered the teacher's question, 10 students (33,3 %) who gave ideas during the learning process, and 25 students (83,3 %) who finished the task timely.

d. Reflection

The last in cycle I, the researcher and the collaborator analyzed and counted all of the process in cycle I like student's post-test 1 and the result of student's observation. The comparison between pre-test score and post-test 1 score as follow:

Table 13

The Comparison between Pre-Test and Post-Test I Score

No	Student's Code	Pre–test Score	Post–test I Score	Improvement	Note
1	**AS**	67	67	0	Constant
2	**AR**	77	80	3	Increase
3	**ANP**	50	60	10	Increase
4	**AJR**	73	80	7	Increase
5	**ARR**	63	77	14	Increase
6	**BPF**	77	80	3	Increase
7	**DLS**	67	80	13	Increase
8	**DP**	53	67	14	Increase
9	**EDP**	70	70	0	Constant
10	**FMS**	63	60	-3	Decrease
11	**FIS**	37	50	13	Increase
12	**ITF**	63	77	14	Increase
13	**IAS**	83	90	7	Increase
14	**KM**	80	83	3	Increase
15	**LNC**	57	70	13	Increase
16	**MA**	60	63	3	Increase
17	**MDH**	57	67	10	Increase
18	**NR**	63	70	7	Increase
19	**NS**	47	57	10	Increase
20	**OWN**	80	83	3	Increase
21	**RMA**	43	40	-3	Decrease

22	**RAP**	40	53	13	Increase
23	**RA**	73	67	-6	Decrease
24	**RRW**	73	70	-3	Decrease
25	**RMI**	57	60	3	Increase
26	**SBAP**	77	80	3	Increase
27	**SR**	80	83	3	Increase
28	**VAS**	67	73	6	Increase
29	**WNK**	53	63	10	Increase
30	**YG**	43	57	14	Increase
	Total Score	1893	2077	184	***Increase***
	Average	63	69	6	***Increase***

From the table above showed that the average of the pre-test score and post-test 1 score. The average of pre-test score of the student's was 63 and the average of post-test 1 was 69. And the average of gained score or improvement score was 6. If the pre-test score was compared with the post-test 1 and there was 50 % or 15 students of the total students for did not Completed the Minimum Mastery Criteria (MMC). Moreover, there were 50 % or 15 students was Completed the Minimum Mastery Criteria (MMC). Although, the score of students in post-test I majority was increased but any student was also decreased the score. It could be concluded that the result of cycle I was unsuccessful. Because in the indicator of success must be achieved yet that 80 % of the students must pass the criteria.

Moreover, from the result observation in learning process in cycle I, it can be concluded that in the teaching and learning process in cycle I

has the problems. The researcher and the collaborator identified that most of they did not pay attention in learning process and did not focus in the teacher's explanation. Afterward, the student was not active in participation in asking and answering the questions in learning process. Besides that, the student's participation in suggesting idea was still low. Cycle I was done by all of the activity. But the researcher and the collaborator concluded that the result of cycle I was unsuccessful. So the researcher and the collaborator determined to continue the cycle II which consisted of planning, action, observation, and reflection in order to reform the weaknesses of the problems identified in cycle I.

3. Cycle II

Cycle II has four essential parts namely planning, action, observation, and reflection. They are the following:

a. Planning

Based on the observation result in cycle I that the researcher and the collaborator identified the problems in teaching and learning process was unsuccessful. In cycle II the researcher and the collaborator would be rearrange some plans for the action that can overcome the problems of reading comprehension in the previous cycle. The plans in cycle II that the researcher prepared consisted of lesson plan, learning material, media, observation sheet, and instrument. For the lesson plan consisted of the implementation of the story pyramid strategy in teaching and

learning narrative text. And also consisted of the plan to take place for the student's exercise to know their reading comprehension using the story pyramid strategy. Then, for the learning material same with the cycle I, the researcher prepared the material such as: the narrative text with the essential bodies (the definition, generic structure, language future); the story pyramid material (the outline of story pyramid). Besides that, for the observation sheet consisted of checklist of the students activities in each meeting of cycle II. Last, to know the improvement of the student's reading comprehension in narrative text from post-test 1 to post-test 2, the researcher also prepared the instrument of post-test 2.

b. Acting

The action of cycle 2 was done on Tuesday / November 28th, 2017 at 10.30 - 12.00 a.m and Thursday / November 30th, 2017 at 07.30 - 09.00 a.m.

1) First Meeting

First meeting on cycle 2 was held on Tuesday / November 28th, 2017 at 10.30 - 12.00 a.m and it took about 90 minutes or 2 × 45 minutes. In this meeting the researcher and the collaborator always worked together. The researcher was as the English teacher and Mr. Deddy Armand, S.Pd as the collaborator as well as an observer.

The beginning activity of the first meeting in cycle 2 at the teaching and learning activity the researcher began the lesson by prepared the students to pay attention with the learning process, like: praying, checking the attendance list of the students, and prepared the material in chapter that is learned. After that, the researcher gave the motivation that suitable with the material and to make the students focused in teaching and learning process. The researcher also gave the questions that made the students remember the material in the previous meeting.

The researcher reviewed the material on the first cycle. The researcher explained the generic structure and the elements of narrative text. After that the researcher explained how to apply story pyramid strategy. Next, the researcher asked the students worked in pair group and gave the narrative text “The Legend of Beowulf”. Afterward, the researcher asked the students questions related to the story. After questioning session, the teacher asked the students to read the story. Both the researcher and the students discussed to identify the meaning of the words from the text. After that, the researcher and the students discussed about the text. The researcher also opened the questioning session about the text that they did not understand such as: the structure of the text, the factual or specific information of the text, and etc.

The next session of the first meeting after the students discussed about the text of "The Legend of Beowulf" the students worked in pair group try to fill the outline of story pyramid. The researcher in this session just as the facilitator, the students would be active in this learning process. The students worked in pair discussed about the story and asked the students filled in the story pyramid by on the whiteboard one by one. After completed the story pyramid on the whiteboard, the researcher gave them the chance and gave the idea or the explanation about the main idea, the factual information, specific information, and the structure of the narrative text that they read.

The first meeting in cycle II was up and the researcher gave the students feed back of the learning process. *"Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?".* After that, the researcher closed the first meeting of cycle II.

2) Second Meeting

Second meeting was held on Thursday / November 30th, 2017 at 07.30 - 09.00 a.m and it took about 90 minutes or 2 × 45 minutes. After the researcher giving the treatment in the first meeting, the researcher gave post-test 2 for the students to measure their reading

comprehension in narrative text. The post-test 2 instrument consisted of 30 questions in the form of multiple choices.

The result of the post-test 2 score could be seen at the table below:

Table 14

The Result of Post Test 2

No	Student's Code	Answer		Total	Note (70)
		True	False		
1	**AS**	23	7	77	Completed
2	**AR**	24	6	80	Completed
3	**ANP**	20	10	67	Incompleted
4	**AJR**	26	4	87	Completed
5	**ARR**	25	5	83	Completed
6	**BPF**	26	4	87	Completed
7	**DLS**	24	6	80	Completed
8	**DP**	21	9	70	Completed
9	**EDP**	25	5	83	Completed
10	**FMS**	22	8	73	Completed
11	**FIS**	21	9	70	Completed
12	**ITF**	25	5	83	Completed
13	**IAS**	27	3	90	Completed
14	**KM**	28	2	93	Completed
15	**LNC**	23	7	77	Completed
16	**MA**	24	6	80	Completed
17	**MDH**	22	8	73	Completed
18	**NR**	23	7	77	Completed
19	**NS**	19	11	67	Incompleted
20	**OWN**	26	4	87	Completed
21	**RMA**	20	10	67	Incompleted
22	**RAP**	22	8	73	Completed
23	**RA**	26	4	87	Completed
24	**RRW**	23	7	77	Completed

25	**RMI**	21	9	70	Completed
26	**SBAP**	25	5	83	Completed
27	**SR**	25	5	83	Completed
28	**VAS**	26	4	87	Completed
29	**WNK**	22	8	73	Completed
30	**YG**	21	9	70	Completed
			Average	78	
			Lowest Score	67	
			Highest Score	93	

Table 15

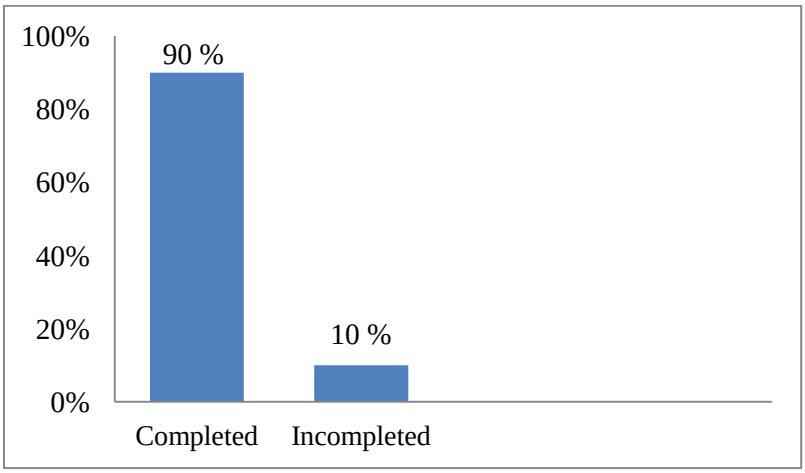
The Frequency of Post Test 2 Score

No	**Mark**	**Frequency**	**Percentage**	**Category**
1	**≥ 70**	**27**	**90 %**	**Completed**
2	**< 70**	**3**	**10 %**	**Incompleted**
Total Students		**30**		

From the result of students in post-test 2, the researcher got the data of the average of the score of post test was 78, the lowest score was 63, and the highest score was 93. Based on the indicator of success of this research that was 80 % of the total students could pass the score at least 70. So it could be inferred that 90 % or 27 students had Completed the Minimum Mastery Criteria (MMC). In addition there was only 10 % or 3 students did not pass in the Minimum Mastery Criteria (MMC). It could be concluded that the cycle II was successful.

Figure 6

Graph of The Result of Post Test 2



c. Observation

The result of the student's activities on first meeting and second meeting in the cycle II could be seen in the following table below:

Table 16

The Result of Observation of the Students' Activity in Cycle II

No	Students' Activity	Frequency	Pencentages
1	Paying attention toward teacher's explanation	25	83,3 %
2	Asking to the teacher	22	73,3 %
3	Answering the teacher's question	23	76,67 %
4	Giving an idea	22	73,3 %
5	Finishing the task timely	27	90 %
	Total Students	30	

From the table above showed that not all the students' active in learning process. There were 25 students (83,3 %) who gave attention to the teacher explanation, 22 students (73,3 %) who asked to the teacher about the materials, 23 students (76,67 %) who answered the teacher's question, 22 students (73,3 %) who gave ideas during the learning process, and 27 students (90 %) who finished the task timely. Then, the entire of the indicator of student's activity had been fulfilled ≥70 %. So it could be concluded that the learning process in cycle II was successful.

d. Reflection

The last phases in cycle II was the reflection that the researcher and the collaborator has analyzed and calculated all of the process of the student's post-test 2 and the student's learning activities in cycle II. The comparison between the post-test 1 and post-test 2 score from the students can be seen and compared on the following table below:

Table 17

The Comparison between Post-Test 1 and Post-Test 2 Score

No	Student's Code	Post–test I Score	Post–test II Score	Improvement	Note
1	**AS**	67	77	10	Increase
2	**AR**	80	80	0	Constant
3	**ANP**	60	67	7	Increase
4	**AJR**	80	87	7	Increase
5	**ARR**	77	83	6	Increase
6	**BPF**	80	87	7	Increase

7	**DLS**	80	80	0	Constant
8	**DP**	67	70	3	Increase
9	**EDP**	70	83	13	Increase
10	**FMS**	60	73	13	Increase
11	**FIS**	50	70	20	Increase
12	**ITF**	77	83	6	Increase
13	**IAS**	90	90	0	Constant
14	**KM**	83	93	10	Increase
15	**LNC**	70	77	7	Increase
16	**MA**	63	80	17	Increase
17	**MDH**	67	73	6	Increase
18	**NR**	70	77	7	Increase
19	**NS**	57	67	10	Increase
20	**OWN**	83	87	4	Increase
21	**RMA**	40	67	27	Increase
22	**RAP**	53	73	20	Increase
23	**RA**	67	87	20	Increase
24	**RRW**	70	77	7	Increase
25	**RMI**	60	70	10	Increase
26	**SBAP**	80	83	3	Increase
27	**SR**	83	83	0	Constant
28	**VAS**	73	87	14	Increase
29	**WNK**	63	73	10	Increase
30	**YG**	57	70	13	Increase
	Total Score	2077	2354	270	***Increase***
	Average	69	78	9	***Increase***

From the table above indicated that the average of the post-test 1 score and post-test 2 score. The average of post-test 1 score of the student's was 69 and the average of post-test 2 was 78. And the average of gained score or improvement score was 8. It means that the average of the post-test1 score and post-test 2 score indicated the improvement. If the post-test 1 score was compared with the post-test 2 and there was 90

% or 27 students had Completed the Minimum Mastery Criteria (MMC). In addition there was only 10 % or 3 students did not pass in the Minimum Mastery Criteria (MMC). It could be conclude that the cycle II was successful. The score of students in post-test 2 majorities was increased. It could be concluded that the result of cycle II was successful. Because most of the students achieved the indicator of success that 80 % of the students pass the criteria.

Furthermore, from the result observation in learning process in cycle II, it can be concluded that in the teaching and learning process in cycle II had the improvement from the previous cycle. The researcher and the collaborator identified that most of the students pay attention in learning process and they had focused in the teacher's explanation. And also the student's participation in asking and answering the questions could be improved than the previous meeting in cycle I. The students interested to ask to the researcher or the other friends if they had the difficulties in learning process. Besides that, the student's participation in suggesting idea was better and improved. Cycle II was up by all of the activity. But the researcher and the collaborator concluded that the result of cycle II was successful. Because of the result of post-test 2 score and the observation of the student's activities had to fulfilled the criteria of indicator of success.

C. Interpretation

1. The Interpretation of Student's Test Score of Cycle I and Cycle II

The interpretation of student's result score at the cycle I and cycle II consisted of the score of the post-test 1 and the score of post-test 2. The interpretation the test of the score in cycle I and cycle II would be compared with the pre-test score. It could be showed on the table below:

Table 18

The Comparison between Pre-Test, Post-Test I, and Post-Test II Score

No	Student's Code	Pre–test Score	Post–test I Score	Post–test II Score	Improvement	Note
1	**AS**	67	67	77	10	Increase
2	**AR**	77	80	80	0	Constant
3	**ANP**	50	60	67	7	Increase
4	**AJR**	73	80	87	7	Increase
5	**ARR**	63	77	83	6	Increase
6	**BPF**	77	80	87	7	Increase
7	**DLS**	67	80	80	0	Constant
8	**DP**	53	67	70	3	Increase
9	**EDP**	70	70	83	13	Increase
10	**FMS**	63	60	73	13	Increase
11	**FIS**	37	50	70	20	Increase
12	**ITF**	63	77	83	6	Increase
13	**IAS**	83	90	90	0	Constant
14	**KM**	80	83	93	10	Increase
15	**LNC**	57	70	77	7	Increase
16	**MA**	60	63	80	17	Increase
17	**MDH**	57	67	73	6	Increase
18	**NR**	63	70	77	7	Increase
19	**NS**	47	57	67	10	Increase
20	**OWN**	80	83	87	4	Increase
21	**RMA**	43	40	67	27	Increase

22	**RAP**	40	53	73	20	Increase
23	**RA**	73	67	87	20	Increase
24	**RRW**	73	70	77	7	Increase
25	**RMI**	57	60	70	10	Increase
26	**SBAP**	77	80	83	3	Increase
27	**SR**	80	83	83	0	Constant
28	**VAS**	67	73	87	14	Increase
29	**WNK**	53	63	73	10	Increase
30	**YG**	43	57	70	13	Increase
	Total Score	1893	2077	2354	27	***Increase***
	Average	63	69	78	9	***Increase***
	Highest Score	83	90	93		***Increase***
	Lowest Score	37	40	63		***Increase***

Based on the table above, the result score of pre-test, post test 1, and post-test 2 from cycle I and cycle II, it was showed that there was a significant improvement of the student's reading comprehension using the story pyramid strategy. It was showed by the average of each test, such as: the average of pre-test score was 63 to 69 in post-test 1 and became 78 in post-test 2. Furthermore, the frequency of the condition student's score of pre-test, post-test 1, and post-test 2 score could be seen on the table below:

Table 19

The Frequency of the Condition Students' Score of Pre-Test, Post-Test 1, and Post-Test 2 Score

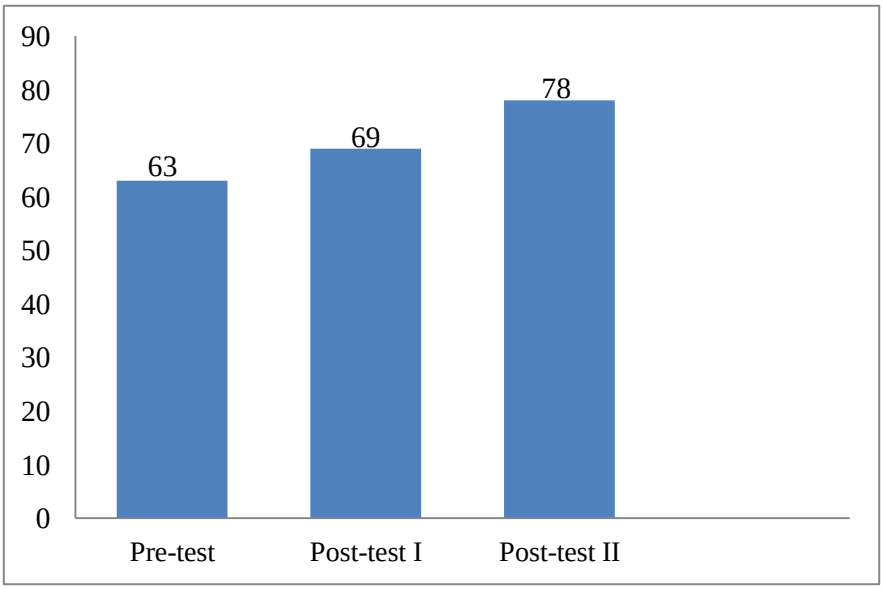
No	Condition Students' Score	Frequency		Percentage	
		Pre-test to Post-test 1	**Post-test 1 to Post-test 2**	**Pre-test to Post-test 1**	**Post-test 1 to Post-test 2**
1	Increase	24	26	80 %	86.7 %
2	Constant	2	4	6,7 %	13,3 %
3	Decrease	4	0	13,3 %	0 %
Total		30	30	100 %	100 %

Based on table above, it could be seen the comparison the result of pre-test, post-test 1 of cycle I, and post-test 2 of cycle II. It could be inferred that there were improvement from the students' result score. Firstly, it can be seen in table above, there were 80 % or 24 students' score were increased, 6,7 % or 2 student score was constant, and 13,3 % or 4 students' score were decreased. Secondly, from the table above showed that there were 86,7 % or 26 students score were increased than the previous test, and 13,3 % or 4 students were constant. It means that, some of students have enjoyed and enthusiastic the learning process.

Based on the explanation of improvement of this score from the table above, the researcher concluded that the research was successful and it was fulfilled the indicator of success of the research. The detail improvement of

the score in pre-test, post-test 1, and post-test 2 could be seen on the graph below:

Figure 7: The Average Score of Pre-test, Post-test I, and Post-test 2



Regarding the graph of the mean score of pre-test, post-test 1 and post-test 2 above, it could be concluded that the using of story pyramid strategy in teaching narrative text could improved the student's reading comprehension ability. So this research was successful.

2. The Interpretation of Student's Learning Activity of Cycle I and Cycle II

While the process of the student's learning activities the observer had to observe their activities. The data of the student's learning activities were

obtained from overall result of the student's learning activities on observation sheet from the cycle I and cycle II. The detail of the result could be seen on the table below:

Table 20

The Result of Students' Observation between Cycle I and Cycle II

No	Students Activities	Cycle I		Cycle II		Improvement
		F	Percentage	F	Percentage	
1	Paying attention toward teacher's explanation	22	73,3 %	25	83,3 %	10 %
2	Asking to the teacher	15	50 %	22	73,3 %	23,3 %
3	Answering the teacher's question	17	56,67 %	23	76,67 %	20 %
4	Giving an idea	10	33,3 %	22	73,3 %	40 %
5	Finishing the task timely	25	83,3 %	27	90 %	6,7 %

The data of the table above can be explained as follows:

a. The student's pay attention toward the teacher's explanation

The student's activity in learning process to pay attention toward the teacher's explanation was improved from the comparison of the result observation on cycle I and cycle II. It had improved by the percentage 73,3 % in cycle I to 83,3 % in cycle II with the improvement percentage was 10 %.

b. Asking to the teacher

The student's activity in asking to the teacher was improved from the cycle I to cycle. It could be seen by the percentage 50 % in cycle I to

73,3 % in cycle II with the improvement percentage was 23,3 %. This result had suitable with the student's participation to ask to the teacher when they had the difficulties in learning process. They could be brave and they was used the opportunities from the teacher to ask anything related to the learning process.

c. Answering the teacher's question

The student's activity in answering the teacher questions was also improved from the cycle I to cycle. They was gave a good respond the teacher's questions. Although, not all of the questions could be answered correctly, but the students could showed their braveness in answering the teacher questions. Then, they felt confident answered the question loudly in the class. It could be seen the percentage on the table above, there was the improvement from 56,67 % in cycle I to 76,67 % in cycle II with the improvement percentage was 20 %.

d. Giving an idea

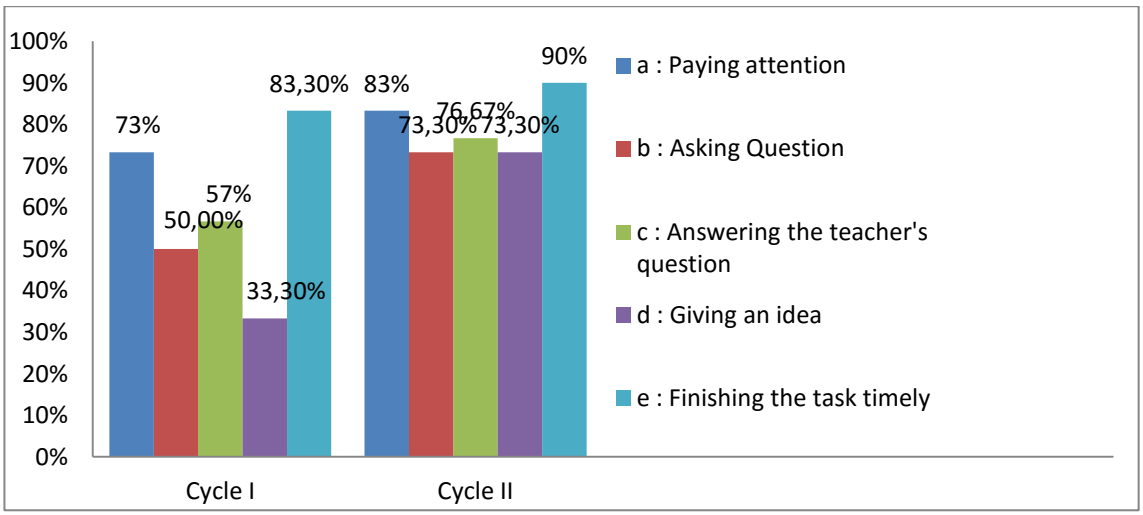
The student's participation to give their idea was improved significantly from the cycle I to cycle. It could be seen by the percentage at least 33,3 % in cycle I 73,3 % in cycle II with the improvement percentage was 40 %. The students were active in the class during the learning process. They could deliver the opinion or the idea about something related to the material. So the student's participation in giving an idea was improved.

e. Finishing the task timely

The participation the students to finishing the task timely had improved. The student also could do the task well because they have enjoyed the learning process. It could be seen the percentage on the table above, there was the improvement from 83,3 % in cycle I to 90 % in cycle II with the improvement percentage was 6,7 %.

Based on the explanation of improvement of students activities from the table above, the researcher concluded that the research was successful and it was fulfilled the indicator of success of the research. The detail improvement of student's learning activities in cycle I and cycle II could be seen on the graph below:

Figure 8: The Result of Student's learning activities at Cycle I and Cycle II



From the graph above, it could be seen and inferred that the student's learning activities was improved significantly. It could be seen from the percentages of cycle I and cycle II. So it means that the learning process was successful.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the observation result and reflection of the classroom action research to at the eighth graders of SMPN 1 Trimurjo it could be concluded that the students' reading comprehension ability are able to be improved by using story pyramid strategy. It could be seen in the result score of cycle I and cycle II of this action research. There are conclusions of this research based on the objectives of the research:

Story pyramid can be used to improve the students' reading comprehension ability of narrative text. After conducted the research, the students' reading comprehension ability by using story pyramid strategy at the eighth grade of SMPN 1 Trimurjo was improved. It could be inferred by the improvement of the comparison of pre-test score, post-test 1 score and post-test 2 score. It was showed by the mean of each test, such as: the mean of pre-test score was 63 to 69 in post-test 1 and became 78 in post-test 2. From this result score, the students' reading comprehension in narrative text using story pyramid strategy at the eighth grade of SMPN 1 Trimurjo was improved significantly.

The use of story pyramid strategy in teaching narrative text has the improvement on the students' participation in the class because of implementation of story pyramid strategy in teaching narrative text could made

the students more easier to understanding the specific information of text. Besides that the formulated a strategy can arise the students' interest. The students could find out the factual or detail information on orientation, complication and resolution and also understood language feature on narrative text by filling in the story pyramid. For instance, they were comprehended the text or story enough to formulate key words for each line. So it can be concluded that the used of story pyramid strategy in teaching narrative text could be improved.

B. Suggestion

Considering the result of the research, the researcher would like to give some suggestions as follows:

The researcher suggests that the English teacher in general and SMPN 1 Trimurjo in particular apply using story pyramid strategy in teaching narrative text, the student's reading comprehension ability can improve, so story pyramid strategy can be used as an alternative way in learning process because story pyramid strategy is one of the strategy can be understood easily by student in comprehend the learning of narrative text.

The researcher suggests that it is better for the teacher who uses story pyramid strategy in teaching and learning process of the students' reading comprehension ablity can makes students easier to comprehend the factual information and understanding the elements of narrative text, so story pyramid

can improve the students' reading comprehension ablity in narrative text. To make sure the teaching learning runs well, the teacher should explain clearly about story pyramid strategy before starting the learning and teaching process.

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SILABUS PEMBELAJARAN

Sekolah : **SMPN 1 TRIMURJO**
Kelas : **VIII (Delapan)**
Mata Pelajaran : **Bahasa Inggris**
Semester : **1 (Satu)**
Standar Kompetensi : **Membaca dan Menulis**

1. **Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
12.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	1. Teks fungsional : - Notices - iklan 2. Tata bahasa - Imperratives - Getting attention - Comparison 3. Kosa kata Kata terkait tema dan jenis teks 4. Tanda baca, Spelling	1. Review tujuan komunikatif dan ciri-ciri kebahasaan teks fungsional pendek terkait materi 2. Menulis kalimat sederhana untuk - memberi himbauan / peringatan - mengiklan-kan sesuatu 3. Melengkapi teks fungsional pendek 4. Menulis teks	Menulis teks fungsional pendek berbentuk : - Notices - Iklan	Tes tulis Product	*Essay* Completion Penugasan	*1. Write sentences based on the situation given.* *2. Complete the text using suitable word/words.* *3. Write notices related to certain places* *4. Write an advertisement promoting a certain product.*	4 x 40 menit	1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar terkait materi dan topik 4. Benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*	1. Teks Essai *narrative / recount* 2. Ciri kebahasaan teks *narrative / recount* 3. Langkah retorika teks *narrative / recount* 4. Tatabahasa - Simple past - Past continuous 5. Kosakata - Kata terkait tema dan jenis teks 6. Tandabaca, spelling	fungsional pendek 1. Review ciri kebahasaan teks *narrative/ recount* 2. Membuat kalimat sederhana terkait teks *narrative/ recount* 3. Mengembangkan langkah retorika teks *recount* dan *narrative* 4. Membuat draft teks *recount* dan *narrative* 5. Menulis teks *recount* dan *narrative* berdasarkan draft yang dibuat 6. Memajang hasil tulisan di dinding	Menulis teks pendek dan sederhana dalam bentuk recount / narrative dengan langkah retorika yang benar	Tes tertulis Proyek	Uraian Penugasan	*Write a short recount/narrative text based on:* *a. Your experience happend to you* *b. The story You have ever read* *c. Series of pictures given.* *Find 5 short texts of recount or narratives and expose them.*	8 x 40 menit	1.Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar - gambar terkait cerita
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*)								

Trimurjo, November 2017
Guru Mapel Bahasa Inggris,

DEDDY ARMAND, S. Pd.
NIP. 19701122 199802 1 001

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	:	SMPN 1 TRIMURJO
Mata Pelajaran	:	Bahasa Inggris
Kelas / Semester	:	VIII (Delapan) / I
Standar Kompetensi	:	**Membaca** Mengungkapkan makna teks dalam tulis fungsional dan esei pendek sederhana berbentuk *narrative* dan *recount* untuk berinteraksi dengan lingkungan sekitar.
Kompetensi Dasar	:	Mengungkapkan makna dan langkah restorika dalam esei pendek sederhaan dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative* dan *recount*.
Indikator	:	- Mengidentifikasi fungsi sosial, struktur, dan fitur kebahasaan teks *narrative*. - Mengembangkan langkah-langkah restorika teks *narrative*.
Jenis Teks	:	*Narrative*
Alokasi Waktu	:	2 x 45 menit

1. **Tujuan Pembelajaran**

   Pada akhir pembelajran siswa dapat :

   a. Mengidentifikasi fungsi sosial, struktur, dan fitur kebahasaan teks *narrative*.
   b. Mengembangkan langkah-langkah restorika teks *narrative*.

2. **Meteri Pembelajaran** **:** Terlampir

3. **Metode Pembelajaran / Teknik :** *Genre Based Technique*

4. Langkah-Langkah Kegiatan

a. Building Knowledge of Field (BKoF)

1) Bertanya jawab secara lisan yang mengarah ke teks *narrative*.
2) Membahas kosakata yang berkaitan dengan teks *narrative*.
3) Mengucapkan kosakata dengan *pronunciation* yang benar.

b. Modeling of Text (MoT)

1) Mendengarkan teks *narrative* lisan yang dibicarakan.
2) Menjawab pertanyaan isi teks *narrative* secara lisan.
3) Membahas kosakata dalam teks *narrative* tulis.
4) Membaca teks *narrative* tulis secara nyaring dengan *pronunciation* yang benar.
5) Menjawab pertanyaan isi teks *narrative*.
6) Membahas fungsi sosial, struktur, dan fitur kebahasaan dalam teks *narrative*.

c. Joint Construction of Text (JCoT)

1) Membentuk kelompok untuk membuat teks *narrative* secara tulis.
2) Membuat draft teks *narrative* dan mengkonsultasikannya kepada guru.
3) Menulis teks *narrative* tulis secara kelompok.
4) Menampilakn teks *narrative* di depan kelas.

d. Independent Construction of Text (ICoT)

1) Secara individu membuat draft teks *narrative* dan mengkonsultasikannya kepada guru.

5. Sumber Belajar

a. Buku Teks.

6. **Penilaian**

a. Teknik : Tes Tulis dan Portofolio

b. Bentuk Instrumen : Daftar Pertanyaan (Terlampir) dan Dokumen Pekerjaan Siswa

c. Contoh Instrumen : Terlampir

Mengetahui
Guru Mata Pelajaran

DEDDY ARMAND, S. Pd
NIP. 19701122 199802 1 001

Trimurjo, November 2017
Peneliti

Alifah Nurmei Yulida
NPM. 13106487

PRE TEST

Direction!

1. Write your name and class on your answer sheet.
2. Read the texts and choose the best answer to each question.

Questions 1 - 7 are based on the following text.

Once when a lion was a sleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

"Pardon, o King. Forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these day?" The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

One day the lion was caught in a trap. Some hunters who wanted to carry him alive the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

1. Who are the main characters of the story?
   a. The lion and the cat.
   b. The lion and the mouse.
   c. The lion and the beasts.
   d. The lion and the king.
   e. The king and the cat

2. Paragraph three mainly tells that....
   a. The little mouse asked for forgiveness
   b. The hunter carried the lion alive to the king
   c. The lion was tied to tree by the hunter.
   d. The little mouse could prove that he could help the lion
   e. The king choose the lion to te the next king

3. What did the little mouse do to prove his words?
   a. He would never forget the lion.
   b. He tried hard to help the lion free.
   c. He ran up and down upon the lion.
   d. He slept in the jungle with the lion.

e. He asked for apology to the king of the beast.

4. Where did the story take place?
   a. In the jungle
   b. In the castle
   c. In the lake
   d. In the town
   e. In the country

5. How the lion feel when know the mouse has the idea being able to help him.
   a. The lion was angry with the mouse
   b. The lion was so happy and
   c. The lion was so ridiculous at the idea of the mouse.
   d. The lion was so excited at the idea of the mouse.
   e. The lion was so proud at the idea of the mouse.

6. How was the characters of little mouse?
   a. He was a kind and like to help the other animal
   b. He was a mousy animal and like to aet
   c. He was a bad animal
   d. He was a tricky animal
   e. He was an emosional animal

7. Which the following words are the synonym of “carry”?
   a. Buy
   b. Bring
   c. Put
   d. Cut
   e. Look

Questions 8-13 are based on the following text.

During the battle of Troy there was a Greek hero named Odysseus, he was one of the many "tribal kings' that went to attack the Romans. The Greeks won that battle decisively thanks to Odysseus' brilliant idea of building a "Trojan Horse'.

The horse was a gigantic wooden statue of a horse built in the guise of a gift for the Romans. The Greeks then built chambers within the giant horse to allow some soldiers to hide inside to infiltrate the strong roman defense.

The Romans, thinking that the Greeks have admitted defeat by leaving them a gift of gesture in the form of a "Horse Statue' were overjoyed. They brought the "gift' into their castle and partied throughout the night.

When all the Roman soldiers were drunk and unconscious, the Greeks slowly descended out of the "Horse Statue', rendered the Roman defense useless and opened the gate into the well defended city; allowing other Greek soldiers who were waiting outside the gates to come inside.

8. Who was Odysseus?
   a. A horse.
   b. A Greek Soldier.
   c. A Roman Soldier.
   d. A Greek King.
   e. No Information.

9. The main idea from the paragraph one is .....
   a. In a town there was Greek a hero named Odysseus.
   b. Odysseus was one of many "tribal kings'
   c. In a town there was many tribal kings.
   d. The Greeks won that battle.
   e. In a town there was tribal kings that went to attack the Romans.

10. How did the Greeks win the battle?
   a. They made the Romans drink
   b. They scared the Romans
   c. Odysseus used the help of Gods
   d. They destroyed the city gate
   e. They tricked the Romans

11. How were the Romans beaten?
   a. With the help of alcohol.
   b. With help from a wooden horse.
   c. Thanks to Odysseus's Idea.
   d. All of the above.
   e. None of the above

12. … in the form of a "Horse Statue" were Overjoyed. The underlined word means…
   a. Really sad
   b. Drunk
   c. Really happy
   d. Defenseless

e. Cautious

13. ..... the Roman soldiers were drunk and unconscious, the Greeks slowly descended out of the "Horse Statue'. The antonym of the underline word is....?
    a. Decreased
    b. Climbed
    c. Leaved
    d. Opened
    e. Extended

Questions 14 – 20 are based on the following text

Tangkupan Perahu

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

One morning as she was weaving, her weaving spool flew out of the window to the held. Because she was very tired, she mumbled, "Whoever is willing to help me pick up the spool, I'll treat her as my sister if she is a girl. If he is a man, I'll treat him as my husband". These words were heard by a dog, called Tumang, actually a cursed god too. He immediately picked up the spool and gave it to Dayang Sumbi. Seeing the dog had helped her, she fainted. The god had decided for her to undergo the fate. She became pregnant. She was exiled in the jungle, because she was unmarried but pregnant. and a short time afterwards she gave birth to a healthy strong son whom she called Sangkuriang. And he became a young and hard working boy. He was a good hunter too.

One day he went hunting with his dog, si Tumang. In the bush he saw a pig, Wayungyang. He wanted to shoot Wayungyang but si Tumang hindered him. He was angry at it and killed it, and then took its heart home. He cooked it and ate it with his mother. When he told that it was si Tumang's heart, she was very angry and hit Sang Kuriang's head with a spoon. And he ran away and left his mother to the east. He did not know himself and forgot his name. He was about 16 years of age.

After along time Sangkuriang came back to the jungle where his mother lived. She looked younger than her age, so Sangkuriang fell in love with her. "Will you marry me?'' one day he asked her. But Dayang Sumbi refused because finished work. She recognized that he was her son. He insisted to marry her and Dayang Sumbi asked two marriage settlements. One, he had to dammed Citarum river, and two, had to make a boat in one night. Sangkuriang almost his but

Dayang Sumbi cheated him. He was angry and kicked the boat. The boat fell upside down on the peak of mountain. It was known Tangkuban Perahu, at the northern of Bandung, West Java.

14. Where is the setting of the legend? It is from….
    a. East Java
    b. West Java
    c. Central Java
    d. North Java
    e. South Sumatra

15. What is the main idea of the first paragraph?
    a. There was a young man and Dayang Sumbi.
    b. There was a poor woman and her son.
    c. There was a beautiful woman, her name is Dayang Sumbi.
    d. There was a king dog in west Java.
    e. There was a queen, a king, and the beautiful daughter.

16. Who is the main character of the story above?
    a. si Tumang
    b. Sang kuriang
    c. Dayang Sumbi
    d. Sang kuriang's father
    e. si Tumang's mother

17. Who was Tumang?
    a. He was a dog and the king in the castle.
    b. He was a dog that was actually a cursed god.
    c. He was a dog that was a ghost and a god.
    d. He was a Dayang Sumbi's father.
    e. He was a god from the heaven.

18. Why was dayang sumbi exiled in the jungle? Because she……
    a. was married and pregnant
    b. was unmarried and not pregnant
    c. was unmarried and pregnant
    d. followed her husband
    e. was bored living in the kingdom

19. Why did Dayang Sumbi send Sangkuriang away?
    a. Because Sangkuriang killed the wayungyang.
    b. Because Sangkuriang killed Tumang who was actually his father.
    c. Because Sangkuriang can not shoot the wayungyang.
    d. Because Sangkuriang doesn't brought the heart of Tumang

e. Because Sangkuriang can shoot Tumang in the jungle.

20. ..... he had to dammed Citarum river, and two, had to make a boat in one night. Which the following words are the synonym of “dammed”?
    a. Played
    b. Refused
    c. Opened
    d. Passed
    e. Stemmed

Questions 21 – 30 are based on the following text.

Elephants, Dog, and Mice

I have never known a dog and an elephant make friends. Elephants will eventually become accustomed to certain dogs in camps, and dogs learn not to bark at them and always to keep out of reach of the slash of a trunk or the kick of a leg. The hatred of elephants for dogs cannot easily be explained. It is possible that they are afraid of dogs biting their trunks, though I do not think such a thing ever happened. It has occurred to me that it might be an instinctive dread of hydrophobia, which is the dread of everyone who keeps a dog in camp, Burman and European Assistant alike.

Nevertheless practically every European Assistant keeps a dog and I have almost always had one myself. The elephants hate them and one is always losing one's dog, owing to leopard, tiger, bear and snakes. The tragedies of lost dogs are often an Assistant's first experience of real grief.

It is easy to ask, why, under such conditions, do you keep a dog? But I know of no other existence where a dog is so necessary as a companion to share every moment of one's life and to drive away loneliness.

So far as I know, elephants don't worry about snakes, though the 'oozies' (drivers) believe that a number of elephants calves die of snake-bite. I have had this reported to me many times but in no instance could I find any proof. The Burmans believe that the hairs of an elephant's tail pull out very easily after it has been bitten by a snake. But, as this has also to be proved, I was never able to accept it as conclusive evidence that an elephant had been killed by snake-bite.

There is a widespread belief that an elephant is really terrified of a mouse. The idea makes an obvious appeal to the human love of paradox. But, if it is true, I can see no reason for it. It certainly cannot be because the elephant is afraid of the mouse getting inside his trunk, since, with one snort, he could eject it like a

cork from a popgun. However, most fears are imaginary and there is no reason why elephants should be immune from such terrors.

21. Who are the main characters of the story?
    a. Elephants
    b. Elephants and the king
    c. Elephants, dog, tiger, bear, mice,and snakes.
    d. Elephants, dog, and mice.
    e. Elephants, dog, mice, and the king.

22. Which of the following, according to the writer, is true about dogs and elephants?
    a. Sometimes they make friends.
    b. Elephants like dogs in camp.
    c. Elephants are afraid of being bitten by a dog.
    d. The hatred of elephants for dogs cannot be explained at all.
    e. Elephants dislike dogs but the elephants care with the dog.
23. It has occurred to me that it might be an instinctive dread of hydro phobia. Hydrophobia.....
    a. is a disease of dogs
    b. means being afraid of dogs
    c. is something only the Burmese are afraid of
    d. is a disease dogs usually catch from humans
    e. is something that can makes the dog feeling happy

24. Why is one always losing one's dog?
    a. They go off with other animals.
    b. They chase other animals and get lost.
    c. They meet other animals in the jungle.
    d. They are killed by other animals.
    e. The elephants frighten them away.

25. Why do Assistants keep dogs?
    a. The dogs can stand the difficult conditions.
    b. They need dogs to protect them.
    c. The dogs exited and meet the elephants.
    d. The Assistants are lonely.
    e. The dogs are necessary to accompany elephant.

26. What proof is there, according to the writer, that elephants die of snakebite?
    a. Baby elephants die of it.
    b. None.
    c. They have been to kill the animals.
    d. The tail hairs of a bitten elephant come out very easily.
    e. There have been many reports of this happening.

27. Which of the following would you say was true?
    a. Snakes never bite elephants.
    b. Snakes only bite baby elephants.
    c. Snakes may bite elephants.
    d. Snakes may bite lion.
    e. None of the above.

28. What is the human love of paradox?
    a. A love of ideas that seem to contradict each other.
    b. A love of argument.
    c. A love of small creatures that frighten large ones.
    d. A love of strangeness.
    e. A love of weakness.

29. According to what the writer says of elephants and mice, which of the following is correct?
    a. Elephants are afraid of mice.
    b. Elephants may be afraid of mice.
    c. Elephants are immune from the terrors of mice.
    d. Elephants are imitate of mice.
    e. Elephants are never afraid of mice.

30. Elephants will eventually become <u>accustomed</u> to certain dogs in camps,... . The synonym of the word “accustomed” is.....
    a. Usual
    b. Personal
    c. Exited
    d. Bored
    e. Imitate

POST TEST 1

Direction!

1. Write your name and class on your answer sheet.
2. Read the texts and choose the best answer to each question.

Questions 1 - 6 are based on the following text.

A group of frogs were travelling through the woods, and two of them fell into a deep pit. When the other frogs saw how deep the pit was, they told the two frogs that they were as good as dead. The two frogs ignored the comments and tried to jump up out of the pit with all their might. The other frogs kept telling them to stop, that they were as good as dead. Finally, one of the frogs took heed to what the other frogs were saying and gave up. He fell down and died.

The other frog continued to jump as hard as he could. Once again, the crowd of frogs yelled at him to stop the pain and just die. He jumped even harder and finally made it out. When he got out, the other frogs said, "Did you not hear us?" The frog explained to them that he was deaf. He thought they were encouraging him the entire time.

1. Where did the story tak place?
   a. In the wood
   b. In the castle
   c. In the town
   d. In the city
   e. In the heaven

2. What happened to the two frogs while they were travelling?
   a. The two frogs could not jump higher than others.
   b. The two frogs skipped into a deep pit.
   c. The two frogs jumped into a deep pit.
   d. The two frogs fell into a deep pit.
   e. The two frogs played in a deep pit.

3. What did the other frogs do when the two frogs tried to jump up out of the pit?
   a. They helped the two frogs.
   b. They yelled at the frogs to give up.
   c. They ignored the two frogs.
   d. They asked for a help from other frogs.
   e. They jumped into the deep pit.

4. Why did one frog stop trying and give up?
   a. because the other frogs kept telling that they were as good as dead
   b. because he was tired of jumping
   c. because he broke his leg
   d. because the pit was too deep
   e. because the other frogs kept encouraging him

5. Which is the best lesson suited to the story?
   a. There is power of life and death in the tongue.
   b. Be careful of what you say.
   c. Don't judge the book from its cover.
   d. Early bird catches the worm.
   e. A great talker is a great liar.

6. The two frogs ignored the comments and tried to jump up out of the pit with all their might. Which the following words i the synonym of this underline word?
   a. Approximate
   b. Disregard
   c. Disappear
   d. Found out
   e. Purchase

Questions 7 - 13 are based on the following text.

Redfeathers the Hen

Redfeathers, the hen, was so-called because all her feathers were red. One day, the fox caught sight of her in the farmyard and his mouth began to water. He ran home and told his wife to put on water for boiling a chicken, and then he rushed back, and before Redfeathers knew what was happening, she found herself snapped up and inside a sack, not even able to call for help.

Luckily for her, her friend the dove saw what had happened. She fluttered on the path in the woods, and lay there, pretending to have a broken wing. The fox was delighted to that he now had a first course as well as a main dish. He put down the sack with the hen in it, and chased off after the dove, who began cleverly to hop further and further away.

Redfeathers slipped out of the sack and put a stone in her place, then she too ran off. When the dove saw that her friend was safe, she was up into a tree. The fox then went back and picked up the sack, thinking that the hen was still in it. When he got home, the fox tipped the sack into the pot of boiling water, but the stone splashed it all over him, and he burned his greedy paws.

Source: *366 and More Fairy Tales*,

7. What is the main idea of the third paragraph?
   a. Redfeathers work into the sack and secure stone in the other place.
   b. The fox went back and picked up the sack.
   c. The fox tipped the sack into the pot of boiling water.
   d. Redfeathers and the fox ran and go to the tree.
   e. Redfeathers slipped out of the boiling water.

8. What did the fox do, after he caught sight of Redfeathers?
   a. He ran over to her.
   b. He ran home.
   c. He boiled water.
   d. He called her.
   e. He played the water

9. What did the fox think when he found the dove?
   a. The fox thought that he had to run.
   b. The fox thought that he had better go back.
   c. The fox thought he had a first course.
   d. The fox thought that he had to boil water.
   e. The fox thought that he a king.

10. What happened to the dove?
    a. she flew up into tree.
    b. she was cooked by the fox.
    c. she was chased by the fox.
    d. she was put into the sack.
    e. She was ate in the tree

11. What did Redfeathers do to trick the fox?
    a. she slipped out of the sack.
    b. she yelled for help.
    c. she flew away to the tree.
    d. she got the money in her place.
    e. she put a stone in her place.

12. What is the synonym of the word ”hop”?
    a. Jump
    b. Drive
    c. Ignore
    d. Push

e. Fall

13. What is the antonym of the word “tipped”?
    a. Higher
    b. Up to
    c. Jump to
    d. Swigging around
    e. Send down

Questions 14 - 21 are based on the following text.

Queen Aji Bidara Putih

Muara Kaman lies along the Mahakam River, in eastern Borneo. In the past the area was a kingdom ruled by Queen Aji Bidara Putih. She was a typical queen of myths: beautiful, wise, and sensitive. Many princes and kings proposed to her but she always refused them because she was more concerned with ruling her country and guarding her people.

One day, a Chinese boat came to eastern Borneo. First, the people thought it was a merchant ship but the boat was loaded with trade goods and highly trained soldiers. Their envoys brought gold and porcelain to announce the marriage proposal from a prince of China. The queen didn’t refuse instantly and replied that she had to ponder the proposal first. After the envoys left the palace, the queen called a court officer and ordered him to infiltrate the Chinese boat to gather information on the prince.

When night fell the officer sneaked onto the boat, got by all the guards, and finally found the prince’s
room. The large door would not open and he couldn’t find a peek hole, so the officer put his ear to the wall, trying to catch sounds from inside. He heard that the prince was having his dinner and the noise of his chewing and slurping surprised the officer. It was like a boar that he had once heard when he was hunting.

He quickly left the boat and returned to the palace. He reported that the prince must have been a

phantom, not a human. He believed that the phantom could be in a human’s form only during the daytime. The queen was so surprised and got angry. On the next day, she refused his proposal.

The enraged prince ordered his troops to raid Muara Kaman. The battle was won by the prince's huge band of troops. As they drew near to the palace, Queen Aji Bidara Putih chewed a leaf of betel vine and sang a mantra while holding it. When she threw it at the Chinese troops, it be turned to giant centipedes. The Chinese troops started to retreat but three centipedes chased them and sank the boat. The site of the sunken ship is now known as Danau Lipan (Lake of Centipedes), with Chinese treasures hidden on the lake's bed.
Adapted from: www.st.rim.or.jp

14. What is the main character of the story? …
    a. Queen Aji Bidara Putih
    b. Mahakam River
    c. The Prince's
    d. Sunken Ship
    e. The Chinese Troops

15. Where did the story take place?
    a. in a kingdom in China
    b. in western Borneo
    c. in the area that is now called Muara Kaman
    d. in a sunken ship
    e. in the Lake of Centipedes

16. Why did the envoys bring gold and porcelain?
    a. to trade them for stocks
    b. to announce the marriage proposal from a prince of China
    c. to load their ship
    d. to share them with the residents
    e. to sell them to the queen

17. How did Queen Aji Bidara Putih respond to the proposal?
    a. She agreed with the proposal instantly.
    b. She approved the proposal right away.
    c. She did not refuse the proposal immediately.
    d. She did not reply the proposal.
    e. She refused the proposal.

18. Why did the prince raid Muara Kaman?
    a. because the queen was spying on the prince
    b. because the queen did not accept his proposal
    c. because the queen attacked the prince's kingdom
    d. because the queen returned the prince's gifts
    e. because the queen chased the prince away

19. Which statement is not true according to the text?
    a. The prince wanted to marry the queen.
    b. The prince had gold and porcelain to announce the marriage proposal.
    c. The prince ordered his troops to attack Muara Kaman.
    d. The prince won the battle.
    e. The prince turned into a giant centipede.
20. "Their envoys brought gold and porcelain to …" The synonym of "envoy" is …
    a. team
    b. messenger
    c. troop
    d. advocate
    e. squad

21. "… prince ordered his troops to raid Muara Kaman." The synonym of "raid" is …
    a. establish
    b. ascertain
    c. attack
    d. expand
    e. enlarge

Questions 22 -30 are based on the following text.

The Necessity of Salt

Once upon a time there was a king who had three daughters. Because they were good and beautiful he loved them all sincerely. He did not know which one he should appoint as queen.

As his birthday approached he summoned his daughters and said to them, "My dear children, I love all three of you sincerely, and for a long time have not known which one of you I should name to be the heir to my throne. But I have now decided that the one of you shall become queen who brings to me a birthday present that is most necessary in human life. Go and make your plans accordingly and with utmost diligence."

The old king's birthday arrived, and the two oldest daughters brought him presents that were very necessary, but at the same time extremely expensive. However, the youngest daughter brought him nothing more than a little pile of salt in a decorated container. When the king saw her present, he became very angry,

and he drove his daughter out of the castle, forbidding her ever again to let herself be seen by him.

With deep sorrow the rejected daughter went out into the unknown world, comforted only by her faith in her own good sense. After walking a good while she came to an inn. There she found a female innkeeper who thoroughly understood cooking. She entered an apprenticeship with her and soon exceeded even the innkeeper in the art of cooking.

News spread far and wide of the excellent cook in this inn, and everyone who came this way and who still had a few kreuzers left in his pocket stopped to be served a roast or something even more elegant.

The king heard of the cook's reputation, and he hired her as court cook. Now it came to pass that the oldest princess was getting married, and the famous cook was assigned the preparation of the wedding feast, with no expenses to be spared.

Thus on the wedding day one elegant dish after the other was served until the table almost cracked. Everything was excellently prepared, and everyone praised the cook. Finally the king's favorite dish arrived. Quickly taking a spoon he tasted it. "This has not been salted!" he cried out angrily. "Have the cook brought before me!"

They quickly ran for the cook, who entered the hall undaunted.
"Why did you forget to salt my favorite dish, you careless girl?" snapped the king at her. The cook answered, "You drove away your youngest daughter because she thought that salt was so necessary. Perhaps you can now see that your child was not so wrong."

When the king heard these words he recognized his daughter, begged her for forgiveness, asked her to be seated at his side, and accepted her once again as his dear child. Then the wedding became doubly joyful.

The king lived happily with his children for many years thereafter.

22. Who are the main charaters of the stoty?
    a. a king and a queen
    b. a king and a prince
    c. a king and three daughters
    d. a princess and a prince
    e. a king, a prince, and a woman

23. What is the main idea of the third paragraph?
    a. The two oldest daughters brought the salt

b. In the old king's birthday get the prize from his daughters that the prize are different in each daughter.
c. The old king's birthday arrived and he died in this day.
d. Youngest daughter brought him nothing more than a little pile of salt
e. The king drove his daughter out of the castle.

24. Why did the King ask his daughters to bring him a birthday present that was the most necessary thing in human life?
a. To show that he was the most powerful man in the kingdom.
b. To see who loved him most.
c. To decide who would be his cook.
d. To decide who would marry with the prince.
e. To decide who would be the next queen

25. Why did the King drive his youngest daughter out of his castle?
a. Because she wanted to become a cook.
b. Because he though that she did not respect him.
c. Because the King did not want her got married with the Prince.
d. Because he wanted to prepare her to become the queen.
e. Because she did not want to give him any birthday gift.

26. Where did the King's daughter learn to cook?
a. In the castle.
b. In a villager's house.
c. In a famous restaurant.
d. In an inn.
e. In a course.

27. Why did the King ask the famous cook to prepare the wedding feast?
a. Because the King knew that it was his daughter.
b. Because people believed that she was the best cook in the kingdom.
c. Because she applied for the position of King's cook.
d. Because the King wanted to prove that salt was not so importance.
e. Because the King did not any other cook in the kingdom.

28. How did the King's daughter prove that salt is the most necessary thing in human live?
a. By giving the King a container of salt.
b. By telling the King that she is the famous cook.
c. By serving dishes cooked with much salt.

d. By serving very sweet dishes.
e. By serving dishes cooked without salt.

29. .....and soon exceeded even the innkeeper in the art of cooking. The synonym of the underline word is....
a. Transgress
b. Respected
c. Adorn
d. Avoid
e. Responded

30. ..... who entered the hall undaunted. The antonym of the underline word is....
a. Brave
b. Kind
c. Bashful
d. embarrassed
e. Afraid

INSTRUMENT POST TEST 2

Direction! .

1. Write your name and class on your answer sheet.
2. Read the texts and choose the best answer to each question..

Questions 1 – 6 are based on the following text.

Little Brother, Little Sister

Maltreated by their stepmother, who was a witch, a little brother and sister led into the woods. After running for a while, the brother said: 'I'm so thirsty. Let's and a spring and have a drink.'

However, as the young boy bent down to drink, his sister heard a voice which said: 'Who drinks from me will turn into a fawn.' it was the witch! Too late, the sister tried to prevent her brother from drinking. The young boy changed at once into a fawn. In tears, the little girl made a lead and collar out of her belt, and led the fawn off into the woods. There they found an abandoned cottage and lived together, far from any danger.

One day, however, the king was hunting in the woods, and he spied the fawn, which could not resist the urge to wander away from the cottage. The king and his hunters chased the fawn all the way back home. There, the king followed it into the cottage, where he found a young girl stroking the frightened animal. She was so beautiful and gentle that the king fell in love with her at once. He asked her to be his wife, and his words caused the maiden to cry for joy. When one of her tears fell on the fawn, it changed back to her brother once more. Their goodness and love had overcome the witch's evil spell, and they lived safely and happily with the king for ever after.

Taken from *366 and More Fairy Tales*,

1. Why did the brother and sister see into the woods?
   a. Because they felt very happy.
   b. Because they had been maltreated by their stepmother.
   c. Because they had been treated well their stepmother
   d. Because they wanted to leak home
   e. Because they felt excited to leak home
2. What caused the young boy to changed into a fawn?
   a. He was drinking something.
   b. He was eating something.

c. He was eating, drinking, and playing something.
d. He was saying something bad.
e. He was having cursed by someone.

3. How did he change back to be her brother?
   a. When he met the King.
   b. When he walked like an animal.
   c. When he met a frightened animal.
   d. When one of her tears fell on the fawn.
   e. When he met the Prince.

4. Who asked her to be his wife?
   a. The Queen
   b. The King
   c. The Fawn
   d. The animal
   e. The queen and the fawn

5. What is the main idea of the second paragraph?
   a. The young boy bent down to drink and his sister heard a voice.
   b. The young boy changed at once into a fawn.
   c. The young boy drinks from me will turn into a fawn.
   d. The little girl made a lead and collar.
   e. They found an abandoned cottage.

6. The synonym of the word “frightened” in the third paragraph is....?
   a. rival
   b. rivalry
   c. enemy
   d. opposition
   e. friendship

Questions 7 – 12 are based on the following text.

The Mouse, the Frog, and the Hawk

A mouse who always lived on the land, by an unlucky chance, formed an intimate acquaintance with a Frog, who lived, for the most part, in the water. One day, the Frog was intent on mischief. He tied the foot of the Mouse tightly to his

own. Thus joined together, the Frog led his friend the Mouse to the meadow where they usually searched for food. After this, he gradually led him towards the pond in which he lived, until reaching the banks of the water, he suddenly jumped in, dragging the Mouse with him.

The Frog enjoyed the water amazingly, and swam croaking about, as if he had done a good deed. The unhappy Mouse was soon sputtered and drowned in the water, and his poor dead body floating about on the surface.

A Hawk observed the floating Mouse from the sky, and dove down and grabbed it with his talons, carrying it back to his nest. The Frog, being still fastened to the leg of the Mouse, was also carried off a prisoner, and was eaten by the Hawk.

7. Who are the main characters of the story?
   a. The frog and the hawk
   b. The mouse and the frog
   c. The mouse, the frog and the chipmunk
   d. The mouse, the frog, and the hawk
   e. The mouse and the hawk

8. The last paragraph mainly tells that....
   a. A hawk go back in the sea and grabbed the mouse with his talons.
   b. A hawk observed the talons in the sky
   c. The mouse observed the talons to dove down in the nest.
   d. The hawk and the mouse played in the nest and floating from the sky.
   e. From the sky, the hawk peered the floating mouse and dove down.

9. Where did the Mouse and the Frog live?
   a. They lived on the land.
   b. They lived in the water.
   c. They lived above the tree.
   d. The Mouse lived in the water and the Frog lived on the land.
   e. The Mouse lived on the land and the Frog lived in the water.

10. How did the Mouse die?
   a. He was tied on the Frog's leg.
   b. He drowned in the water.
   c. He floated about on the surface of the water.
   d. He was eaten by the Hawk.

e. He was imprisoned by the Hawk.

11. How was the end of the Frog's life?
    a. He was fastened on the Mouse's foot.
    b. He drowned in the water.
    c. He was eaten by the Hawk.
    d. He was eaten by the Mouse.
    e. He became the prisoner of the Hawk.

12. ....., and dove down and grabbed it with his talons. What is the synonym of the underline word ?
    a. Wrest
    b. Persuade
    c. Opened
    d. Given
    e. Accounted

Questions 13 –22 are based on the following text

Let Me Love You

Once upon a time, there was once a guy who was very much in love with this girl. This romantic guy folded 1,000 pieces of paper cranes as a gift to his girl. Although, at that time he was just a small executive in his company, his future doesn't seem too bright, they were very happy together. Until one day, his girl told him she was going to Paris and will never come back. She also told him that she cannot visualize any future for the both of them, so let's go their own ways there and then... heartbroken, the guy agreed.

When he regained his confidence, he worked hard day and night, just to make something out of himself. Finally with all these hard work and with the help of friends, this guy had set up his own company.."You never fail until you stop trying." He always told himself. "I must make it in life!" One rainy day, while this guy was driving, he saw an elderly couple sharing an umbrella in the rain walking to some destination. Even with the umbrella, they were still drenched. It didn't take him long torealize those were his ex-girlfriend's parents. With a heart in getting back at them, he drove slowly beside the couple, wanting them to spot him in his luxury saloon. He wanted them to know that he wasn't the same anymore, he had his own company, car, condo, etc. He had made it in life!

Before the guy can realize, the couple was walking towards a cemetery, and he got out of his car and followed them...and he saw his ex girlfriend, a photograph of her smiling sweetly as ever at him from her tombstone... and he saw his precious paper cranes in a bottle placed beside her tomb. Her parents saw him. He walked over and asked them why this had happened. They explained that she did not leave for France at all. She was stricken ill with cancer. In her heart, she had believed that he will make it someday, but she did not want her illness to be his obstacle ... therefore she had chosen to leave him.

She had wanted her parents to put his paper cranes beside her, because, if the day comes when fate brings him to her again he can take some of those back with him. The guy just wept.

13. The main character of the story is .... ?
    a. a guy
    b. a girl
    c. a couple of husband and wife
    d. a family
    e. a group of people

14. What is the main idea of the first paragraph?
    a. There was a guy who in love with the girl and he always give the girl a gift and he want their relationship until the future.
    b. There was a guy that going to Paris and married with his girlfriend.
    c. There was a guy who want to go to the Island.
    d. The guy and the girl holiday in Paris.
    e. There was a guy that heartbroken

15. Why did the guy break up with his girlfriend?
    a. He wanted to concentrate on his career.
    b. The girl said that she wanted to go to Paris and would not come back.
    c. The guy had found another girl for him.
    d. The guy's parents did not like the girl at all.
    e. The girl's parents did not allow her to marry the man.

16. What does the guy after he broke up with his girlfriend?.
    a. He got very frustrated
    b. He found another girl who could understand him a lot
    c. He got married with another girl
    d. He regained his confidence and worked very hard.
    e. He met the girl's parents

17. What does the man did in final?
    a. Establish his own company and succeeded in his business.
    b. Find another woman and got married with her.
    c. Recover himself after a long period of frustration.
    d. Meet the girl again and got married with her.
    e. Find her and got married and lived happily ever after.

18. When does the guy saw his ex-girlfriend's parents going to the cemetery?
    a. When he was in his office
    b. When he was driving his saloon
    c. When he was in a vacation
    d. When he visited a friend's house
    e. When he is in a funeral

19. What does the man wanted to show his ex-girlfriend's parents?
    a. He had got another girl and was ready to get married.
    b. Their daughter did a bad thing by leaving him.
    c. He was happy to break up with their daughter.
    d. His parents were their friends.
    e. He had become a rich man after he broke up with their daughter.

20. Why did the girl died?
    a. because of committing suicide
    b. because of an accident
    c. because of cancer
    d. because of a fire in Paris
    e. because of giving birth

21. Why did the girl want her parents put the paper cranes next to her tomb?
    a. because she wanted the man to know that she loved him
    b. because she hated the paper cranes
    c. because her parents did not know where to put it
    d. because the man asked her to do
    e. because her parents told her to

22. "...if the day comes when fate brings him to her again he can take some of those back with him." What does the statement mean?
    a. She wanted her parents to bring him to her.
    b. She wanted the man to take back his paper cranes.
    c. She hated the paper cranes so that she wanted the man to take them back.
    d. He believed that the girl would return his paper cranes.
    e. The girl wanted the man to

Questions 23 – 30 are based on the following text.

The Jackal who saved the lion

Once upon a time, there lived a lion in a forest. One day, when he went to drink water in a river, one of his feet got stuck into the damp mushy mud of the river. He tried a lot to get out of the mud, but didn't achieve. He had to lie without food for days because he didn't find any help. On one fortunate day, a kind jackal came to drink water from the river. When he saw the lion, he went closer to the lion and said, "What is the matter? Why are you resting here?"

The lion narrated him the pathetic story. The Jackal instantly made a way out from the sand but the lion was unable to move his feet. As he was set in the same posture for last several days, his body became stiff. The jackal understood the condition of the lion and helped him to get out of the mud with an extra effort. The Lion was really thankful to jackal for his kind help. He was very happy to get free after so many days.

The Lion appreciated the effort made by the jackal. He offered the jackal to live close to him and also promised to give food to him whenever he caught food. The jackal accepted the offer and started living with the lion. Thus, they lived happily sharing the food. With the passing time, they expanded their families. The lion had cubs and the jackal had kid jackals. Both, the lion and the jackal were passing their days happily. They didn't have any idea that their friendship was not liked by their families.

One day after a long time, the lioness, lady of the lion's house, told her cubs that she didn't like the amity between the jackal and her husband. The cubs passed the message to the kid jackals. The kids complained the matter to the lady jackal. The lady jackal passed the complaint to her husband.

The jackal went to the Lion and asked," I helped you without any thought in return. You had asked me to live with you, so I started living with you. Now, if you don't want me to live with you, you should have told me yourself. What did you involve your wife and cubs to convey this? ". The Lion was shocked to hear such words. He said, "My dear friend, what are you saying? I don't find any problem with you or your friendship". He assured the jackal that he had no such ill-feelings for the friendship between them.

The Lion also assured that he would talk to the lioness and solve the whole matter. The jackal was intelligent and understood the situation. He said to the lion,

"Dear friend, I know you are sincere, but our families could not exactly respond the same level of friendship. So, let us stay apart and meet often as friends. We could also hunt together. It would be better, if our families stay apart". The Lion agreed to the proposal with a heavy heart.

The two families parted from each other as friends. The Jackal and the Lion continued to share the friendship. They often met each other and hunt together. Thus, the two friends shared a healthy friendship throughout their life.

Taken from: www.culturalindia.net

23. Where sis the stpory take place?
    a. In the house
    b. In the sea
    c. In the market.
    d. In the forest
    e. In the land

24. Who are the main characters of the story?
    a. The lion's family and the Jackal's family
    b. The Lion and The Jackal
    c. The Lioness and the Lady Jackal
    d. The lion cubs and the Jackal kids
    e. The Lion and the Jackal's family

25. What does the lion do in return of the Jackal's help?
    a. He told the Jackal to always hunt with him.
    b. He told the Jackal to live with him in his house.
    c. He told the Jackal to live near the Lion and give him food.
    d. He gave him a home.
    e. He gave him a present.

26. What did the lioness feels of the lion's and the jackal's friendship?
    a. She was not pleased.
    b. She was pleased.
    c. She was delighted.
    d. She was happy about it.
    e. She was content about it.

27. From whom did the jackal heard that the lion's family doesn't like the friendship between them?
    a. The Lion

b. The lion cubs
c. The kid Jackals
d. The lady Jackal
e. The Lioness

28. How did the story end?
    a. The Lion and the Jackal lived apart but still be friends.
    b. The Jackal's and the Lion's friendship ends.
    c. The Lion and the Jackal still live together and hunt together.
    d. The Lion and the Jackal lived apart and doesn't hunt together.
    e. The Jackal is very angry and cannot accept the Lion as his friend anymore.

29. The synonym of the word amity in the fourth paragraph is....
    a. Rival
    b. Rivalry
    c. Enemy
    d. Opposition
    e. Friendship

30. The Lion also assured that he would talk to the lioness and solve the whole matter. The antonym of the underline word is ....
    a. Conviced
    b. Underestimate
    c. Possible
    d. Blamed
    e. Conducted

ANSWER SHEET

Day/Date :
Type of the Test : Pre-Test
Name :
Class :

SCORE :

Choose the best answer by crossing a, b, c, d, or e !

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

21	A	B	C	D	E
22	A	B	C	D	E
23	A	B	C	D	E
24	A	B	C	D	E
25	A	B	C	D	E
26	A	B	C	D	E
27	A	B	C	D	E
28	A	B	C	D	E
29	A	B	C	D	E
30	A	B	C	D	E

ANSWER SHEET

Day/Date :
Type of the Test : Post-Test 1
Name :
Class :

SCORE :

Choose the best answer by crossing a, b, c, d, or e !

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

21	A	B	C	D	E
22	A	B	C	D	E
23	A	B	C	D	E
24	A	B	C	D	E
25	A	B	C	D	E
26	A	B	C	D	E
27	A	B	C	D	E
28	A	B	C	D	E
29	A	B	C	D	E
30	A	B	C	D	E

ANSWER SHEET

Day/Date :
Type of the Test : Post-Test 2
Name :
Class :

SCORE :

Choose the best answer by crossing a, b, c, d, or e !

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

21	A	B	C	D	E
22	A	B	C	D	E
23	A	B	C	D	E
24	A	B	C	D	E
25	A	B	C	D	E
26	A	B	C	D	E
27	A	B	C	D	E
28	A	B	C	D	E
29	A	B	C	D	E
30	A	B	C	D	E

ANSWER KEY

The Answer Key of Pre-test

1. B	11. B	21. A
2. D	12. C	22. A
3. B	13. B	23. B
4. A	14. B	24. C
5. C	15. C	25. A
6. A	16. B	26. E
7. B	17. A	27. D
8. A	18. D	28. E
9. E	19. B	29. E
10. C	20. A	30. B

The Answer Key of Post-test 1

1. A	11. A	21. D
2. D	12. C	22. B
3. B	13. B	23. E
4. A	14. C	24. D
5. A	15. B	25. E
6. A	16. E	26. E
7. B	17. C	27. B
8. C	18. B	28. C
9. A	19. E	29. B
10. E	20. B	30. D

The Answer Key of Post-test 2

1. B	11. D	21. C
2. A	12. B	22. A
3. D	13. C	23. B
4. B	14. A	24. C
5. A	15. D	25. B
6. D	16. A	26. B
7. E	17. B	27. C
8. E	18. D	28. B
9. B	19. B	29. A
10. C	20. A	30. D

ANSWER SHEET

Day/Date : 16 November 2017
Type of the Test : Pre Test

Name : Andika Ramadhan
Class : VIII (Delapan)

SCORE : 77

Choose the best answer by crossing a, b, c, d, or e !

1	A	~~B~~	C	D	E
2	A	B	C	~~D~~	E
3	A	~~B~~	C	D	E
4	~~A~~	B	C	D	E
5	A	B	~~C~~	D	E
6	~~A~~	B	C	D	E
7	A	~~B~~	C	D	E
8	A	B	C	~~D~~	E
9	A	B	C	~~D~~	E
10	A	B	~~C~~	D	E

11	A	~~B~~	C	D	E
12	A	B	~~C~~	D	E
13	A	~~B~~	C	D	E
14	A	B	C	D	~~E~~
15	A	B	~~C~~	D	E
16	A	~~B~~	C	D	E
17	~~A~~	B	C	D	E
18	A	B	C	D	~~E~~
19	A	~~B~~	C	D	E
20	~~A~~	B	C	D	E

21	~~A~~	B	C	D	E
22	A	B	C	D	~~E~~
23	A	~~B~~	C	D	E
24	A	B	C	D	~~E~~
25	~~A~~	B	C	D	E
26	~~A~~	B	C	D	E
27	A	B	C	~~D~~	E
28	A	B	C	D	~~E~~
29	A	B	C	D	~~E~~
30	A	~~B~~	C	D	E

B = 23

ANSWER SHEET

Day/Date : 16 November 2017
Type of the Test : Pre Test

Name : Mutiara Dwi Handayani
Class : VIII (Delapan)

SCORE : 57

Choose the best answer by crossing a, b, c, d, or e !

1	A	X	C	D	E
2	A	B	C	X	E
3	A	X	C	D	E
4	A	X	C	D	E
5	A	B	C	X	E
6	A	B	C	D	X
7	A	X	C	D	E
8	X	B	C	D	E
9	A	B	C	D	X
10	A	B	X	D	E

11	X	B	C	D	E
12	X	B	C	D	E
13	A	X	C	D	E
14	A	X	C	D	E
15	A	B	X	D	E
16	A	B	C	X	E
17	A	B	C	D	X
18	A	B	C	X	E
19	X	B	C	D	E
20	X	B	C	D	E

21	X	B	C	D	E
22	A	B	C	D	X
23	A	B	C	X	E
24	A	X	C	D	E
25	X	B	C	D	E
26	A	B	C	D	X
27	A	B	C	X	E
28	A	B	X	D	E
29	A	B	X	D	E
30	A	X	C	D	E

B = 17

ANSWER SHEET

Day/Date : 23 November 2017
Type of the Test : Post Test 1

Name : Andika Ramadhan
Class : VIII (Delapan)

SCORE : 80

Choose the best answer by crossing a, b, c, d, or e !

1	~~A~~	B	C	D	E
2	A	B	C	~~D~~	E
3	A	~~B~~	C	D	E
4	~~A~~	B	C	D	E
5	~~A~~	B	C	D	E
6	~~A~~	B	C	D	E
7	A	~~B~~	C	D	E
8	A	B	~~C~~	D	E
9	~~A~~	B	C	D	E
10	A	B	C	D	~~E~~

11	~~A~~	B	C	D	E
12	A	~~B~~	C	D	E
13	A	~~B~~	C	D	E
14	A	B	C	D	~~E~~
15	A	~~B~~	C	D	E
16	A	B	C	D	~~E~~
17	A	B	~~C~~	D	E
18	A	~~B~~	C	D	E
19	A	B	C	D	~~E~~
20	A	~~B~~	C	D	E

21	A	B	C	~~D~~	E
22	A	B	C	D	~~E~~
23	~~A~~	B	C	D	E
24	~~A~~	B	C	D	E
25	A	B	C	D	~~E~~
26	A	B	~~C~~	D	E
27	A	~~B~~	C	D	E
28	A	B	~~C~~	D	E
29	A	~~B~~	C	D	E
30	A	B	C	~~D~~	E

B = 29

ANSWER SHEET

Day/Date : 23 November 2017
Type of the Test : Post Test 1

Name : Mutiara Dwi Handayani
Class : VIII (Delapan)

SCORE : 67

Choose the best answer by crossing a, b, c, d, or e !

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

21	A	B	C	D	E
22	A	B	C	D	E
23	A	B	C	D	E
24	A	B	C	D	E
25	A	B	C	D	E
26	A	B	C	D	E
27	A	B	C	D	E
28	A	B	C	D	E
29	A	B	C	D	E
30	A	B	C	D	E

B = 20

ANSWER SHEET

Day/Date : 30 November 2017
Type of the Test : Post Test 2

Name : Andika Ramadhan
Class : VIII (Delapan)

SCORE : 80

Choose the best answer by crossing a, b, c, d, or e !

1	A	**B**	C	D	E
2	**A**	B	C	D	E
3	A	B	C	**D**	E
4	A	**B**	C	D	E
5	**A**	B	C	D	E
6	A	B	C	**D**	E
7	A	B	C	D	**E**
8	A	B	C	D	**E**
9	A	**B**	C	D	E
10	A	B	**C**	D	E

11	A	B	C	D	**E**
12	**A**	B	C	D	E
13	A	B	**C**	D	E
14	**A**	B	C	D	E
15	A	B	C	**D**	E
16	**A**	B	C	D	E
17	A	**B**	C	D	E
18	A	B	C	**D**	E
19	A	B	C	D	**E**
20	**A**	B	C	D	E

21	A	B	**C**	D	E
22	A	**B**	C	D	E
23	A	**B**	C	D	E
24	A	B	C	**D**	E
25	A	**B**	C	D	E
26	A	**B**	C	D	E
27	**A**	B	C	D	E
28	A	**B**	C	D	E
29	**A**	B	C	D	E
30	A	B	C	**D**	E

B = 24

ANSWER SHEET

Day/Date : 30 November 2017
Type of the Test : Post Test 2

Name : Muliara Dwi Handayani
Class : VIII (Delapan)

SCORE : 73

Choose the best answer by crossing a, b, c, d, or e !

1	A	**B**	C	D	E
2	**A**	B	C	D	E
3	A	B	C	**D**	E
4	A	**B**	C	D	E
5	**A**	B	C	D	E
6	A	B	C	**D**	E
7	A	B	C	D	**E**
8	A	B	C	D	**E**
9	A	**B**	C	D	E
10	A	B	**C**	D	E

11	A	B	C	**D**	E
12	A	B	C	D	**E**
13	A	B	**C**	D	E
14	A	**B**	C	D	E
15	A	B	C	**D**	E
16	**A**	B	C	D	E
17	A	**B**	C	D	E
18	A	B	**C**	D	E
19	A	**B**	C	D	E
20	**A**	B	C	D	E

21	A	B	**C**	D	E
22	A	**B**	C	D	E
23	A	**B**	C	D	E
24	A	B	C	**D**	E
25	A	**B**	C	D	E
26	A	B	C	D	**E**
27	A	B	**C**	D	E
28	**A**	B	C	D	E
29	A	**B**	C	D	E
30	A	B	C	**D**	E

B = 22

The Result of Pre Test

No	Student's Code	Answer		Total	Note (70)
		True	False		
1	**AS**	20	10	67	Failed
2	**AR**	23	7	77	Passed
3	**ANP**	15	15	50	Failed
4	**AJR**	22	8	73	Passed
5	**ARR**	19	11	63	Failed
6	**BPF**	23	7	77	Passed
7	**DLS**	20	10	67	Failed
8	**DP**	16	14	53	Failed
9	**EDP**	21	9	70	Passed
10	**FMS**	19	11	63	Failed
11	**FIS**	11	19	37	Failed
12	**ITF**	19	11	63	Failed
13	**IAS**	25	5	83	Passed
14	**KM**	24	6	80	Passed
15	**LNC**	17	13	57	Failed
16	**MA**	18	12	60	Failed
17	**MDH**	17	13	57	Failed
18	**NR**	19	11	63	Failed
19	**NS**	14	16	47	Failed
20	**OWN**	24	6	80	Passed
21	**RMA**	13	17	43	Failed
22	**RAP**	12	18	40	Failed
23	**RA**	22	8	73	Passed
24	**RRW**	22	8	73	Passed
25	**RMI**	17	13	57	Failed
26	**SBAP**	23	7	77	Passed
27	**SR**	24	6	80	Passed
28	**VAS**	20	10	67	Failed
29	**WNK**	16	14	53	Failed
30	**YG**	13	17	43	Failed
			Average	63	
			Lowest Score	37	
			Highest Score	83	

The Result of Post Test 1

No	Student's Code	Answer		Total	Note (70)
		True	False		
1	**AS**	20	10	67	Failed
2	**AR**	24	6	80	Passed
3	**ANP**	18	12	60	Failed
4	**AJR**	24	6	80	Passed
5	**ARR**	23	7	77	Failed
6	**BPF**	24	6	80	Passed
7	**DLS**	24	6	80	Passed
8	**DP**	20	10	67	Failed
9	**EDP**	21	9	70	Passed
10	**FMS**	18	12	60	Failed
11	**FIS**	15	15	50	Failed
12	**ITF**	23	7	77	Passed
13	**IAS**	27	3	90	Passed
14	**KM**	25	5	83	Passed
15	**LNC**	21	9	70	Passed
16	**MA**	19	11	63	Failed
17	**MDH**	20	10	67	Failed
18	**NR**	21	9	70	Passed
19	**NS**	17	13	57	Failed
20	**OWN**	25	5	83	Passed
21	**RMA**	12	18	40	Failed
22	**RAP**	16	14	53	Failed
23	**RA**	20	10	67	Failed
24	**RRW**	21	9	70	Passed
25	**RMI**	18	12	60	Failed
26	**SBAP**	24	6	80	Passed
27	**SR**	25	5	83	Passed
28	**VAS**	22	8	73	Passed
29	**WNK**	19	11	63	Failed
30	**YG**	17	13	57	Failed
			Average	69	
			Lowest Score	40	
			Highest Score	90	

The Result of Post Test 2

No	Student's Code	Answer		Total	Note (70)
		True	False		
1	**AS**	23	7	77	Passed
2	**AR**	24	6	80	Passed
3	**ANP**	20	10	67	Failed
4	**AJR**	26	4	87	Passed
5	**ARR**	25	5	83	Passed
6	**BPF**	26	4	87	Passed
7	**DLS**	24	6	80	Passed
8	**DP**	21	9	70	Passed
9	**EDP**	25	5	83	Passed
10	**FMS**	22	8	73	Passed
11	**FIS**	21	9	70	Passed
12	**ITF**	25	5	83	Passed
13	**IAS**	27	3	90	Passed
14	**KM**	28	2	93	Passed
15	**LNC**	23	7	77	Passed
16	**MA**	24	6	80	Passed
17	**MDH**	22	8	73	Passed
18	**NR**	23	7	77	Passed
19	**NS**	19	11	67	Failed
20	**OWN**	26	4	87	Passed
21	**RMA**	20	10	67	Failed
22	**RAP**	22	8	73	Passed
23	**RA**	26	4	87	Passed
24	**RRW**	23	7	77	Passed
25	**RMI**	21	9	70	Passed
26	**SBAP**	25	5	83	Passed
27	**SR**	25	5	83	Passed
28	**VAS**	26	4	87	Passed
29	**WNK**	22	8	73	Passed
30	**YG**	21	9	70	Passed
			Average	78	
			Lowest Score	67	
			Highest Score	93	

THE OBSERVATION SHEET OF STUDENT'S ACTIVITY

Subject : English

Day / Date :

No	Student's Code	Criteria				
		Attention	Active in Small Group Discussion			
			Asking	Answering	Giving Idea	Tasking
1	**AS**					
2	**AR**					
3	**ANP**					
4	**AJR**					
5	**ARR**					
6	**BPF**					
7	**DLS**					
8	**DP**					
9	**EDP**					
10	**FMS**					
11	**FIS**					
12	**ITF**					
13	**IAS**					
14	**KM**					
15	**LNC**					
16	**MA**					
17	**MDH**					
18	**NR**					
19	**NS**					
20	**OWN**					
21	**RMA**					
22	**RAP**					
23	**RA**					
24	**RRW**					
25	**RMI**					
26	**SBAP**					
27	**SR**					
28	**VAS**					

29	**WNK**					
30	**YG**					
	Total					
	Percentage					

The indicators of student's activities for further explanation explained as follows:

1. Paying attention towards teacher's explanation.
2. Asking to the teacher
3. Answering teacher's question
4. Giving an idea
5. Finishing the task timely

Direction – Give a tick (√) for the active student

– Let's it empty for inactive student

Metro, November 2017

Collaborator

Researcher

Deddy Armand, S.Pd

NIP. 19701122 199802 1 001

Alifah Nurmei Yulida

NPM. 13106487

THE TEACHER'S OBSERVATION SHEET

School : SMPN 1 TRIMURJO
Class : VIII H
Date : 21 November 2017

No	The Teacher's Activity	Very Good	Good	Fair	Enough	Less
1	**Pre-teaching**					
	1. Prepare the lesson plan		✓			
	2. Prepare the problems of the students' worksheet form		✓			
	3. Ability to opening the learning process	✓				
2	**While teaching**					
	1. Inform the objective of the learning		✓			
	2. Explain the material		✓			
	3. Guide the students to follow the lesson			✓		
	4. Motivate the students to ask			✓		
	5. Practice the students to answer the question about the material		✓			
	6. Teacher distribute the outline of Story Pyramid			✓		
	7. Motivate the students to do the task		✓			
3	**Post-teaching**					
	1. Conclude the learning result	✓				
	2. Close the learning activities		✓			

Direction : Give a tick (√) that adjust with the criteria in each items.

Metro, November 2017
Collaborator

Deddy Armand, S.Pd
NIP. 19701122 199802 1 001

THE TEACHER'S OBSERVATION SHEET

School : SMPN 1 TRIMURJO
Class : VIII H
Date : 28 November 2017

No	The Teacher's Activity	Very Good	Good	Fair	Enough	Less
1	**Pre-teaching**					
	1. Prepare the lesson plan		✓			
	2. Prepare the problems of the students' worksheet form		✓			
	3. Ability to opening the learning process	✓				
2	**While teaching**					
	1. Inform the objective of the learning		✓			
	2. Explain the material	✓				
	3. Guide the students to follow the lesson		✓			
	4. Motivate the students to ask		✓			
	5. Practice the students to answer the question about the material	✓				
	6. Teacher distribute the outline of Story Pyramid		✓			
	7. Motivate the students to do the task		✓			
3	**Post-teaching**					
	1. Conclude the learning result	✓				
	2. Close the learning activities	✓				

Direction : Give a tick (√) that adjust with the criteria in each items.

Metro, November 2017
Collaborator

Deddy Armand, S.Pd
NIP. 19701122 199802 1 001

THE OBSERVATION SHEET OF STUDENT'S ACTIVITY

Subject : English

Day / Date : 21 November 2017

No	Student's Code	Criteria				
		Attention	Active in Small Group Discussion			
			Asking	Answering	Giving Idea	Tasking
1	AS	✓	✓			✓
2	AR	✓	✓	✓	✓	✓
3	ANP	✓		✓		
4	AJR			✓		✓
5	ARR	✓	✓		✓	
6	BPF					✓
7	DLS	✓		✓		✓
8	DP	✓	✓		✓	✓
9	EDP			✓		✓
10	FMS			✓		✓
11	FIS	✓			✓	✓
12	ITF	✓	✓			✓
13	IAS	✓	✓	✓		✓
14	KM	✓	✓		✓	
15	LNC					✓
16	MA	✓		✓		✓
17	MDH	✓	✓	✓	✓	✓
18	NR	✓		✓		✓
19	NS			✓		✓
20	OWN	✓	✓			
21	RMA	✓		✓	✓	
22	RAP	✓	✓	✓	✓	✓
23	RA	✓	✓		✓	
24	RRW	✓	✓			✓
25	RMI			✓		✓
26	SBAP	✓	✓	✓		✓
27	SR	✓	✓		✓	✓
28	VAS			✓		✓

29	**WNK**	✓		✓		✓
30	**YG**	✓	✓			✓
	Total	22	15	17	10	25
	Percentage	73,3 %	50 %	56,67 %	33,3 %	83,3 %

The indicators of student's activities for further explanation explained as follows:

1. Paying attention towards teacher's explanation.
2. Asking to the teacher
3. Answering teacher's question
4. Giving an idea
5. Finishing the task timely

Direction – Give a tick (√) for the active student

– Let's it empty for inactive student

Metro, November 2017

Collaborator

Deddy Armand, S.Pd

NIP. 19701122 199802 1 001

Researcher

Alifah Nurmei Yulida

NPM. 13106487

THE OBSERVATION SHEET OF STUDENT'S ACTIVITY

Subject : English

Day / Date : 28 November 2017

No	Student's Code	Criteria				
		Attention	Active in Small Group Discussion			
			Asking	Answering	Giving Idea	Tasking
1	AS	✓	✓	✓	✓	✓
2	AR	✓	✓	✓	✓	✓
3	ANP	✓	✓	✓		
4	AJR	✓	✓		✓	✓
5	ARR	✓	✓		✓	✓
6	BPF	✓		✓	✓	✓
7	DLS	✓	✓	✓		✓
8	DP			✓	✓	✓
9	EDP	✓	✓	✓	✓	✓
10	FMS	✓	✓	✓	✓	✓
11	FIS	✓		✓	✓	✓
12	ITF	✓	✓	✓		✓
13	IAS	✓	✓	✓		
14	KM	✓	✓		✓	✓
15	LNC			✓	✓	✓
16	MA	✓	✓	✓	✓	
17	MDH	✓	✓		✓	✓
18	NR	✓	✓	✓		✓
19	NS		✓	✓	✓	✓
20	OWN	✓	✓	✓		✓
21	RMA			✓	✓	✓
22	RAP	✓	✓		✓	✓
23	RA	✓	✓	✓	✓	✓
24	RRW			✓	✓	✓
25	RMI	✓	✓		✓	✓
26	SBAP	✓	✓		✓	✓
27	SR	✓		✓	✓	✓
28	VAS	✓	✓	✓		✓

29	**WNK**	✓	✓	✓	✓	✓
30	**YG**	✓		✓		✓
	Total	25	22	23	22	27
	Percentage	83,3 %	73,3 %	76,67 %	73,3 %	90 %

The indicators of student's activities for further explanation explained as follows:

1. Paying attention towards teacher's explanation.
2. Asking to the teacher
3. Answering teacher's question
4. Giving an idea
5. Finishing the task timely

Direction – Give a tick (√) for the active student

– Let's it empty for inactive student

Metro, November 2017

Collaborator

Deddy Armand, S.Pd

NIP. 19701122 199802 1 001

Researcher

Alifah Nurmei Yulida

NPM. 13106487

ATTENDANCE LIST OF STUDENTS

CLASS : VIII H **ACADEMIC YEAR : 2017/2018**

SEMESTER : I **DATE** : 16 Nov 2017

No	Name	Signature
1	ANANDA SEFTIANI	1.
2	ANDIKA RAMADHAN	2.
3	AMANDA NONISA PUTRI	3.
4	ANANG JAELAR REGINIA	4.
5	APRIANA RISKA RISANTI	5.
6	BELLA PUSPA FITRIA	6.
7	DANIA LIZA SILVANI	7.
8	DENI PRATAMA	8.
9	ELDIMO DARU PRATAMA	9.
10	FANILIA MERLITA SARI	10.
11	FEBRI IMAM SAPUTRA	11.
12	ILHAM TEDDY FIRMANSYAH	12.
13	INTAN ANTIKA SARI	13.
14	KAYLA MAHARANI	14.
15	LALA NUR CAHYA	15.
16	MELA ANDYNI	16.
17	MUTIARA DWI HANDAYANI	17.
18	NAFA SAFITRI	18.
19	NANDO RISDIANTO	19.
20	OKTA WAHYU NENGSIH	20.
21	RAFLI MUHAMAD ANWAR	21.
22	RESTU ADI PRATAMA	22.
23	RIKY ARDIANSYAH	23.
24	RIDHO RANGGA WIJAYA	24.

25	RISKI MOHAMMAD IRHAM	25.
26	SATRIA BAGOES AJI PREMONO	26.
27	SRI RAHAYU	27.
28	VITO ALFIAN SAPUTRA	28.
29	WITA NUR KHOIRIYAH	29.
30	YOGA PRATAMA	30.

Metro, November 2017

Collaborator

Deddy Armand, S.Pd
NIP. 19701122 199802 1 001

Researcher

Alifah Nurmei Yulida
NPM. 13106487

ATTENDANCE LIST OF STUDENTS

CLASS : VIII H **ACADEMIC YEAR : 2017/2018**

SEMESTER : I **DATE : 21 Nov 2017**

No	Name	Signature
1	ANANDA SEFTIANI	1.
2	ANDIKA RAMADHAN	2.
3	AMANDA NONISA PUTRI	3.
4	ANANG JAELAR REGINIA	4.
5	APRIANA RISKA RISANTI	5.
6	BELLA PUSPA FITRIA	6.
7	DANIA LIZA SILVANI	7.
8	DENI PRATAMA	8.
9	ELDIMO DARU PRATAMA	9.
10	FANILIA MERLITA SARI	10.
11	FEBRI IMAM SAPUTRA	11.
12	ILHAM TEDDY FIRMANSYAH	12.
13	INTAN ANTIKA SARI	13.
14	KAYLA MAHARANI	14.
15	LALA NUR CAHYA	15.
16	MELA ANDYNI	16.
17	MUTIARA DWI HANDAYANI	17.
18	NAFA SAFITRI	18.
19	NANDO RISDIANTO	19.
20	OKTA WAHYU NENGSIH	20.
21	RAFLI MUHAMAD ANWAR	21.
22	RESTU ADI PRATAMA	22.
23	RIKY ARDIANSYAH	23.
24	RIDHO RANGGA WIJAYA	24.

25	RISKI MOHAMMAD IRHAM	25.
26	SATRIA BAGOES AJI PREMONO	26.
27	SRI RAHAYU	27.
28	VITO ALFIAN SAPUTRA	28.
29	WITA NUR KHOIRIYAH	29.
30	YOGA PRATAMA	30.

Metro, November 2017

Collaborator

Deddy Armand, S.Pd
NIP. 19701122 199802 1 001

Researcher

Alifah Nurmei Yulida
NPM. 13106487

ATTENDANCE LIST OF STUDENTS

CLASS : VIII H **ACADEMIC YEAR : 2017/2018**

SEMESTER : I **DATE : 23 Nov 2017**

No	Name	Signature
1	ANANDA SEFTIANI	1.
2	ANDIKA RAMADHAN	2.
3	AMANDA NONISA PUTRI	3.
4	ANANG JAELAR REGINIA	4.
5	APRIANA RISKA RISANTI	5.
6	BELLA PUSPA FITRIA	6.
7	DANIA LIZA SILVANI	7.
8	DENI PRATAMA	8.
9	ELDIMO DARU PRATAMA	9.
10	FANILIA MERLITA SARI	10.
11	FEBRI IMAM SAPUTRA	11.
12	ILHAM TEDDY FIRMANSYAH	12.
13	INTAN ANTIKA SARI	13.
14	KAYLA MAHARANI	14.
15	LALA NUR CAHYA	15.
16	MELA ANDYNI	16.
17	MUTIARA DWI HANDAYANI	17.
18	NAFA SAFITRI	18.
19	NANDO RISDIANTO	19.
20	OKTA WAHYU NENGSIH	20.
21	RAFLI MUHAMAD ANWAR	21.
22	RESTU ADI PRATAMA	22.
23	RIKY ARDIANSYAH	23.
24	RIDHO RANGGA WIJAYA	24.

25	RISKI MOHAMMAD IRHAM	25.
26	SATRIA BAGOES AJI PREMONO	26.
27	SRI RAHAYU	27.
28	VITO ALFIAN SAPUTRA	28.
29	WITA NUR KHOIRIYAH	29.
30	YOGA PRATAMA	30.

Metro, November 2017

Collaborator

Deddy Armand, S.Pd
NIP. 19701122 199802 1 001

Researcher

Alifah Nurmei Yulida
NPM. 13106487

ATTENDANCE LIST OF STUDENTS

CLASS : VIII H **ACADEMIC YEAR** : 2017/2018

SEMESTER : I **DATE** : 28 Nov 2017

No	Name	Signature
1	ANANDA SEFTIANI	1.
2	ANDIKA RAMADHAN	2.
3	AMANDA NONISA PUTRI	3.
4	ANANG JAELAR REGINIA	4.
5	APRIANA RISKA RISANTI	5.
6	BELLA PUSPA FITRIA	6.
7	DANIA LIZA SILVANI	7.
8	DENI PRATAMA	8.
9	ELDIMO DARU PRATAMA	9.
10	FANILIA MERLITA SARI	10.
11	FEBRI IMAM SAPUTRA	11.
12	ILHAM TEDDY FIRMANSYAH	12.
13	INTAN ANTIKA SARI	13.
14	KAYLA MAHARANI	14.
15	LALA NUR CAHYA	15.
16	MELA ANDYNI	16.
17	MUTIARA DWI HANDAYANI	17.
18	NAFA SAFITRI	18.
19	NANDO RISDIANTO	19.
20	OKTA WAHYU NENGSIH	20.
21	RAFLI MUHAMAD ANWAR	21.
22	RESTU ADI PRATAMA	22.
23	RIKY ARDIANSYAH	23.
24	RIDHO RANGGA WIJAYA	24.

25	RISKI MOHAMMAD IRHAM	25.
26	SATRIA BAGOES AJI PREMONO	26.
27	SRI RAHAYU	27.
28	VITO ALFIAN SAPUTRA	28.
29	WITA NUR KHOIRIYAH	29.
30	YOGA PRATAMA	30.

Metro, November 2017

Collaborator

Deddy Armand, S.Pd
NIP. 19701122 199802 1 001

Researcher

Alifah Nurmei Yulida
NPM. 13106487

ATTENDANCE LIST OF STUDENTS

CLASS : VIII H **ACADEMIC YEAR : 2017/2018**

SEMESTER : I **DATE : 30 Nov 2017**

No	Name	Signature
1	ANANDA SEFTIANI	1.
2	ANDIKA RAMADHAN	2.
3	AMANDA NONISA PUTRI	3.
4	ANANG JAELAR REGINIA	4.
5	APRIANA RISKA RISANTI	5.
6	BELLA PUSPA FITRIA	6.
7	DANIA LIZA SILVANI	7.
8	DENI PRATAMA	8.
9	ELDIMO DARU PRATAMA	9.
10	FANILIA MERLITA SARI	10.
11	FEBRI IMAM SAPUTRA	11.
12	ILHAM TEDDY FIRMANSYAH	12.
13	INTAN ANTIKA SARI	13.
14	KAYLA MAHARANI	14.
15	LALA NUR CAHYA	15.
16	MELA ANDYNI	16.
17	MUTIARA DWI HANDAYANI	17.
18	NAFA SAFITRI	18.
19	NANDO RISDIANTO	19.
20	OKTA WAHYU NENGSIH	20.
21	RAFLI MUHAMAD ANWAR	21.
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26	SATRIA BAGOES AJI PREMONO	26.
27	SRI RAHAYU	27.
28	VITO ALFIAN SAPUTRA	28.
29	WITA NUR KHOIRIYAH	29.
30	YOGA PRATAMA	30.

Metro, November 2017

Collaborator

Deddy Armand, S.Pd
NIP. 19701122 199802 1 001

Researcher

Alifah Nurmei Yulida
NPM. 13106487

Measurement of Reading Comprehension

Measuring students reading comprehension can't be seperated from the speed of time to read it. Each measurement is associated with ability to read is certainly include speed reading and understanding context.

To measure the reading comprehension, we should look at the indicators of reading comprehension as follow:

a. Students are able to find out the fact of the text.

b. Students are able to find out the detail of the text.

c. Students are able to understand the meaning of the text.

The indicators mean the achievement of reading comprehension will be succes if the students are able to fulfill it.

PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN
SMP NEGERI 1 TRIMURJO
Jl. Raya Metro-Wates Km5 Purwodadi 13a Trimurjo Lampung Tengah

SURAT BALASAN IZIN PRA SURVEY
No: 420/1194 / 03/ C.9/ D.1/ 2016

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Trimurjo:

Nama	: Dewi Indawati, S.Pd.MM
NIP	: 19671021 200404 2 002
Pangkat/ Gol	: Penata III/c

Memberikan izin kepada:

Nama	: Alifah Nurmei Yulida
NPM	: 13106487
Jurusan	: Tarbiyah
Prodi	: PBI

Untuk melakukan Pra Survey di SMP Negeri 1 Trimurjo yang digunakan dalam rangka memenuhi tugas perkuliahan dengan judul "The Use of Story Pyramid Strategy to Improve The Students' Reading Comprehension at The Eighth Graders of SMPN 1 Trimurjo in The Academic Year of 2016/2017"

Demikianlah surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Trimurjo, 15 Desember 2016
Kepala Sekolah

DEWI INDAWATI, S.Pd.MM
NIP 19671021 200404 2 002

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBIYAH

Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507

Nomor : Sti.06/JST/PP.00.9/2372/2016 Metro, 25 November 2016
Lamp : -
Hal : **IZIN *PRA SURVEY***

Kepada Yth.,
Kepala Sekolah SMP N 1 Trimurjo
Di –
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Alifah Nurmei Yulida
NPM : 13106487
Jurusan : Tarbiyah
Prodi : PBI
Judul : The Use Of Story Pyramid Strategy To Improve The Students' Reading Comprehension At The Eighth Graders Of SMPN 1 Trimurjo In The Academic Year Of 2016/2017

Untuk melakukan *PRA SURVEY* di SMP N 1 Trimurjo.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan

Dr. Akla, M.Pd
NIP. 19691008 200003 2005

PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMPN 1 TRIMURJO
Jl. Raya Metro-Wates Km5 Purwodadi 13a Trimurjo Lampung Tengah

SURAT BALASAN IZIN RESEARCH
Nomor: 420/284/03/C.16/D.a.VI.01/2017

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Trimurjo:

Nama	: Dewi Indawati, S.Pd.MM
NIP	: 19671021 200404 2 002
Pangkat/ Gol	: Penata TK.I III/D

Memberikan izin kepada mahasiswa:

Nama	: Alifah Nurmei Yulida
NPM	: 13106487
Semester	: 9 (Sembilan)
Jurusan	: Tarbiyah
Prodi	: Pendidikan Bahasa Inggris

Untuk melakukan Research di SMPN 1 Trimurjo yang digunakan dalam rangka Penulisan Tugas Akhir/ Skripsi dengan judul "THE USE OF STORY PYRAMID STRATEGY TO IMPROVE THE NARRATIVE TEXT READING COMPREHENSION AMONG THE EIGHTH GRADERS OF SMPN 1 TRIMURJO IN THE ACADEMIC YEAR OF 2017/2018"

Demikianlah Surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya, selama berjalannya Research.

Trimurjo, 16 November 2017
Kepala Sekolah

DINAS PENDIDIKAN 20 209063 SMP NEGERI 1 TRIMURJO KAB. LAMPUNG TENGAH

DEWI INDAWATI, S.Pd.MM
NIP 19671021 200404 2 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2646/In.28/D.1/TL.01/11/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	ALIFAH NUR MEI YULIDA
NPM	:	13106487
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMPN 1 TRIMURJO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF STORY PYRAMID STRATEGY TO IMPROVE THE NARRATIVE TEXT READING COMPREHENSION ABILITY AMONG THE EIGHTH GRADERS OF SMPN 1 TRIMURJO IN THE ACADEMIC YEAR OF 2017/2018".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 15 November 2017

Mengetahui,
Pejabat Setempat

Tohaimi, S.Pd
NIP 196208101988021004

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2647/In.28/D.1/TL.00/11/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMPN 1 TRIMURJO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2646/In.28/D.1/TL.01/11/2017, tanggal 15 November 2017 atas nama saudara:

Nama	:	**ALIFAH NUR MEI YULIDA**
NPM	:	13106487
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 1 TRIMURJO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF STORY PYRAMID STRATEGY TO IMPROVE THE NARRATIVE TEXT READING COMPREHENSION ABILITY AMONG THE EIGHTH GRADERS OF SMPN 1 TRIMURJO IN THE ACADEMIC YEAR OF 2017/2018".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 15 November 2017
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-2560/In.28.1/J/TL.00/11/2017 07 November 2017
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dra. Umi Yawisah, M.Hum
2. Trisna Dinillah Harya, M.Pd

Dosen Pembimbing Skripsi
Di –
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama	: ALIFAH NURMEI YULIDA
NPM	: 13106487
Fakultas/Jurusan	: Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
   a. Dosen pembimbing I bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
   b. Dosen Pembimbing II bertugas melaksanakan sepenuhnya bimbingan sampai selesai
2. Waktu menyelesaikan skripsi:
   a Maksimal 4 (empat) semester seiak mahasiswa yang bersangkutan lulus komprehensif.
   b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
   a. Pendahuluan ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1170/In.28/S/OT.01/11/2017

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: ALIFAH NURMEI YULIDA
NPM	: 13106487
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13106487.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 21 November 2017
Kepala Perpustakaan

Drs. Mokhtandi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : ALIFAH HURMEI YULIOA

NPM : 13106987

Fakultas : Tarbiyah

Jurusan : TBI

Angkatan : 2013

Telah menyerahkan buku berjudul

Teaching English Creatively

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP.19750610200801 1 014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: iain@metrouniv.ac.id Website: www.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama Mahasiswa : Alifah Nurmei Yulida Jurusan : TBI

NPM : 13106487 Semester : IX

No	Hari/Tgl	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin, 15 - 01 - 2018	✓		- Revise Cover - Revise Title Page - Complete the Appendixes	
2.	Senin, 15-01-2018	✓		acc for munaqosyah	

Mengetahui:
Ketua Jurusan TBI

Ahmad Subhan Roza, M. Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dra. Umi Yawisah, M. Hum
NIP. 19620424 199903 2 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: iain@metrouniv.ac.id Website: www.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama Mahasiswa : Alifah Nurmei Yulida Jurusan : TBI

NPM : 13106487 Semester : IX

No	Hari/Tgl	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa 9/1-18.		✓	Acc to 1st Advisor	

Mengetahui:
Ketua Jurusan TBI

Ahmad Subhan Roza, M. Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M. Pd
NIP. 19830511 200912 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: iain@metrouniv.ac.id Website: www.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama Mahasiswa : Alifah Nurmei Yulida Jurusan : TBI

NPM : 13106487 Semester : IX

No	Hari/Tgl	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis 14/12-17.		✓	Revise Ch. IV.	
2.	Kamis 28/12-17		✓	- Revise grammar - Elaborate more the result of the research!	
3.	Kamis, 04-01-2018		✓	Revise Ch. IV	

Mengetahui:
Ketua Jurusan TBI

Ahmad Subhan Roza, M. Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M. Pd
NIP. 19830511 200912 2 004

The Documentation of The Research

The students doing the Pre Test

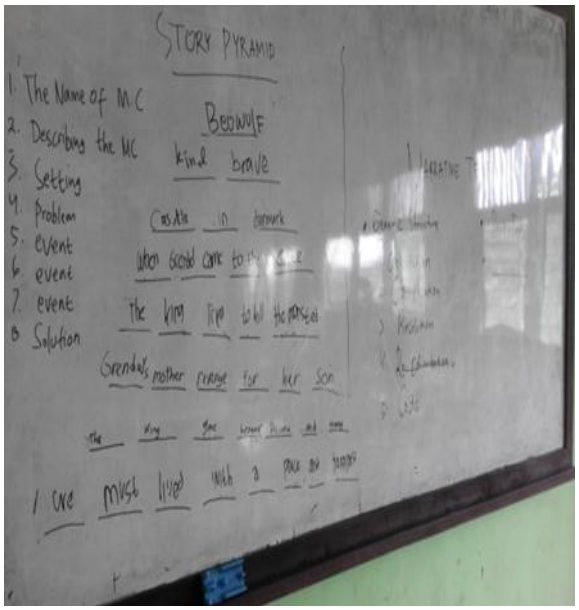
The teacher explains the material

The teacher gives an example in the whiteboard

The students pay attention with the the teacher explanation

The students discuss in their group

The student reads the narrative text in front of the class



The form of story pyramid

The students ask to the teacher about the material

The students doing the Post Test 1

The students doing the Post Test 2

CURRICULUM VITAE

The writer's name is Alifah Nurmei Yulida. She was born in Bandar Sari, on May 13rd 1997. She is the second child of four daughters of Mr. Sardi, S.Pd and Mrs. Sumarsih, S.Ag.

She took her elementary school at SDN 1 Karang Anyar, Selagai Lingga, Central Lampung and graduated on 2007. She continued her junior high school at MTs Al-Muhsin, 28B Purwosari, Metro and graduated on 2010. And then, she continued her senior high school at MA Diniyyah Putri, Pesawaran and graduated on 2013. She lived in a boarding school during her junior and senior high school.

After graduated, on 2013 she was registered as a S1 student of English Education Department of State Islamic Studies of Metro (IAIN Metro). Futhermore to increase her ability in English, she was join in Jurai Siwo English Club (JSEC). She hopes that one day she can continue her study to master of degree and makes her dreams come true.