AN UNDERGRADUATE THESIS

IMPROVING THE STUDENTS` READING SKILL
BY USING SCAFFOLDING STRATEGY OF ELEVENTH
GRADE OF SMA N 1 TRIMURJO

By:

NURUL ISNAINI
Student Number: 1901051051

ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H/2024

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SMA N 1 TRIMURJO

Presented as a Partial Fulfilment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd)

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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APPROVAL PAGE

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To be discussed in the undergraduate thesis (munaqosyah) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

The Head of English Education Department

Metro, 15 December 2023
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NOTIFICATION LETTER

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Matter   : **In order to hold the Munaqosyah of Nurul Isnaini**

To:
The Honorable the Head of Tarbiyah Department
Of State Institute for Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to undergraduate thesis script which is written by:

Name   : Nurul Isnaini

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum, Wr.Wb

The Head of English Education Department

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NOTA DINAS

Nomor   :
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> Kepada yth,
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> Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum, Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan maka Skripsi yang disusun oleh:

Nama   :   Nurul Isnaini
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Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalmu'alaikum, Wr.Wb

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RATIFICATION PAGE
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The Undergraduate Thesis entitled: IMPROVING THE STUDENTS' READING SKILL BY USING SCAFFOLDING STRATEGY OF ELEVENTH GRADE OF SMA N 1 TRMURJO written by Nurul Isnaini, student number 1901051051, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, December 27th 2023 at 10.00 – 12.00 a.m.

BOARD OF EXAMINERS

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IMPROVING STUDENTS` READING SKILL
BY USING SCAFFOLDING STRATEGY OF ELEVENTH GRADE OF
SMA N 1 TRIMURJO

ABSTRACT

By:

NURUL ISNAINI

The purpose of this research is to determine the use of Scaffolding strategy in improving students' reading skills in reading English texts. This research focuses on students' English reading skill in eleventh grade of SMA N 1 Trimurjo.

The methodology of this research was classroom action research that conducted in two cycles. Each cycle consists of planning, acting, observing, and reflecting. In this research, students were given a pre-test before the implementation of scaffolding strategy and a post-test after the implementation. The collecting data used was test, observation, field notes, and documentation.

The results of this research showed an improvement in students' skill in reading English text of eleventh grade of SMA N 1 Trimurjo. This can be seen from the improvement in students' average scores from the pre-test and the post-test. The average score of students' pre-test was 56.4 or 30% or only nine students who reached the score 70, and the average score of students in post-test II improved is 75.4 or 83% or twenty-five students who were able to reach the score of 70. Based on these results it can be concluded that scaffolding strategy is one of the strategies that can improve students' reading skill.

Keywords: *Classroom Action Research, Reading Skill, and Scaffolding Strategy*

MENINGKATKAN KETERAMPILAN MEMBACA SISWA DENGAN MENGGUNAKAN STRATEGI SCAFFOLDING PADA SISWA KELAS SEBELAS SMA N 1 TRIMURJO

ABSTRAK

Oleh:

NURUL ISNAINI

Tujuan dari penelitian ini adalah untuk mengetahui bahwa penggunaan strategi Scaffolding dapat meningkatkan kemampuan membaca siswa dalam membaca teks bahasa Inggris. Penelitian ini berfokus pada keterampilan membaca bahasa Inggris siswa di kelas sebelas SMA N 1 Trimurjo.

Metodologi penelitian ini adalah Penelitian Tindakan Kelas yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan (planning), pelaksanaan (acting), pengamatan (observing), dan refleksi (reflecting). Dalam penelitian ini, siswa diberikan pre-test sebelum implementasi strategi scaffolding dan post-test setelah implementasi. Pengumpulan data yang digunakan adalah tes, observasi, catatan lapangan, dan dokumentasi.

Hasil dari penelitian ini menunjukkan adanya peningkatan kemampuan siswa dalam membaca teks bahasa Inggris di kelas sebelas SMA N 1 Trimurjo. Hal ini dapat dilihat dari peningkatan nilai rata-rata siswa dari pre-test ke post-test. Nilai rata-rata pre-test siswa adalah 56. 4 atau 30% atau hanya sembilan siswa yang mencapai nilai 70, nilai rata-rata siswa di post-test II meningkat menjadi 75. 4 atau 83% atau dua puluh lima siswa yang mampu mencapai nilai 70. Berdasarkan hasil diatas disimpulkan bahwa strategi scaffolding merupakan salah satu strategi yang dapat meningkatkan kemampuan membaca siswa.

Kata Kunci: *Keterampilan Membaca, Penelitian Tindakan Kelas, dan Strategi Scaffolding*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned

Name : Nurul Isnaini

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Study Program : English Education Study Program

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States that this undergraduate thesis is originally the result of the researcher's research, in exception certain parts which are expected from the bibliography mentioned.

Metro, 15 December 2023
The writer

NURUL ISNAINI
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ORIGINALITAS PENELITIAN

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Nama   : Nurul Isnaini

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

Metro, 15 Desember 2023
Penulis

NURUL ISNAINI
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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا , إِنَّ مَعَ الْعُسْرِ يُسْرًا

So, surely with hardship comes ease. Surely with ˹that˺ hardship comes ˹more˺

ease.

(Q.S. Al-Insyirah: 5-6)

DEDICATION PAGE

On this dedication page, I dedicate my gratitude to:

1. My beloved parent and also my siblings who have always helped me and motivated me, and always been so supportive for the researcher.

2. Dr. Widhiya Ninsiana, M.Hum who had guided the researcher patiently from the proposal to this undergraduate thesis and also to all the lecturers of IAIN Metro.

3. The teachers and students of SMA N 1 Trimurjo who have participated in this undergraduate thesis research.

4. Also to the researchers` friends that who have been with the researcher for these four incredible years. And especially my best friends *Dee, Ji, Chacha, Res*, and *Yuyu* who always support me.

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Praise to Allah SWT for all the gifts so that researcher can complete this undergraduate thesis. This undergraduate thesis is entitled "*Improving Students` Reading Skill by Using Scaffolding Strategy of Eleventh Grade of SMA N 1 Trimurjo*". Shalawat and Salam are always bestowed upon our prophet Muhammad SAW who has brought us from the darkness.

Furthermore, this research could not be successful without support, guidance, and advice from various parties. The researcher would like to thanks to:

1. Prof. Dr. Hj. Siti Nurjannah, M.Ag PIA as Rector of IAIN Metro.

2. Dr. Zuhairi, M.Pd as the Dean of the Faculty of Tarbiyah and Teaching Sciences of IAIN Metro.

3. Dr. Much Deiniatur, M.Pd.B.I as the Head of IAIN Metro's English Education.

4. Dr. Widhiya Ninsiana, M.Hum as the Advisor, who has given the researcher, advice and suggestion for this undergraduate thesis.

5. All the lecturers in English Education Department, who always give knowledge and information

6. The teachers and students of SMA N 1 Trimurjo as the participants of this undergraduate thesis research.

As an ordinary human being, the researcher realises that the writing of this undergraduate thesis still has shortcomings. The researcher apologises if there are mistakes in the writing or information presented. Therefore, researchers need

criticism and suggestions from readers for future improvements. The researcher

hopes that this undergraduate thesis can be useful for the readers.

Metro, December 27th 2023

Nurul Isnaini
NPM. 1901051051

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CHAPTER I

INTRODUCTION

A.   Background of the Study

Reading is one of the most important English skills to master well.[1] Reading is the process of interpreting a written text in order to extract information from it, and it necessitates a high level of concentration and focus. Richards explained that reading is the process of comprehending the meaning of a written text.[2] Meanwhile, Nunan said that the meaning was created by combining the reader's prior knowledge with the text.[3]

Reading is an important skill to develop as it relates to other skills. Reading aims to obtain information from reading texts, which in reading requires high concentration and focus. In addition to concentration and focus, students also need a wide vocabulary in order to understand the reading text. However, it seems that students still often encounter difficulties in maintaining their focus and in the process of understanding the reading text itself. Therefore, teachers need to help students by develop or use learning strategy. A strategy will need to develop students' knowledge and creativity in the reading process.

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[1]   Jo McDonough, Christopher Shaw, and Hitomi Masuhara, "Materials and Method In ELT". *Third* ed. (Australia: Blackwell Publishing, 2013), 110.
[2] Jack C. Richards and Richard Schmidt, "Longman Dictionary of Language Teaching & Apllied Liguististics". *Fouth* ed. (London: Pearson Education Limited, 2010), 483.
[3] David Nunan, "*Practical English Language Teaching",* (New York: McGraw-Hill, 2003), 68.

A good teaching strategy is needed in the teaching and learning process in order to adapt to the needs of students. A teaching strategy is a careful plan of teaching activities that will be carried out to ensure effective teaching and learning.[4] The strategy is a plan of action designed to achieve a specific goal or a specific set of objectives. There are many teaching strategies that can be applied in the learning process. An example of a strategy that can be used in teaching reading skill is the scaffolding strategy. Richards and Schmidt stated scaffolding is a learning strategy in which teachers and students engage in collaborative problem-solving activities with teacher assistance and supervision so that students become increasingly independent.[5] Teachers will maximize providing assistance and direction to students to motivate students to develop their abilities about the problems they face and how they develop learning ideas about problems in understanding texts. If the scaffolding is done correctly, the students are encouraged to improve their own creativity and motivation.

The researcher conducted a pre-survey on 8 August 2022 of eleventh grade of SMA N 1 Trimurjo. The researcher conducted an interview with one of the English teachers at SMA N 1 Trimurjo. The following is the result of the interview; 1). Students still have difficulty in understanding English reading texts, especially narrative text because the students are not

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[4] Nasiba Hasanova, Bunyod Abduazizov, & Ravshan Khujakulov. "The Main Differences Between Teaching Approaches, Methods, Procedures, Techniques, Styles And Strategies". In *JournalNX - A Multidisciplinary Peer Reviewed Journal*, *7*(02), (2021) p. 371–375. Access on https://repo.journalnx.com/index.php/nx/article/view/2517

[5] Jack C. Richards and Jack Schmidt, *Longman of Dictionary of Language Teaching & Applied Linguistics*, 507.

familiar with the vocabulary used in the text, it happens because of students' limited vocabulary mastery; 2). Students who cannot understand the content of the text also find it difficult to find the message contained in the reading text; 3). In addition to students' lack of understanding of the reading text, another factor is students' low interest in reading English texts. Another supporting data from the pre-survey, the researcher got the teacher's English document. Below the students` score of eleventh grade of SMA N 1 Trimurjo:

Table 1.1

The Percentage of Students` Score in Pre-Survey

No.	Score	Frequency	Percentage	Category
1.	≥70	9	30%	Pass
2.	<70	21	70%	Fail
Total		**30 students**	**100%**	

Referring to the table above, it can be seen that the students' scores are still low. It is proven by the data above that out of 30 students of eleventh grade, only nine students got scores beyond the minimum mastery criteria score. Also the English teacher had used of varied strategies such as memorizing vocabularies in teaching reading but scaffolding strategy. Based on this phenomenon, researcher is interested in conducting this research by using scaffolding strategies to improve students' reading skill.

B. Problem Identification

Based on background of study, the researcher identified the students` problem are:

1. Students find it difficult to understand the content of narrative text because the students' limited vocabulary mastery.

2. Students find it difficult to capture the message in the narrative text.

3. Students' interest in reading narrative text is low.

C. Problem Limitation

Based on the problem identification above, the researcher limit and focus the research problem on students' difficulties in understanding the content in narrative text.

D. Problem Formulation

The researcher has outline the problem formulation related to the problem limitation above. The problem formulation of this research is:

"Can scaffolding strategy improve the students` reading skill of eleventh grade of SMA N 1 Trimurjo?"

E. Objective and Benefits of the Study

1. Objective of the Study

Based on the formulation, the goals of this research is "To improve students reading skill by using Scaffolding strategy of eleventh grade of SMA N 1 Trimurjo"

2. Benefits of the Study

This research as expected to be useful for students, teachers, and for the next researches. The benefits of this research include:

a. For the students

This research as expected to improve the students` reading skill.

b. For the teachers

This study is expected to inspire English teachers in improving students' reading skill. Using Scaffolding strategy for teaching reading skill, teacher can learn together with their students so that students more engage with their teacher.

c. For the next researcher

This study is expected as reference for the next researcher who seeks to improve reading skill. This research can be a guideline for future researchers.

F. Prior Research

The researcher took four related prior research to write this research. The first research by Munawar, entitled "Using Scaffolding Technique to Improve Students` Speaking Skill at Eleventh Grade of SMA Negeri 1 Labuapi in Academic Year 2019/2020".[6] The result of this research showed

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[6] Munawar, "Using Scaffolding Technique to Improve Students` Speaking Skill at Eleventh Grade of SMA Negeri 1 Labuapi in Academic Year 2019/2020" (Mataram: Study Program of English Language Education Faculty Of Education And Teacher Training State Islamic University Of Mataram, 2019) access on http://etheses.uinmataram.ac.id/view/creators/ Munawar=3AMunawar=3A=3A.html

that Scaffolding is able to improve the students` speaking skill. In the result of test cycle 1 the students` score was 61.904 and 13 students out of 21 students got scores more than 73, hence the percentage was 61%. For the teacher's activities during the implementation of using scaffolding technique got 12 score and the percentage was 75%. And for the students` during the implementation of using scaffolding technique activities got 11 score and the percentage was 68%. After reflecting, in cycle 2 the students` score, the teacher's activities and the students` activities improved a lot. The students` score got 85.714 and as many as 18 students from 21 students got score more than 73 so the percentage was 85%. For the teacher's activities during the implementation of using scaffolding technique got 15 score and the percentage was 93%. And for the students` during the implementation of using scaffolding technique activities got 14 score and the percentage was 87%.

The second research is "The Effectiveness of Scaffolding to Students' Reading Comprehension on Narrative Text" by Nailul Muna.[7] The result of this research find out that the teacher that using scaffolding in teaching reading make an improvement score in that class. In pre-test experiment class the students get mean score 36, 85 and for post-test score is 74, 81. While in the second class that called control group that did not

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[7] Nailul Muna, "The Effectiveness of Scaffolding to Students` Reading Comprehension on Narrative Text" (Banten: Faculty of Education and Teacher Trainings the State Institute Islamic University Sultan Maulana Hasanuddin Banten, 2018) access on http://repository.uinbanten.ac.id/2712/

used scaffolding strategy get lower mean score. In the pre-test the students get mean score 27, 77 and in the post-test the mean score is 58, 51.

The third was written in 2020 by Pornpan Piriyasurawong with the title "Scaffolding Augmented Reality Model to Enhance Deep Reading Skill".[8] The researcher implements SC-AR Model to the sample group and the result shows that the progress scores of learners are significantly higher, and higher than the group that read only the text, without SC-AR. The conclusion, therefore, is that SC-AR Model effectively improves learner's DR skill.

The last were written by Ni Nyoman Padmadewi and Luh Putu Artini with tittle "Using Scaffolding Strategies in Teaching Writing for Improving Student Literacy in Primary School".[9] The results of the study showed that the use of scaffolding strategies reveals clear improvements not only in terms of the writing quality but also students' attitude and interests. The results implied that the quality of the scaffolding has beneficial contribution to students' writing competency.

There are similarities and differences between this study and the previously mentioned studies. The similarities between previous research and this research are in the teaching strategies employed. Scaffolding is the

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[8] Pornpan Piriyasurawong, "Scaffolding Augmented Reality Model to Enhance Deep Reading Skill", *TEM Journal*. Volume 9, Issue 4 (2020) p.1760-1764 access on DOI: 10.18421/TEM94-58.

[9] Ni Nyoman Padmadewi and Luh Putu Artini, "Using Scaffolding Strategies in Teaching Writing for Improving Student Literacy in Primary School" in *Advances in Social Science, Education and Humanities Research*, volume 178 , 156-160: (2019), access on DOI: 10.2991/icoie-18.2019.36.

teaching strategy employed. The use of language skills and the purposes of the studies distinguish this study from previous studies. In this study, the purpose is to improve and enhance the professional services of educators in handling the teaching and learning process, how that goal can be achieved.[10]

In addition to the differences mentioned above, the subject and year of this research are also different from previous studies so that the results of this study can be different from previous studies. By conducting this research in 2023, researcher can present the latest data from the use of scaffolding strategy in improving students' reading skill on narrative text of eleventh grade of SMA N 1 Trimurjo by using classroom action research method.

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[10] Asrori Rusman, "*Classroom Action Research Pengembangan Kompetensi Guru*", (Jawa Tengah: Pena Persada, 2020), 5.

CHAPTER II

THEORICAL REVIEW

A. Concepts of Reading Skill

1. Definition of Reading Skill

In the Longman dictionary, reading is the process of comprehending the meaning of a written document.[1] Reading is an advanced cognitive activity that involves decoding symbols in order to construct or draw meaning from the text.[2] Reading requires a wide range of cognitive abilities, including letter and word identification, syntax understanding, and recognition of text kinds and text structure. Reading, on the other hand, appears to be a challenging skill for students to master since reading requires several distinct cognitive processes to interpret the meaning of the written text.

In Nunan's book, Neil Anderson said reading is a seamless process in which readers combine information from a book and their own prior knowledge to construct meaning. The purpose of reading is to understanding.[3] As a result, when readers read a text, their prior knowledge also contributes to the construction of the text's meaning.

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[1] Jack C. Richards and Jack Schmidt, "*Longman of Dictionary of Language Teaching & Applied Linguistics*", p 507.

[2] Linda Septiyana, Anas Safitri, Dyah Aminatun, Pipit Muliyah. "The Correlation Between Efl Learners' Cohesion And Their Reading Comprehension" in *Journal of Research on Language Education (JoRLE)* Vol. 2, No. 2, July 2021, 68.

[3] David Nunan, "*Practical English Language Teaching*", p 68.

Reading, as Pauline Gibbons stated, involves far more than phonemic awareness and phonic knowledge.[4] But also used reader`s prior understanding of the subject or field expertise to guess what the text was saying. The reason why students have no interest in reading is because reading requires so many skills, such as phonemic awareness, phonic comprehension, and the ability to predict text, and so on.

Based on the definitions above, it can be concluded that reading is one of the English language skills that has complexity in the acquisition process. The ability to read requires cognitive activities, background knowledge, and also awareness of phonemic and phonic knowledge to obtain information in a text.

2. Models of Reading

Many studies have concentrated on the reading process. There are now established paradigms for understanding written language. Three sorts of models may be distinguished: bottom-up models, top-down models, and interactive models.

a. Bottom-Up Model

Bottom-up processing occurs when someone attempts to grasp language by examining specific meanings or grammatical qualities of the text's basic substances (e.g., sounds for listening

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[4] Pauline Gibbons, "Scaffolding Language Scaffolding Learning" *Second* ed. (Portsmouth: Heimann, 2015), 137.

or words for reading) and then progresses to attempting to understand the entire text. When students focus on word forms rather than meaning, asking students to read aloud may foster bottom-up processing.

Neil Anderson stated that this concept is often made up of lower-level reading processes.[5] This viewpoint portrays the process as essentially passive, with the reader decoding the writer's intended message by progressing from the lowest level, such as letters and words, to the higher levels of clauses, sentences, and paragraphs.[6]

b.   Top-Down Model

According to the top-down school of reading theory, readers integrate the text into their existing (cultural, syntactic, linguistic, and historical) knowledge and then return when new or unexpected information arises.[7] Like asking learners to predict what a newspaper article might be about from the headline or first sentence on the article.

Student employs prior information, makes predictions, and examines the text to confirm or reject the predictions. The brain makes predictions which are either confirmed or found to be incorrect at the confirmation level, depending on the input

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[5] Nunan, "*Practical English Language Teaching*"*,* p.70.

[6] Ángela María Gamboa González, "Strategies for Sixth Graders Based on the Interactive Model of Reading", in *FOLIOS • Primera época • N.o 45 Primer semestre de 2017, 162.*

[7] Ibid, p 162

received. If a prediction is determined to be incorrect, the brain will reprocess and formulate a new prediction based on the previous input. The termination process is where reading stops, at the end of the reading task.

c.   **Interactive Models of Reading**

Interactive models are considered as the most thorough depiction of the reading process.[8] The third models have characteristics of both bottom-up and top-down models. All bottom-up and top-down processes are assumed to interact in the interactive model.

According to Hedge, the term "interactive" can be understood in two ways.[9] The first explains the interaction that develops between the reader and the text as the reader attempts to make sense of it. In this process of meaning construction, the reader is fully engaged in an active process in which they mix information from the text with their prior knowledge and experiences. The second interpretation of the term interactive relates to the interaction of several sorts of knowledge that a reader employs to make sense of a text.

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[8] Nunan, "*Practical English Language Teaching*", p72
[9] Ángela María Gamboa González, "Strategies for Sixth Graders Based on the Interactive Model of Reading", p 163

3. Principles of Teaching Reading

The following principles can guide the design and practice of a reading programme.[10]

a. Meaning-focused Input

In meaning-focused input the students focus and interest should be on understanding and gaining knowledge or enjoyment from what they read.

1) A range of reading objectives should be addressed by reading practice and training. Reading for information (including skimming and scanning), learning, enjoyment, knowledge integration, and text evaluation should all be included in a reading course.

2) The training should include reading simplified material at various levels. Students should read at a level appropriate for their language proficiency.

3) Reading should be used as a way of developing language proficiency. Students should read with ninety eight percent coverage of the vocabulary in the text so that they can learn the remaining two percent through guessing from context.[11]

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[10] I.S.P. Nation, "*Teaching ESL/EFL Reading and Writing*" (New York: Routledge, 2009), 6-8.

[11] Ibid, p6.

b. Meaning-focused Output

Four abilities in English are constantly related to each other, therefore when student have master reading, student must also acquire the other three skills.

c. Language-focused Learning

In language-focused learning is where the students are autonomous learning.

1) Students should be assisted in developing the necessary abilities and information for effective reading. The training should focus on reading sub skills and language elements, such as phonemic awareness activities, phonics, spelling practice, vocabulary development with word cards, and grammar studies. Some of this can be accomplished through intensive reading.[12]

2) Students should be taught and practiced a variety of reading skills. Previewing, setting a purpose, forecasting, raising questions, linking to background information, paying attention to text structure, guessing terms from context, criticizing, and commenting on the text are some of the strategy that might be used.

3) Students should be trained and practiced integrating a variety of strategies.

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[12] Ibid, p7.

4) Students should get acquainted with a variety of text structures, such as those seen in newspaper articles, tales, recounts, and information reports.[13]

d. Fluency development

In fluency development students usually are trying to receive and convey messages that they get from the English text.

1) Students should be encouraged and pushed to improve their reading fluency. They must read content that is extremely familiar to them and does not include any unfamiliar linguistic elements. There should also be experience with speed reading, word identification, and comprehension reading. Speed reading, repeated reading, partnered reading, scanning, and skimming are examples of such practices.

2) Students should like reading and be encouraged to do so. Students should have access to fascinating texts and participate in activities such as story listening, solo reading, and collaborative reading (blown-up books).

3) Students should read a lot. This may be tracked and encouraged by keeping detailed reading and problem logs.[14]

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[13] Ibid, p8.
[14] Ibid.p8.

B.   **Concept of Scaffolding Strategy**

1.   **Definition of Scaffolding Strategy**

The term scaffolding was coined in 1976 by Wood, Bruner, & Ross, 1976.[15] It is closely related to Vygotsky's socio-cultural theory and especially to his concept of the Zone of Proximal Development (ZPD) (1978). Lev Vygotsky pioneered the use of scaffolding education as a teaching strategy. His study explains sociocultural theory and the zone of proximal development (ZDP). The scaffolding process involves the development of cognitive and metacognitive aspects that is maybe guided by teachers as social and linguistic interaction. Scaffolding is viewed as a strategy used by teachers to help students shift from assisted to independent performance.

While Gibbons stated, Scaffolding is therefore the temporary support through which a teacher helps a student know how to accomplish something so that the learner may later do a comparable activity on their own.[16] It is focused toward the future and aims to increase a learner's autonomy. What students can accomplish with help today, they can do alone tomorrow. Richards refers scaffolding as a teaching/learning strategy in which the teacher and students collaborate on a problem-solving process, with the teacher offering examples, support, advice, and input and gradually withdrawing these

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[15] Van de Pol, J., & Elbers, E., "Scaffolding Student Learning: A Micro-Analysis of Teacher–Student Interaction" in *Learning, Culture and Social Interaction* Volume 2, Issue 1, (2013), 2. Access on DOI: 10.1016/j.lcsi.2012.12.001

[16] Gibbons, "*Scaffolding Language Scaffolding Learning* ", 17.

as the student becomes more independent.[17] It means that by guiding the learner, this strategy help them to be more confident.

Scaffolding is regarded as an important instructional tool because it promotes student learning by assisting them in understanding that they can both teach and learn from others, assisting them in reorganizing information in a way that makes sense to them, reducing learning ambiguity, and thus increasing growth opportunities.[18]

Based on the definition above, it is possible to deduce that a scaffolding strategy is a teaching learning process in which the teacher assists students temporarily to help them go through the learning process; after the students comprehend the subject, the teacher reduces the assistance.

2. **Types of Scaffolding Strategy**

Assisting English learners' performance in the English as a second language class or in subject matter classes taught in English can be done in many different ways.

a. **Modeling**

Students must be provided clear examples of what is expected of them in order for them to imitate. When introducing

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[17] Jack C. Richards and Jack Schmidt, "*Longman of Dictionary of Language Teaching & Applied Linguistics*", 507.

[18] Mahpareh Poohramedi, "The Effect of Employing Scaffolding Strategies and Classroom Tasks in Teaching Reading Comprehension", *Journal of Teaching English as a Foreign Language and Literature*, no. 1, Vol. 3 (2009): 89.

a new task or working arrangement, Students must be able to see or hear what the growing product looks like.[19]

b. Bridging

Students will be able to acquire new concepts and language only if they are founded on prior information and understandings. It is commonly accepted that comprehension necessitates "the weaving of new knowledge into existing mental structure."[20] As students realizing that their everyday knowledge is not only valued in class but, in fact desired a sense of wellness is achieved that promotes further development this does not always come easily.

c. Contextualization

Many educational studies have identified distinctions between daily and academic language. Because ordinary language is immersed in rich context and situation-dependent, Students can rely on nonlinguistic information to compensate for any linguistic deficiencies. Academic language, on the other hand, is decontextualized and situation-independent; to grasp it, the student must rely solely on language. [21]

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[19] Aida Walqui, "Scaffolding instruction for English language Students: A conceptual framework", *International Journal of Bilingual Education and Bilingualism*, no. 9, Vol. 2 (2006): 170-177 *access on* DOI: 10.1080/13670050608668639

[20]Ibid, p171.

[21] Ibid, p173.

d. Schema Building

According to Brown, schema is background information and cultural experience to carry out those interpretations effectively[22]. Teacher organizes information and cognition through schema, or interrelated clusters of meaning.

In preparation for a reading assignment, for example, a teacher may instructs students to preview the material, noting headings and subheadings, images and captions, chart labeling, and so on. As a result, students begin their reading with a broad understanding of the topic and its organization, and their schema is already engaged and ready to absorb new connections.

e. Re-presenting Text

Teachers might encourage students to begin appropriating new language by engaging them in exercises that challenge them to translate linguistic structures found modeled in one genre into forms utilized in another. In terms of language use, this continuum begins with students being asked to say what is happening (as in theater or dialogue), then what have happened (narratives, reports), then what happens (generalizations in exposition), and lastly what may happen (tautologic transformations, theorizing).[23] In this way, students

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[22] H. Douglas. Brown, "*Language Assessment Principles and Classroom Practices*". (California: Longman, 2003). P.185.

[23] Walqui, "*Scaffolding instruction for English language Students: A conceptual framework*", p174.

can have access to knowledge offered in more challenging genres by translating it into other genres, particularly those that are more easily created. Dramas or personal narratives can be adapted from short tales or historical articles, for example.

f. Development Metacognition

It refers to the ways in which students manage their thinking, and it includes at least the following four aspects:

1) Consciously applying learned strategies while engaging in activity;

2) Knowledge and awareness of strategic options a learner has and the ability to choose the most effective one for the particular activity at hand;

3) Monitoring, evaluating, and adjusting performance during activity; and

4) Planning for future performance based on evaluation of past performance.

3. Benefits of Scaffolding Strategy

Scaffolding strategies have several benefits for the learning process, namely:

a) Teacher involves students directly in the learning process. Students who are taught using scaffolding strategy not only listen and get information passively from their teacher

because the teacher will give feedback to them on every task that has been done.

b) Students can be motivated to learn. So that a feeling of curiosity and desire to learn about something new arises in students.[24]

c) Students' stress level is reduced. This is because the instructions in scaffolding usually vary depending on the student's ability. So, it can benefit each individual student in the learning process without fear of feeling left behind.

4. Procedures of Scaffolding Strategy

Here are the procedures of teaching using the scaffolding reading strategy as follows.

a) Teacher greets students and attempts to stimulate them to achieve their learning goals so that they can gain points in the learning process.

b) In the pre-reading stage, teacher read a narrative text. Before beginning the stages, the researcher first understood the story and asked some questions by connecting students' knowledge with the text of story.

c) Further, the teacher reads the topic, writes it down in a notebook, and then discusses it with the students. Discussing the author or text genre, brainstorming, revisiting familiar

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[24] Rachel R. Van D.S. "Scaffolding as a Teaching Strategy". *Adolescent Learning and Development*, 52(3), 11. (2002).

stories, analyzing pictures and titles, and skimming and scanning (for structure, important themes, and future directions).[25]

d) In reading stage, teacher starts teaching students by modeling reading, which entails presenting a specific example of how to read so that the students may hear the pronunciation and learn how the text is read. Activities during reading include reading silently, reading to students, modifying text, reading models, re-reading for details, reading images, and summarizing texts.[26]

e) After read the narrative text, teacher asks the students what information is obtained from the reading text that has been read. Students must read and understand the text before they can respond to it.

f) Teacher determined the students understanding by asking a few questions regarding the narrative text to see if the students have understood the text.

g) Then teacher help students respond to the author's message by reflecting or thinking critically. In post-reading activities

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[25] Elif Leyla Toprak, Gamze Almacıoğlu, "Three Reading Phases and Their Applications in the Teaching of English as a Foreign Language in Reading Classes with Young Learners" in *Journal of Language and Linguistic Studies* Vol.5, No.1, (2009), 23. access on DOI:10.17263/JLLS.96285

[26] Luh Rita Narina. "Scaffolding Technique in Reading Comprehension in The Junior High School", in *Journal of Educational Study* Vol 2/issue 2. (2022), 145.*access on* DOI: 10.36663/joes.v2i2.275

include discussion, connection building, and re-teaching.[27]. The example of this activity is finding unfamiliar vocabulary. After knowing that the text contained some unfamiliar words. In this case, students generate the question when they wrote unfamiliar words on the board and then they answered it by finding the meaning of the words.

h) After confirming the students understanding, the teacher gives feedback to the students and the teacher close the meeting.

C. Action Hypothesis Research

In this research, the hypothesis research can be stated as follow: By using scaffolding strategy can improve the students` reading skill on narrative text of eleventh grade of SMA N 1 Trimurjo.

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[27] Ibid p. 145

` CHAPTER III

RESEARCH METHOD

A.   Variable and Operational Definition of Variable

This research includes two variables: dependent and independent variables. This research's dependent variable is reading skill. The Scaffolding Strategy, which will be employed to improve students' reading skill, is the independent variable in this research.

1.   Dependent Variable (Y)

Zina O'Leary believes the items of researcher are aiming to investigate are known as dependent variables.[1] A variable that may be impacted by an independent variable is referred to as a dependent variable. Reading skill is the dependent variable in this research.

There are some criteria commonly use in measuring students' reading skill, these are:[2]

1)   The students' are able to identify main idea (topic).

2)   The students' are able to identify expression/idioms/phrases in context.

3)   The students' are able to identify inference (implied detail).

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[1] Zina O'Leary, *The Essential Guide to Doing Research* (London : Sage Publication 2004), 188.

[2] Ketut Agung D.W, "Reading Difficulty Viewed from Its Indicators in the Junior High School" in *Jurnal Pendidikan Bahasa Inggris Undiksha,* Volume 10, Number 1, 2022 pp. 60-66 (61) DOI: https://doi.org/10.23887/jpbi.v10i1.45157

4) The students' are able to identify grammatical features.

5) The students' are able to excluding facts not written (unstated detail) in the text.

6) The students' are able to identify the supporting ideas in the text.

7) The students' are able to identify vocabulary in context of the text.

Meanwhile, to measure students' understanding, assessment activities will be carried out. The assessment will be carried out by giving questions in the form of multiple choices to students containing 20 questions, if the question is answered correctly then the score is 1 and if it is wrong then the score is 0.

2. Independent Variable (X)

Independent variable as one that is assumed to have an influence on another variable (a dependent variable).[3] The independent variable is one that influences the other variables. The Scaffolding strategy is the research's independent variable.

There are several benefits of Scaffolding Strategy for the learning process, namely:

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[3] Laura T.Flannelly, Kevin J. Flannelly, and Katherine R. B. Jankowski, "Independent, Dependent, and Other Variables in Healthcare and Chaplaincy Research." *Journal of Health Care Chaplaincy* 20 no. 4:(2014), 162. *access on* DOI: 10.1080/08854726.2014.959374

a) The students are actively involves into the learning process.[4]

b) The students know to applied scaffold in reading English reading text.

c) The students were fluent in reading English text.

d) The students have comprehend in the reading English text.

B. Location and Subject of Research

The location and the subject of this research is eleventh grader of SMA N 1 Trimurjo. In class eleventh four consist of thirty students: eighteen females and twelve males.

C. Classroom Action Research

This research employs a Classroom Action Research (CAR), CAR is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'. CAR involves taking a self-reflective, critical, and systematic approach to exploring the teaching contexts.[5] There are several models for classroom action research however for this research researcher will employ the Kemmis and McTaggart research design. According to Kemmis and Taggart, as stated by Anne Burns, action research is a dynamic and complementary process that consists of four major steps in a

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[4] Rachel R. Van D.S. "Scaffolding as a Teaching Strategy". *Adolescent Learning and Development*, 52(3), 11. (2002).

[5] Anne Burns, "*Doing Action Research in Language Teaching: A Guide for Practitioners*", (New York: Routledge, 2010), p2.

spiral system: planning, action, observation, and reflection.[6] According to the Zina O'leary action research design, the researcher wants to describe a plan for Classroom Action Research (CAR) as follows:

1. **Planning**

    The researcher planned the planning phase, which consisted of three actions, designing solutions to existing challenges; researcher designed methods to test hypotheses and prepared instruments; researcher developing lesson plans, materials, and objectives for the learning process in the classroom.

    The activities in this phase are:

    a) The researcher prepares lesson plan about narrative text according to the current curriculum.

    b) The researcher prepares narrative text for reading material.

    c) The researcher prepares reading test instruments for pre-test and post-test.

2. **Acting**

    In the acting phase, the teaching and learning activity in the lesson plan was applied by the researcher and teacher. The following actions are carried out in class by the researcher:

    a) The researcher greets students and attempts to stimulate them to achieve their learning goals so that they can gain points in the learning process.

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[6] Ibid. p,7.

b)   In the pre-reading stage, the researcher read a narrative text story. Before beginning the stages, the researcher first understood the story and asked some questions by connecting students' knowledge with the text of story. Further, the teacher reads the topic, writes it down in a notebook, and then discusses it with the students

c)   In reading stage, the researcher starts by modeling reading, which entails presenting a specific example of how to read so that the students may hear the pronunciation and learn how the text is read. After read it asks the students what information is obtained from the reading text that has been read. Students must read and understand the text before they can respond to it.

d)   The researcher determined the students understanding by asking a few questions regarding the reading text to see if the students have understood it (for example, guessing a word, title, or sentence, sharing prior information, skimming and scanning the text, and identifying the book's main idea) after confirming the students understanding, the researcher give feedback to the students.

3.   Observing

The researcher observed the teaching-learning process in these activities through observing the students' activity and

attention during the action. Observing is focus on students`

understanding. The researcher calculates whether or not students

improved from pre-test to post-test.

4.   Reflecting

The researcher evaluates all of the acts that were done in the

classroom based on the data that has been collected in the previous

cycle. The researcher examines the findings of the observation and

test. The outcomes of this reflection were taken into account while

planning the next activity for the following cycle. If the first cycle

was successful, the researcher does not need to go to the next cycle;

nevertheless, if the first cycle was failed, the researcher must

proceed to the second cycle. After that, the result of this stage will

show whether the scaffolding strategy can improve students'

reading skill or not.

D.   Data Collecting Technique

In this research, the researcher chooses classroom action research

as the methodology of this research. For more explanation, there are the

following data:

1.   Test

Richards and Scmidth stated that multiple-choice item is a

test item in which the test taker is presented with a question along

with four or five possible answers from which one must be

selected.[7] Usually the first part of a multiple-choice item will be a question or incomplete statement. The purpose of this test is to measure students' reading skill. The test consists of several types, as follows:

a. **Pre-test**

Before applying the scaffolding strategy to students, a pre-test will be conducted. The pre-test in this research will be in the form of a multiple choice test with 20 test questions.

b. **Post-test**

The post-test was conducted after applying the scaffolding strategy. The post-test for this research was a multiple choice question totaling 20 questions. If the average score of the post-test is greater than the average score of the pre-test, then there has been an improvement.

2. **Observation**

Observation is the activity or process of researching something or someone carefully to obtain information or demonstrate the validity of a research. In this observation activity, the researcher observes the students directly in the classroom and obtained an overview of their activities during the reading learning process. The teacher also observes the researcher who teaching in

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[7] Jack C. Richards and Jack Schmidt, "*Longman of Dictionary of Language Teaching & Applied Linguistics*", p 380.

the classroom. However, in action research, data analysis does not have to wait until the end. By following a simple plan and starting data analysis early and use the insights and findings gained to (re)shape the directions for next research. Like the action research cycle itself, data analysis is dynamic, cyclical and recursive.[8]

3. **Documentation**

Documentation is a way of collecting data obtained from existing documents or stored records, both in the form of transcripts, books, and etc. The researcher uses the documentation method to get some information of eleventh grade of SMA N 1 Trimurjo.

4. **Field Note**

The researcher use field notes in research to focus on a specific issue or teaching behavior over time. In addition, the researcher will collect field notes on the classroom setting, classroom management, classroom interaction between teacher and students or students with students.

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[8] Burns, "*Doing Action Research in Language Teaching: A Guide for Practitioners*"p,135.

E.   Data Collecting Instrument

The instruments that researcher will use to determine the students' reading skill of eleventh grade of SMA N 1 Trimurjo.

1.   Observation Instrument

Observation that used to observed the situation of teaching and learning process which covers the method applies by a teacher in the class.[9]

Table 3.1

Observation Sheet of Students' Activities

No	Student's Name	Observed Aspects			
		The students were active in group.	The students know to applied scaffold in reading English text.	The students were fluent in reading text.	The students have comprehend the English text.
1.					
2.					
3.					
4.					
5.					

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[9] A. Nurfadillah Kadir, "IMPROVING STUDENTS READING COMPREHENSION THROUGH Q SPACE STRATEGY (Question, Silence, Probe, Accept, Clarify, and Elaborate) (A Classroom Action Research at the Eight Grade SMP Negeri 2 Bangkala Barat", (Makassar: Muhammadiyah University of Makassar, 2019), 27. Access on https://digilibadmin.unismuh.ac.id/upload/10535-Abstrak.pdf

2. **Test Instrument**

The test is designed to assess students' knowledge of the reading subject. The test will consist of 20 questions and will be in the form of a multiple choice test. The test are given consist of pre-test and post-test.

3. **Field Note Instrument**

Field notes were researchers' private, personal thoughts, ideas, and queries regarding their research observations and interviews.[10] Field notes serve many functions. Common functions are described as:

Table 3.3 *Functions of Field Notes[11]*

Prompt researcher(s) to closely observe environment and interactions.
Supplement language-focused data.
Document sights, smells, sounds of physical environment, and researcher impressions shortly after they occur.
Encourage researcher reflection and identification of bias.
Facilitate preliminary coding and iterative research design.
Increase rigor and trustworthiness

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[10] Julia Phillippi and Jana Lauderdale, "A Guide to Field Notes for Qualitative Research: Context and Conversation" in *Qualitative Health Research*, Vol. 28(3): (2018) 382 *access on* DOI: 10.1177/1049732317697102

[11] Ibid, p382.

> Provide essential context to inform data analysis.

F.   **Data Analysis Technique**

The researcher conducted the data analysis by using mean in scoring the pre-test and post-test. This is the following formulas:[12]

$$\overline{X} = \frac{\sum X}{n}$$

Notes:

$\overline{X}$ = The sample mean

$\sum X$ = The sum of individual score

n   = Number of score in the sample

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

Notes:

P = Percentage of students activity

F = Total of numbers of students` score

N = Number of students

Furthermore, in order to determine the outcome, the researcher will compare the pre-test and post-test results. The result will be matched by the school's minimal standard of at least 70.

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[12] Donald Ary, "Introduction to Research in Education", *Eighth* ed. (USA: Wadsworth Cengage Learning, 2010), 108.

G. Indicator of Success

The level or degree of success of the teaching and learning process can be utilised for various purposes. One of them is to find out whether the subject matter discussed is successfully understood or not by students. Indicators of success are based on the level or degree of success of the newly implemented teaching and learning process.

4. if 75% of the total number of students who participate in the teaching and learning process or reach the minimum, optimal, or even maximum level of success, then the next teaching and learning process can discuss the group.[13]

5. If 75% or more of the students who take part in the teaching and learning process achieve less success (below the minimum level), then the next teaching and learning process should be remedial.

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[13] Syaiful Bahri Djamarah and Aswan Zain, "*Strategi Belajar Mengajar*" (Jakarta: Rineka Cipta, 2010), 108

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A.   Result of the Research

1.   Description of Research Location

An overview of a research location is intended as complementary data. The following are some important things related to the condition of the school. These are history, list of teachers and staff, students` quantity, and the infrastructure of SMA N 1 Trimurjo.

a)   History of SMA N 1 Trimurjo

Based on the data of the teacher, SMA N 1 Trimurjo was built in 2001 based on the recent decree of Central Lampung Number: 307.A/ KTSP/ 04/ 2001, the 30th October 2001. This school was built on the donated land from 11F Simbarwarigin society 20.000m2 areas that was donated on Monday, July 2th, 2002. It located at Karang Bolong 11F street, Simbarwaringin, Trimurjo, Central Lampung Lampung. And as the grantor is Sudewo, Sm.Hk (village head) and the grantee is Mr. Saiful Tomi Hs. SH (Head of Education Department of Tourism Arts and Culture of Central Lampung).

Start from the academic years 2008/2009 until 2015/2016, SMA N 1 Trimurjo conducted the consolidation

of the RSSN (Rintisan Sekolah Standar Nasional), which based on the National Standard Education. The efforts to improve this status need to be understood by the whole civitas academic, society, and associated elements, to gain support for its success. The condition of SMA N 1 Trimurjo was growing, the number of students was increasing from year to year, and the number of teachers was increasing as needed. Also, facilities and infrastructures were more sufficient. The establishment and development of SMA N 1 Trimurjo could not be separated from all of the principals that had led this school. The principals that had been led this school are:

a) Drs. Syatbi Tahmid (2001-2002)

b) Drs. Deddy Irawan, M.Pd (2002-2010)

c) Drs. Tri Hartoto, M.Pd (2010-2012)

d) Drs. Puryanto, MM (2012-2017)

e) Didi Nuryadi, M.Pd (2017-2020)

f) Imam Abiworo, S.Si (2020-Present)

b) **The teachers and Staff of SMA N 1 Trimurjo**

SMA N 1 Trimurjo was a senior high school located in Trimurjo. SMA N 1 Trimurjo has total 77 teachers and staff. It is to support the learning process activities for

students. Consist of sixty five teachers, seven administrative staffs, three gardeners, and two securities.

c)   **Students` Quantity**

The quantities of the students in SMA N 1 Trimurjo are 656 students. There are 123 female students and 47 male students in tenth grade. There are 132 female and 86 male students in eleventh grade. There are 92 female and 78 male students in twelve grade.

d)   **The Infrastructure Facilities**

Overall, the facilities and infrastructure available at SMA N 1 Trimurjo was enough adequate. In this school there are twenty classroom, one library, seven laboratories, two headmasters' room, one teachers' room, one mushola, one student health unit room, three toilets, one warehouse room, one sports hall, one administrative room, one counseling room, one OSIS room, and nineteen buildings.

2.   **Description of Research Data**

a)   **Pre-test**

The research model used in this study is Classroom Action Research which has been carried out at SMA N 1 Trimurjo in the 2023/2024 academic year. This research uses Scaffolding strategy to improve students' ability in reading skill. In its application, this research consists of two

cycles each cycle consists of three meetings each meeting takes 45 minutes of class time. Each learning cycle consists of four stages, namely, planning, acting, observing, and reflecting.

Students will be given a test to determine students' reading skill the test consists of pre-test and post-test. The pre-test will be given at the beginning before starting the cycle then the post-test is given after one cycle is completed, as for assessing student activities, the researcher also assesses student activities during the learning cycle process.

The pre-test was given to students at the beginning before the cycle began in order to determine students' ability in reading skill. This pre-test was conducted on Tuesday, November 7th 2023 from 02.45-03.30 am. in class eleven-four and took about 45 minutes. The pre-test consisted of 20 multiple choice questions. The results of the students' of the students` pre-test can be summarized into the table of percentage and figure as follow:

Table 4.1

The Percentage of Student in Pre-Test

Interval	Frequency	Percentage	Explanation
≥ 70	9	30%	Complete
<70	21	70%	Incomplete
Total	**30**	**100%**	

Figure 4.1

Percentage of Students Pre-test Score
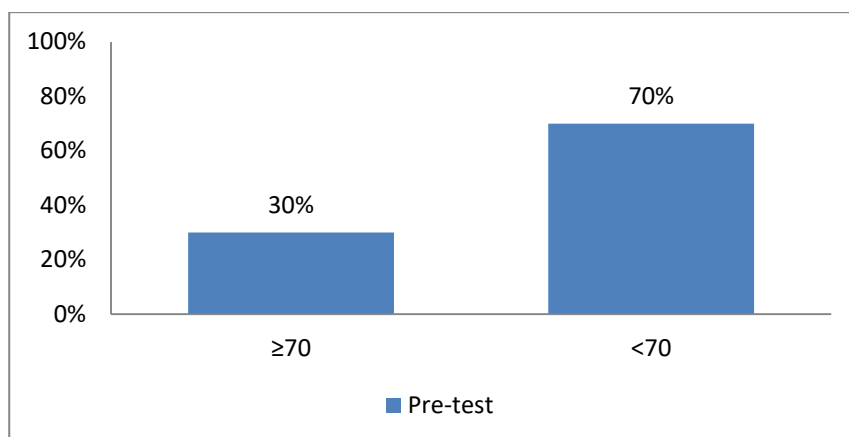
Based on the result above, it can be inferred that 21 students (70%) were not successful and 9 other students (30%) were successful. The successful students were those who got score beyond the minimum mastery criteria, 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got an average of 54.6. It indicated that the result of students` reading skill was still low. It was the reason why the researcher decided to use Scaffolding strategy to improve

the students` reading skill. Therefore, the researcher and collaborator made a plan to implement the action or treatment that consisted of planning, action, observation, and reflection to repair the weaknesses of the students.

b) **Cycle I**

Researcher use classroom actions to be carried out by collecting data and information systems through four stages. Cycle I was divided into planning, acting, observing, and reflecting.

1) **Planning**

Planning is the stage that prepares lesson plans, learning materials, and learning media. At this stage, researcher prepares lesson plans, materials, and media that will be used in the learning process. The material of this research is narrative text. The material includes definition, element of narrative text, and linguistic features. In addition, the researcher made an observation sheet consisting of a list of student names and a list of student activities that would be observed during the teaching and learning process.

2)   **Acting**

Acting is the implementation stage of the planning that has been made previously by the researcher. Researcher conducted this cycle in two meetings.

(a)   **First Meeting**

The first meeting was conducted on Thursday, November 9th, 2023 at 10.30-11.15 a.m. followed by 30 students. The meeting was started by praying, greeting and checking the attendance list.

To start the lesson, the researcher first showed a picture of a map and then asked questions about the picture, such as "What is the island in Indonesia shown in the picture? Do you know the legend of the area?" Next, the researcher asked the students about what a legend is and what elements are in a legendary story.

Then the researcher continued to explain the elements in the legend narrative text. Then the researcher gave vocabulary related to the legend text "The Story of

Panyalahan Village" to the students. Then the researcher asked the students to imitate the spelling of the vocabulary that had been practised by the researcher. The researcher gave feedback and corrected pronunciation errors. The researcher then distributed the reading text of the legend entitled "The Story of Panyalahan Village", then asked several students in turn to read aloud each parafigure of "The Story of Panyalahan Village". The researcher gave feedback and corrected the mispronunciation of the words after the students read the story.

For the closing part, the researcher gave motivation to the students and stimulated the students to conclude the material. And then, the researcher greets to closing the meeting.

(b) **Second Meeting**

The second meeting was conducted on Tuesday, November 14th, 2023 at 02.45-03.30 p.m. followed by 30 students. The

meeting was started by praying, greeting and checking the attendance list.

To start the second meeting the researcher asked the students to open the legend reading text entitled "The Story of Panyalahan Village" again. Then the researcher asked the students to pair up and listen to their friends read the text and give feedback and correct each other's mispronunciation of words.

Then the researcher asked the students to identify the elements contained in the story "The Story of Panyalahan Village" such as, characterisation, setting, plot, orientation, complication, climax, and resolution in pairs. And make a highlight the expression that show the elements of the text, such as; characters (Long time ago in Tasikmalaya, West Java, lived a young couple. They were farmers), setting of time (Long time ago), setting of place (in Tasikmalaya, West Java). Then the

researcher guided the students to identify the moral value of the text learnt.

For the closing part, the researcher gave motivation to the students and stimulated the students to conclude the material. And then, the researcher greets to closing the meeting.

(c)   Third Meeting

The third meeting was conducted on Friday, November 17th 2023 at 08.45-09.30 p.m. This meeting used to post-test I, this meeting was starting the class by greeting, praying, and checking attendance, and asking about the students` condition. The activity continued with researcher distributing post-test questions to students. The post-test questions are in the form of 20 multiple choice questions, the post-test is carried out for 45 minutes. The results of the students` post-test I can be summarized into the table of percentage and figure as follow:

Table 4.2

The Percentage of Students` Score in Post-

test I

Interval	Frequency	Percentage	Category
≥ 70	15	50%	Complete
<70	15	50%	Incomplete
Total	**30**	**100%**	

Figure 4.2

Percentage of Post-test I Cycle I
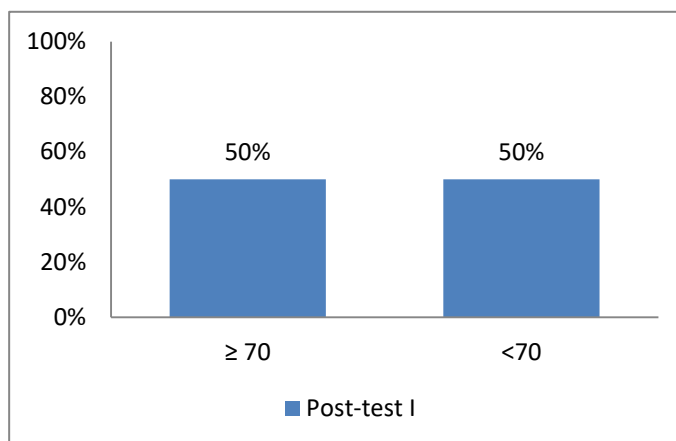
Based on the result of students` reading skill post-test I score; it could be concluded that there were 50% or 15 students got score beyond the minimum mastery criteria, 70. In addition, the averages score of post-test I was 64.5. It indicated that the result of students reading skill skills improved, but viewed from the indicator of

the success of this research that 75% of the total students must got score beyond the minimum mastery criteria. It means that the result of post-test I was unsuccessful.

3)   **Observing**

In observation stage, the collaborator observed the students' learning activities. The researcher gave material about main idea and elements which contain on narrative text. While the treatment was being executed, the students' learning activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for every cycle. The indicators of the students' learning activities were:

a)   The students were active in group.

b)   The students know to applied scaffold in reading English text.

c)   The students fluent in reading text.

d)   The students have comprehend in reading English text.

Furthermore, the observation results of students' activities can be summarized into the table of percentage and figure below:

Table 4.3

The Percentage of Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1.	The students were active in group	16	54%
2.	The students know to applied scaffold in reading English text	11	37%
3.	The students fluent in reading text	9	30%
4.	The students have comprehend in reading English text	10	33%
Total Students		**30**	

Figure 4.3

The Students' Learning Activity in Cycle I
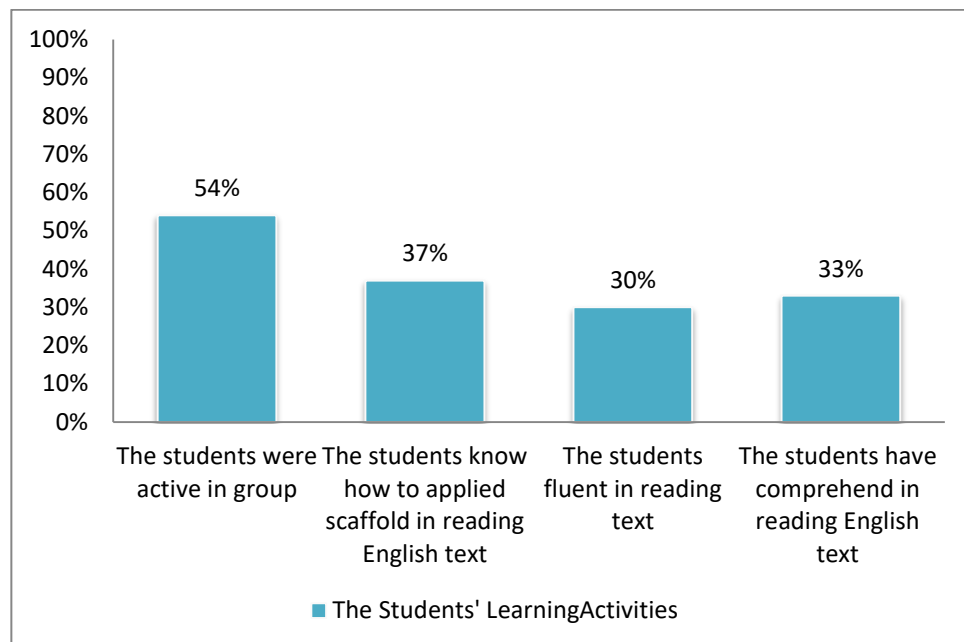
The graphic showed that there were 16 students (54%) who were active in group, 11 students (37%) know to applied scaffold in reading English text, 9 students (30%) who were fluent in reading text, and 10 students (33%) who have comprehend in reading English text.

4) **Reflecting**

Reflecting is the last step in this process. The researcher analyzed and evaluated by eliminating not useful action. The researcher explained and discussed the result of students` work during teaching-learning, like strengths and weaknesses

done by the teacher and students during the teaching-learning process.

From the result observation in the learning process in cycle I, it could be concluded that the learning process has not achieved of minimum mastery criteria score of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test scores and the result of students' post-test I score. Furthermore, the comparison of the result students` pre-test and post-test I can be summarized into the table of percentages and figure as follow:

Table 4.4

The Percentage of Comparison Students` Score

in Pre-test and Post-test I in Cycle I

Interval	Pre-test		Post-test I		Category
	F	**P**	**F**	**P**	
$\geq$ **70**	9	30%	15	50%	Complete
<70	23	70%	15	50%	Incomplete
Total	**30**	**100%**	**30**	**100%**	

Figure 4.4

The Comparison of Students' Pre-Test and Post-Test I Score in Cycle I
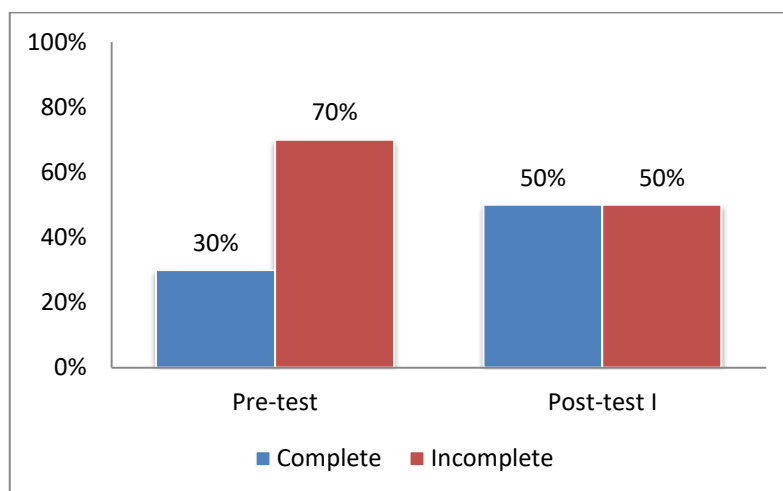
Based on the table and the graphic above, in pre-test it could be seen that total from 30 students, 9 students or 30% of the total students were able to achieve the minimum mastery criteria that is ≥ 70. Then the students who did not achieve the minimum passing grade were 23 students or 70% of the total students. In post-test I, it could be concluded that 15 students or 50% of the total students, was complete the minimum mastery criteria. Then those who were not able to achieve the minimum mastery criteria were 15 students or 50% of the total students. The success indicator has not yet been achieved. The class average score has improved, the students'

average score are in 54.6 in pre-test and in post-test I become 64.5 but still not manage the indicator of success. It can be concluded that this research has not been successful. Because the success indicator has not been achieved, namely 75% of the number of students must pass the minimum mastery criteria. Therefore, the researcher had to continue in cycle II which consists of planning, acting, observing, and reflecting.

c)   **Cycle II**

The researcher needs to continue the treatment in cycle II because of cycle I was not successful. In this stage cycle II had four essential stages namely planning, action, observing, and reflecting.

1)   **Planning**

Planning is the stage that prepares lesson plans, learning materials, and learning media. At this stage, researcher prepares lesson plans, materials, and media that will be used in the learning process. The material of this research is narrative text. The material includes definition, general structure, linguistic features, and language. In addition, the researcher made an observation sheet consisting of a

list of student names and a list of student activities that would be observed during the teaching and learning process.

2) **Acting**

Acting is the implementation stage of the planning that has been made previously by the researcher. Researcher conducted this cycle in two meetings.

(a) **First Meeting**

The first meeting was conducted on Tuesday, November 21th, 2023 at 02.45-02.30 p.m. followed by 30 students. The meeting was started by praying, greeting and checking the attendance list.

To start the lesson, the researcher first reviewed the meaning of the reading text "The Story of Panyalahan Village" together. Researcher then ask students to look for the difficult vocabulary in the story "The Legend of Panyalahan Village" and write down then discuss and find the meaning together. Next the researcher invited students to participate in the discussion in translating

each sentence of the story. The researcher gave feedback on students' answers and corrected any mistakes. And confirmed students' understanding and asked if there were still things that were not understood. Then the researcher asks questions that direct learners to summarize or identify the key points that have been learnt, for example:

• What have you learned about a legend?

• What is the purpose of reading a legend?

• What are the elements of a legend?

• What language features can you find in legend?

For the closing part, the researcher gave motivation to the students and stimulated the students to conclude the material. And then, the researcher greets to closing the meeting.

(b)   Second Meeting

The first meeting was conducted on Friday, November 24th, 2023 at 08.45 - 09.30 a.m. followed by 30 students. The meeting

was started by praying, greeting and checking the attendance list.

To start the lesson, the researcher first reviewed the meaning of the reading text "The Story of Panyalahan Village" together. And followed by the researcher asking students to get into groups of six, and then answer the following questions;

- Who are the characters?

- When did the story take places?

- Where did the story take places?

- How did the story start?

- What happened to the characters?

- What challenges did the characters encounter in the story?

- What was the biggest problem in the story?

- How did the characters solve the problems?

- How was the ending?

- What did the characters learn?

- What did you learn from this story?

And after collect the answer, the researcher discuss about the answers of those questions.

For the closing part, the researcher gave motivation to the students and stimulated the students to conclude the material. And then, the researcher greets to closing the meeting

(c) **Third Meeting**

The third meeting was conducted on Tuesday, November 27th 2023 at 02.45-03.30 p.m. This meeting used to post-test I, this meeting was starting the class by greeting, praying, and checking attendance, and asking about the students` condition. The activity continued with researcher distributing post-test questions to students. The post-test questions are in the form of 20 multiple choice questions, the post-test is carried out for 45 minutes. Furthermore, the results of the students` post-test II can be summarized into the table of percentage and figure below:

Table 4.4

The Percentage of Students` Score of Post-test

II in Cycle II

Interval	Frequency	Percentage	Category
≥ 70	25	83%	Complete
<70	5	17%	Incomplete
Total	**30**	**100%**	

Figure 4.5

The Percentage of Students Reading Skill Post-

Test II Score in Cycle II
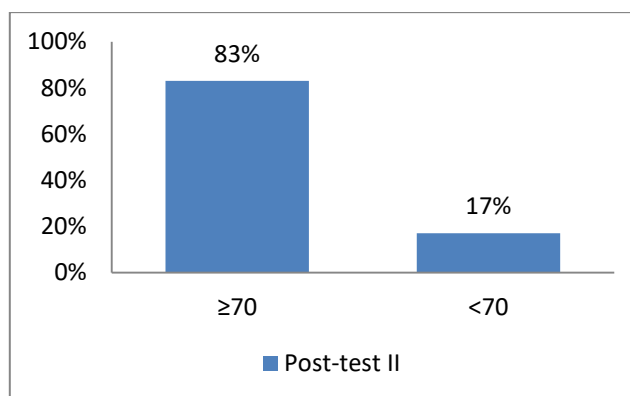
Based on the result above, it could be inferred that 25 students (83%) were successful and 5 other students (17%) were not successful. Based on the post-test II results, the researcher calculated the average grade that is 75.5. It was higher than post-test I in cycle I.

Based on the explanation above, it could be inferred that an indicator of success was achieved.

That is 83% of the students got a score beyond the minimum mastery criteria and the other hand the cycle II was successful.

3)   Observing

In observation, the collaborator observed the students' learning activities. The researcher as a teacher gave material about elements which contain on narrative text. While the treatment was being executed, the students' learning activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for every cycle. The indicators of the students' learning activities were:

a)   The students were active in group.

b)   The students know to applied scaffold in reading English text.

c)   The students fluent in reading text.

d)   The students have comprehend in reading English text.

Furthermore, the observation results of the students` activities in cycle II can be summarized into the table of percentage and figure as follow:

Table 4.6

The Percentage Students' Activities in Cycle II

No	Students Activities	Frequency	Percentage
1.	The students were active in group	25	83%
2.	The students know to applied scaffold in reading English text	22	73%
3.	The students fluent in reading text	22	73%
4.	The students have comprehend in reading English text	21	70%
Total Students		**30**	

Figure 4.6

The Students` Learning Activities in Cycle II
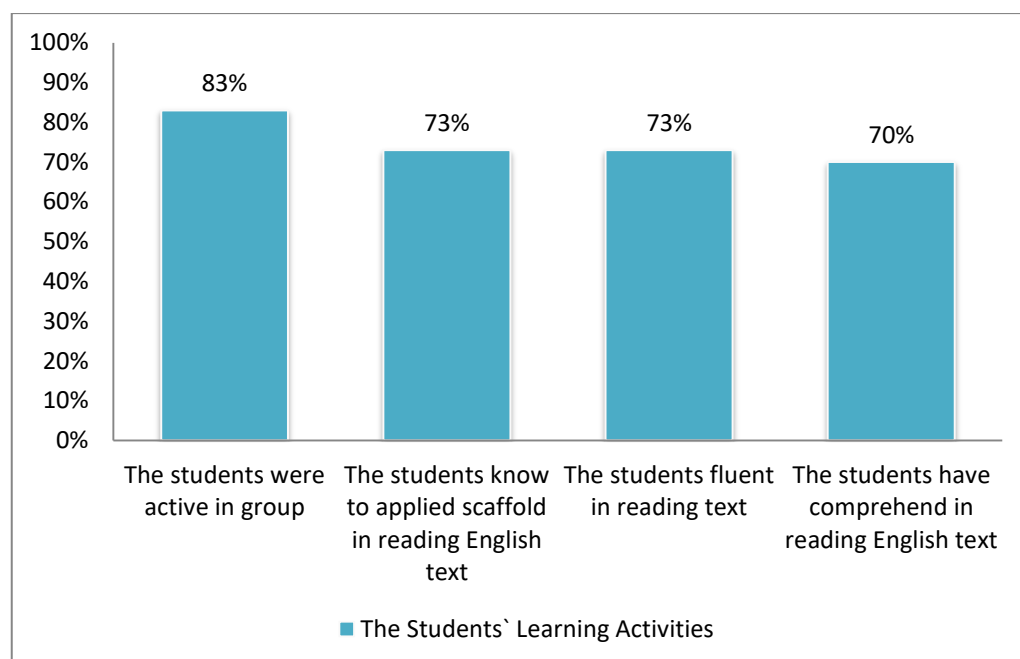
The graphic above showed that the students' learning activity in cycle II was improved. The students' learning activity that had high percentage were the students were active in group 83%, then, the students know to applied scaffold in reading English text 73% and the students fluent in reading 73%, and the last the students have comprehend in reading English text 70%. Based on the result above, the researcher indicated that learning process in cycle II was success.

4)   **Reflecting**

Reflecting is the last step in this process. The researcher analyzed and evaluated by eliminating not useful action. The researcher explained and discussed the result of students` work during teaching-learning, like strengths and weaknesses done by the teacher and students during the teaching-learning process.

From the results of observations on the learning process in cycle II, it can be concluded that the learning process has achieved good results. At the end of this cycle, researchers analyzed and calculated all the processes that had been carried

out, namely the students' post-test I scores and the results of the students' post-test II scores.

Furthermore, comparison of the students` post-test I and post-test II can be summarized into the table of percentages and figure below:

Table 4.7

The Percentage of Comparison Students` Score

in Post-test I and Post-test II

Interval	Post-test I		Post-test II		Category
	F	P	F	P	
>70	15	50%	25	83%	Complete
<70	15	50%	5	17%	Incomplete
Total	**30**	**100%**	**30**	**100%**	

Figure 4.7

The Comparison of Student` Post-test I and Post-

test II Score in Cycle II
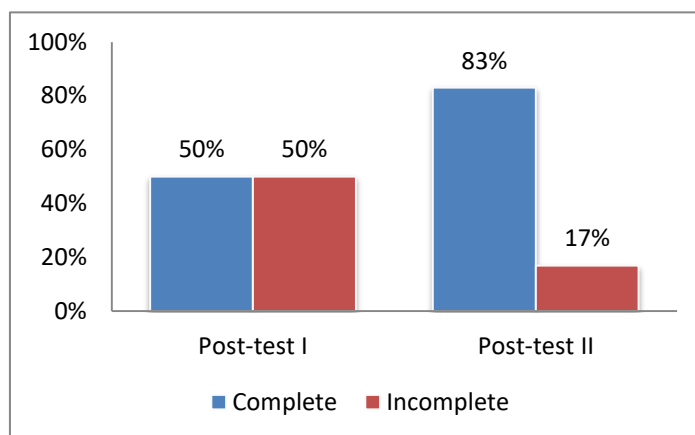
From the table and above, it could be seen that the score of the students in post-test II was various. The highest score was 100 and the lowest score is 55. The average score of post-tests II was 75.5. The percentages of students` successfulness of post-test II score was 83% or 25 students of the total students passed the minimum mastery criteria score and 17% or 5 students did not pass the minimum mastery criteria. It means that the indicator of the success of this research had been achieved that was >75% students were gotten score 70. It indicated that the students` reading skill was improved. Regarding the result above, it could be inferred that this Classroom Action Research (CAR) was

successful and it would not be continuing in the next cycle because of the learning process and the product of learning entirely passed the indicators of success and it means that Scaffolding could improve the students` reading skill.

B.   Discussion

1.   Result of Students Pre-test Score

In this stage, the researcher conducted the pre-test to measure the students' reading skill before implementing the treatment. The researcher obtained the data through test in the form of multiple choices which completed for 45 minutes. It was done on Tuesday, November 7th, 2023. From the result of pre-test showed that most of the students achieved difficult for doing the test. Based on the table 4.1 the students averages were 54.6 it showed that most of the students have not passed yet in achieving the minimum mastery criteria at least 70. In this stage, only 9 students out of 30 students passed of the minimum mastery criteria.

2.   Result of Students Post-test I Score

In this research, to know the students' reading skill after implementing the treatment the researcher conducted the post-test I. It was done on Tuesday, November 17th, 2023. Based on the table 4.3 the students averages score was 64.5 it shows that half in total of the students have passed yet achieved the minimum

mastery criteria at least 70. In this stage there were 15 students out of 30 students passed of the minimum passing criteria.

3.   **Result of Students Post-test II Score**

In this stage, the researcher continued to cycle II because the score of post-test I in cycle I did not fulfill the minimum mastery criteria and only 50% passed the minimum mastery criteria. The researcher presented the post-test II to measure the students` reading skill after implementing the treatment. The researcher obtained the data through the test in the form of multiple choices which was completed for 45 minutes. It was done on Tuesday, November 27th, 2023. Based on the table, the students` average was 75.5. In this stage the students have to achieve the minimum mastery criteria at least 70. In this stage, 25 students out of 30 students of 83% students passed the minimum mastery criteria and the research was successful.

4.   **Comparison of Score in Pre-test, Post-test I in Cycle I, and Post-test II in Cycle II**

In learning process was successfully improved the majority of students` score in cycle I but the students' average score was low. While, the score of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average score was higher than cycle I. The following was the table of illustration grade in cycle I and cycle II:

Table 4.8

The Percentage of Comparison Students` Score in Pre-Test, Post-Test

I in Cycle I and Post-Test II in Cycle II

Interval	Criteria	Pre-test		Post-test I		Post-test II	
		F	P	F	P	F	P
≥70	Complete	9	30%	15	50%	25	83%
< 70	Incomplete	21	70%	15	50%	5	17%
Total		**30**	**100%**	**30**	**100%**	**30**	**100%**

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant improving of the students' score. It could be seen from the students get grade ≥ 70 from 9 to 15 became 25. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved.

Figure 4.8

The Comparison Score of Students in Pre-Test, Post-Test I, and
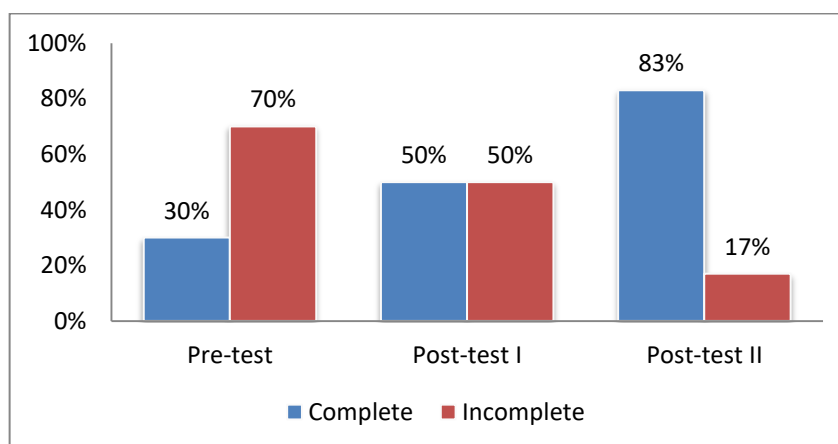
Post-Test II

Based on the figure above, it could be inferred that Scaffolding strategy could improving the students' reading skill. It is supported by improving score of the students from pre-test to post-test I and from post-test I to post-test II.

5. **The Result of Students` Learning Activities in Cycle I and Cycle II**

The students' learning activities data was achieved from the whole students' learning activities on observation sheet. The researcher shows the diagram of the result of learning activity in cycle I and cycles II, as follow:

Figure 4.9

The Comparison of Students' Learning Activities in Cycle I and Cycle II

Students` Learning Activities

■ Cycle I ■ Cycle II

	The students were active in group	The students know to scaffold in reading English text	The students were fluent in reading English text	The students have comprehend in reading English text
Cycle I	54%	37%	30%	33%
Cycle II	83%	73%	73%	70%
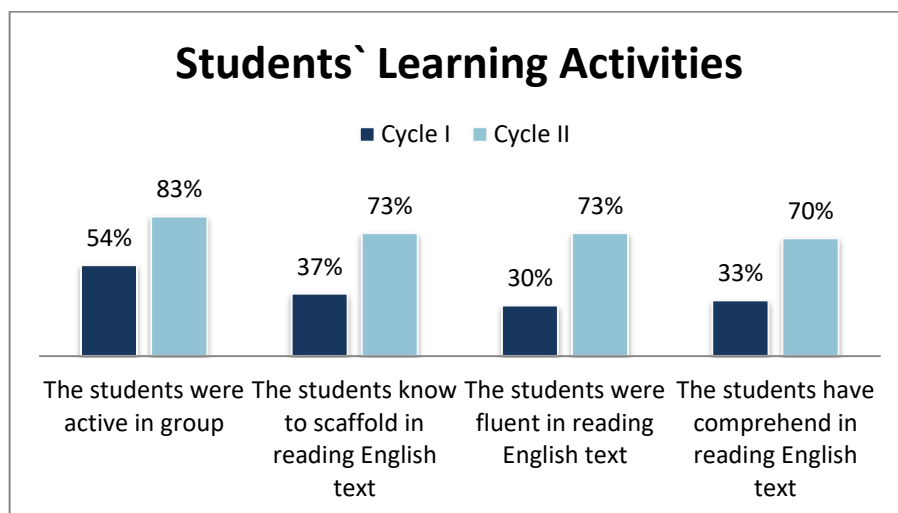
Based on the data had achieved, it can be explained as follow:

a)   The students were in active in group

The students were in active in group from the first meeting to the next meeting was improved. In cycle I was only 54% and in cycle II 83%, it was improved 27%.

b)   The students know to scaffold in reading English text

The students know to scaffold in reading English text improved from the first meeting to next meeting. It showed when the teacher gave the instruction to use scaffolding strategy has success because it is improved 36%, from cycle I 37% and cycle II 73%.

c)   The students were fluent in reading English text

It could be seen on the cycle I 30% and cycle II 73%, it was improved 43%. The scaffolding strategy has work well so the students reading skill get improved.

d)   The students have comprehend in reading English text

The students have comprehend in reading English text were improved. It could be seen on the cycle I 33% and cycle II 70%, it was improved 37%. Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of Scaffolding strategy improve the students' reading skill.

Based on the data above, it could be concluded that the students felt comfortable and active with the learning process

because most of the students shown a good improvement in learning activities when Scaffolding was applied in the learning process from cycle I up to cycle II. Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of Scaffolding strategy improving the students` reading skill. There was a progress average score from 54.6 to 64.5 and 75.5. The average score in the pre-test was 54.6 and only 9 students or (30%) passed the test. Moreover, in the post-test I there was 15 students or (50%) who passed, and the post-test II there was 25 students or (83%) passed the test the indicator students got score >70 with average 64.5 and 75.5.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research that has been conducted, the researcher can conclude that Scaffolding strategy could improve the reading skills of eleventh grade of SMA N 1 Trimurjo.

The conclusion is based on the students` test results, there was an improvement shown from the pre-test, post-test I to post-test II. It can be seen from the average score in the pre-test of 54.6 then improved in post-test I to 64.5 and the students` average score improved in post-test II to 75.5. This means that there was an improvement in students` average scores from the pre-test to post-test in cycle II.

B. Suggestion

Referring to the data in the previous data, some suggestions are recommended.

1. The students

   Students have to practice more to improve their reading skill. If students practice reading over and over for many times, students will get used to read and be able to read more fluently.

2. The teacher

   It is suggested for the English teacher to use the right strategy to teach students so the teaching process would be more effective.

One of the strategies that could be implied in the class to improve reading skill is scaffolding strategy.

3. For the next researcher

It is recommended to next researchers to choose and use the right strategy to improving English skill. Scaffolding strategy could be solution if the research aim was to improve another English skill.

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APPENDICES

Appendix 1

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-3792/In.28/J/TL.01/08/2022
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala Sekolah SMA NEGERI 1
TRIMURJO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	: **NURUL ISNAINI**
NPM	: 1901051051
Semester	: 7 (Tujuh)
Jurusan	: Tadris Bahasa Inggris
Judul	: IMPLEMENTATION OF THE SCAFFOLDING STRATEGY FOR TEACHING READING COMPREHENSION IN SMA N 1 TRIMURJO

untuk melakukan prasurvey di SMA NEGERI 1 TRIMURJO, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 10 Agustus 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

Appendix 2

DINAS PENDIDIKAN DAN KEBUDAYAAN PROVINSI LAMPUNG
CABANG DINAS PENDIDIKAN WILAYAH VI
SMA NEGERI 1 TRIMURJO LAMPUNG TENGAH
NSS:30112020943   TERAKREDITASI A   NPSN:10802064
Jl. Karangbolong 11F Simbarwaringin Trimurjo Lampung Tengah, Kode pos 34172

Nomor   : 420/176/04/C.1/D.1/2022
Lampiran   : -
Hal   : Izin Pra Survey

Kepada
    Yth.   Dekan
            Institut Agama Islam Negeri METRO
            Fakultas Tarbiyah dan Keguruan

            di
                Metro

Dengan hormat,

Yang bertanda tangan dibawah ini Kepala SMA Negeri 1 Trimurjo memberikan Izin Pra Survey Kepada Mahasiswa di bawah ini:

No	Nama Mahasiswa	NPM	Program Studi
1.	NURUL ISNAINI	1901051051	Tadris Bahasa Inggris

Untuk melaksanakan Pra Survey dalam rangka Penulisan Proposal Penelitian dengan judul : *"IMPLEMENTATATION OF THE SCAFFOLDING STRATEGY FOR TEACHING READING COMPREHENSION IN SMA N 1 TRIMURJO"* .

Demikian surat ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.

Trimurjo, 16 Agustus 2022
Kepala Sekolah,

IMAN ABIWORO, S.Si
NIP. 19730921 200701 1 012

75

Appendix 3

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-5066/In.28/D.1/TL.00/11/2023
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA N 1 TRIMURJO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5067/In.28/D.1/TL.01/11/2023, tanggal 03 November 2023 atas nama saudara:

Nama	:	**NURUL ISNAINI**
NPM	:	1901051051
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA N 1 TRIMURJO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA N 1 TRIMURJO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS' READING COMPREHENSION BY USING SCAFFOLDING STRATEGY IN SMA N 1 TRIMURJO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 03 November 2023
Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Appendix 4

PEMERINTAH PROVINSI LAMPUNG DINAS PENDIDIKAN DAN KEBUDAYAAN
CABANG DINAS PENDIDIKAN WILAYAH VI

SMA NEGERI 1 TRIMURJO

NSSN: 30112020043 TERAKREDITASI A. NPSN : 10102064
Jl. Karang Bolong 11F Simbawaringin, Trimurjo Lampung Tengah (Kos Pos 34172)
email : smanjo@gmail.com Website : www.sman1trimurjo.sch.id

Nomor   : 800/330 /04/C.1/D.1/2023
Lampiran   : -
Hal   : Izin Research

Kepada
Yth. Wakil Dekan Akademik dan Kelembagaan
Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri
(IAIN) Metro
di-
   Metro

Dengan hormat,

Menindaklanjuti Surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor: B-5066/In.28/D.1/TL.00/11/2023 Perihal: Izin Research, tanggal :03 November 2023, dengan ini kami tidak keberatan mahasiswi dibawah ini :

No	Nama Mahasiswa	NPM	Program Studi
1	NURUL ISNAINI	1901051051	Tadris Bahasa Inggris

Untuk melakukan Research di SMA Negeri 1 Trimurjo, dalam rangka menyelesaikan tugas akhir/skripsi dengan judul "IMPROVING STUDENTS' READING COMPREHENSION BY USING SCAFFOLDING STRATEGY IN SMA N 1 TRIMURJO"

Demikian surat ini kami buat, untuk dapat dipergunakan sebagaimana mestinya. Setelah selesai melaksanakan penilitian agar membuat laporan tertulis kepada kepala sekolah.

Trimurjo, 06 November 2023
Kepala Sekolah,

IMAN ABIWORO, S.Si
NIP. 19730921 200701 1 012

Appendix 5

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

S U R A T   T U G A S
Nomor: B-5067/In.28/D.1/TL.01/11/2023

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

Nama	:	**NURUL ISNAINI**
NPM	:	1901051051
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMA N 1 TRIMURJO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS' READING COMPREHENSION BY USING SCAFFOLDING STRATEGY IN SMA N 1 TRIMURJO".

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 : 03 November 2023

Mengetahui,
Pejabat Setempat
Kepala Sekolah,

IMAN ABIWORO, S.Si
NIP. 19730921 200701 1 012

Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Appendix 6

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertandatangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Nurul Isnaini

NPM   : 1901051051

Jurusan   : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris. Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya

Metro, 15 Desember 2023

Ketua Jurusan TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Appendix 7

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001

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-1369/In.28/S/U.1/OT.01/12/2023

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

Nama : NURUL ISNAINI
NPM : 1901051051
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1901051051

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 06 Desember 2023
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP. 19750505 200112 1 002

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Appendix 8

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

Nama : Nurul Isnaini
NPM : 1901051051

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jum'at / 03 Juni 2022	Dr. Widhiya Ninsiana, M.Hum	Bab I - Mengganti prior research. - Menambahkan data dengan melakukan prasurvei.	
2.	Selasa / 11 April 2023	Dr. Widhiya Ninsiana, M.Hum	Bab I, II, dan III - Sebutkan hasil interview prasurveinya. - Tambahkan bagaimana cara menilai reading comprehension siswa. - Perbaiki kata-kata yang salah tulis.	
3.	Selasa / 16 Mei 2023	Dr. Widhiya Ninsiana, M.Hum	Bab I, II, dan III - Sebutkan novelty proposal ini. - Perbaiki bagian acknowledgement. - Revisi hasil interview prasurvei nya.	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102201503 1004

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923200032002

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

Nama : Nurul Isnaini
NPM : 1901051051

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4.	Jum'at / 26 Mei 2023	Dr. Widhiya Ninsiana, M.Hum	bab I, II, dan III - Revisi hasil interview. - Tambahkan pendapat ahli di Action Plan. - Sebutkan lokasi dan subject of this research secara gamblang	
5.	Selasa / 30 Mei 2023	Dr. Widhiya Ninsiana, M.Hum	Bab I, II, dan III - Jelaskan isi tabel. - Perbaiki lagi kata-kata dan kalimat yang masih salah atau kurang tepat. - Perbaiki variabel independent nya.	
6.	Selasa / 20 Juni 2023	Dr. Widhiya Ninsiana, M.Hum	Bab I, II, dan III - Perbaiki acknowledgement nya. - Perbaiki lagi bagian variabel X nya. - Perbaiki spasi antar bibliography nya.	
7.	23 Juni 2023		Acc Sempro	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871022015031004

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923200032002

Appendix 9

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

Nama : Nurul Isnaini
NPM : 1901051051

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa / 24 Oktober 2023	Dr. Widhiya Ninsiana, M.Hum	APD - Diganti aspek observasi - Perbaiki typo -	
2.				
2.	Jumat / 27 Mei 2023	Dr. Widhiya Ninsiana, M.Hum	Acc APD	

Mengetahui
Ketua Jurusan TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
NIP. 197209232000032002

Appendix 10

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

Nama : Nurul Isnaini
NPM : 1901051051

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa, 05 Desember 2023	Dr. Widhiya Ninsiana, M. Hum	- Perbaiki abstrak lebih dipersingkat lagi penjelasan/isinya. - Perbaiki acknowledgement typo. - Perbaiki typo di observation sheets. - tambahkan "eleventh grade" - Ubah "Comprehension" meja di "Skill".	
2.	Rabu, 13 Desember 2023	Dr. Widhiya Ninsiana, M. Hum	- Abstrak diperbaiki typo. - Sesuaikan isi BAB iii - Perbaiki table of contents.	
3.	Jumat, 15 Des		Acc to munaqosah	

Mengetahui
Ketua Jurusan TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308201503 1006

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923200003 2002

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Appendix 11

Condition of Teachers and Staffs of

SMA N 1 Trimurjo

No.	Condition of Teachers and staff	Total
1.	Permanent teachers (PNS)	63
2.	Permanent teachers (Honor)	2
3.	Staff Administration (PNS)	4
4.	Staff Administration (Honor)	3
5.	Gardener	3
6.	Security	2
	Total	77

Source: Administration of SMA N 1 Trimurjo

Appendix 12

The Quantity of Students in SMA N 1 Trimurjo

No	Class	Female	Male	Amount
1	X	123	47	170
2	XI	132	86	218
3	XII	92	78	170
Total		**347**	**309**	**656**

Source: Documentation of the Profile of SMA N 1 Trimurjo

Appendix 13

Condition of Facilities and Infrastructure at SMA N 1 Trimurjo

No	Infrastructure	Total
1.	Classroom	20
2.	Library Room	1
3.	Laboratory Room	7
4.	Headmaster's Room	2
5.	Teacher's Room	1
6.	Mushola	1
7.	Student Health Unit Room	1
8.	Toilet	3
9.	Warehouse Room	1
10.	Sports Hall	1
11.	Administrative Room	1
12.	Counseling Room	1
13.	OSIS Room	1
14.	Building	19
Total		**60**

Source: Administration of SMA N 1 Trimurjo

Appendix 14

The Students` Score in Pre-Survey

No.	Student's Name	Score
1.	APD	46
2.	AE	52
3.	AR	44
4.	AP	54
5.	ATR	30
6.	DAW	66
7.	DNS	42
8.	FAP	36
9.	GLA	74
10.	GMP	40
11.	IR	52
12.	JAL	72
13.	JA	75
14.	KF	40
15.	LS	72
16.	LNS	60
17.	MZS	70
18.	NV	42
19.	OA	46
20.	PR	78
21.	PW	76
22.	RCP	80
23.	RAT	78
24.	RA	66
25.	RS	64
26.	S	32
27.	SAKS	62
28.	TA	54
29.	VF	56
30.	ZSQ	58

Appendix 15

PHASE F (Y11-Y12)	YEAR 11-12CP Breakdown	Proposed ATP for Y11	Proposed ATP for Y12
Listening and Speaking By the end of Phase F, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to open-ended questions and use strategies to initiate, sustain and conclude conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics. They use English to express opinions on social issues and to discuss youth-related interests, behaviours and values across cultural contexts. They	- use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. - use and respond to open-ended questions and use strategies to initiate, sustain and conclude conversations and discussion. - understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics. - use English to express opinions on social issues and to discuss youth-related interests, behaviours and values across cultural contexts. - give and justify opinions, make comparisons and	F.1 Mengidentifikasi secara mandiri konteks, gagasan utama, dan informasi terperinci dari ragam teks deskripsi, exposisi, dan prosedur lisan maupun tulisan yang disajikan dalam bentuk multimoda dalam lingkup minat remaja. F.2 Menjelaskan karakteristik, rangkaian penyusunan dan pengembangan gagasan dari ragam teks deskripsi, exposisi, dan prosedur lisan dan tulisan dalam bentuk multimoda dalam lingkup minat remaja. F.3 Menganalisa makna tersirat dan tersurat dari ragam teks deskripsi, exposisi, dan prosedur lisan dan tulisan dalam bentuk multimoda dalam lingkup minat remaja. F.4 Menguraikan gagasan dan pendapat disertai dengan alasan terhadap ragam teks deskripsi, exposisi, dan prosedur yang disajikan dalam bentuk multimoda dalam	F.1 Mengidentifikasi secara mandiri konteks, gagasan utama, dan informasi terperinci dari ragam teks argumen dan diskusi lisan maupun tulisan yang disajikan dalam bentuk multimoda dalam lingkup minat remaja. F.2 Menguraikan karakteristik, rangkaian penyusunan dan pengembangan gagasan dari ragam teks argumen dan diskusi lisan dan tulisan dalam bentuk multimoda dalam lingkup minat remaja. F.3 Menafsirkan makna tersirat dan tersurat dari ragam teks argumen dan diskusi lisan dan tulisan dalam bentuk multimoda dalam lingkup minat remaja. F.4 Merekomendasikan gagasan dan pendapat disertai dengan alasan terhadap ragam teks argumen dan diskusi yang disajikan dalam bentuk multimoda dalam lingkup minat

give and justify opinions, make comparisons and evaluate perspectives. They employ self-correction and repair strategies, and use nonverbal elements such as gestures, speed and pitch to be understood in most contexts.	evaluate perspectives. - employ self-correction and repair strategies, and use nonverbal elements such as gestures, speed and pitch to be understood in most contexts.	lingkup minat remaja, sosial, dan budaya F.5 Mendemonstrasikan komunikasi yang efektif dalam penyampaian gagasan dan pendapat di berbagai diskusi, kegiatan kolaborasi, dan presentasi untuk berbagai tujuan.	remaja, minat remaja, sosial, dan budaya F.5 Mendemonstrasikan komunikasi yang efektif dalam penyampaian gagasan dan pendapat di berbagai diskusi, kegiatan kolaborasi, dan presentasi untuk berbagai tujuan pada beragam konteks.
Reading By the end of Phase F, students independently read and respond to a wide range of texts such as narratives, descriptives, expositions, procedures, argumentatives and discussions. They read to learn and read for pleasure. They locate, synthesize and evaluate specific details and gist from a range of text genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts.	- independently read and respond to a wide range of texts such as narratives, descriptives, expositions, procedures, argumentatives and discussions. - read to learn and read for pleasure. - locate, synthesize and evaluate specific details and gist from a range of text genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. - demonstrate an understanding of the main ideas, issues or plot	F.6 Mengimplementasikan penggunaan kosakata dan tata bahasa yang tepat dan sesuai saat menulis atau berbicara dalam berbagai konteks. F.7 Merancang secara mandiri beragam teks deskripsi, eksposisi, dan prosedur tulisan melalui proses menulis dengan memperhatikan tujuan penulisan dan minat pembaca dalam lingkup minat remaja. F.8 Memproduksi secara mandiri beragam teks tulisan yang jelas dan runtut dengan pengembangan ide, organisasi dan gaya penulisan yang sesuai dengan konteks, tujuan penulisan dan minat pembaca dalam lingkup minat remaja.	F.6 Mengimplementasikan penggunaan ragam kosakata dan tata bahasa yang tepat dan sesuai saat menulis atau berbicara dalam berbagai konteks. F.7 Merancang secara mandiri beragam teks argumen dan diskusi tulisan melalui proses menulis dengan memperhatikan tujuan penulisan dan minat pembaca dalam lingkup global. F.8 Memproduksi secara mandiri beragam teks argumen dan diskusi tulisan yang jelas dan runtut dengan pengembangan ide, organisasi, dan gaya penulisan yang sesuai dengan konteks, tujuan penulisan dan minat pembaca dalam lingkup global.

They demonstrate an understanding of the main ideas, issues or plot development in a range of texts. They identify the author's purpose and make inference to comprehend implicit information in the text.	development in a range of texts. - identify the author's purpose and make inference to comprehend implicit information in the text.		
Writing and Presenting By the end of Phase F, students independently write an extensive range of fictional and factual text types, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation, capitalization and tenses. They express complex ideas and use a wide range of vocabulary and verb tenses in	- independently write an extensive range of fictional and factual text types, showing an awareness of purpose and audience. - plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation, capitalization and tenses. - express complex ideas and use a wide range of vocabulary and verb tenses in their writing. - include topic sentences in their paragraphs and use time		

their writing. They include topic sentences in their paragraphs and use time markers for sequencing, also conjunctions, connectives and pronoun references for linking or contrasting ideas between and within paragraphs. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.	markers for sequencing, also conjunctions, connectives and pronoun references for linking or contrasting ideas between and within paragraphs. - present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.		

MODUL AJAR

1. **INFORMASI UMUM**

    A. **IDENTITAS MODUL**

Nama Penyusun	: Nurul Isnaini
Jenjang Sekolah	: SMA
Kelas/Fase	: XI (Sebelas)/F
Mata Pelajaran	: Bahasa Inggris Tingkat Lanjut
Alokasi Waktu	: 45 Menit x 2 JP
Tahun Penyusunan	: 2023/2024

    B. **CAPAIAN PEMBELAJARAN**

        Pada akhir Fase F, siswa menggunakan teks lisan, tulisan, dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Jenis teks naratif dalam bentuk teks legenda menjadi rujukan utama dalam mempelajari bahasa Inggris di Unit ini. Siswa menggunakan kemampuan bahasa Inggris untuk mengeksplorasi teks legenda dalam berbagai macam topik termasuk isu kesadaran lingkungan dan konteks budaya. Pada fase ini, bukan hanya kemampuan berbahasa siswa yang semakin berkembang tetapi juga kemampuan berpikir, kreatif, komunikatif, dan percaya diri demi terwujudnya profil pembelajar Pancasila.

    C. **KOMPETENSI AWAL**

        1. Mengidentifikasi karakteristik dari teks naratif,
        2. Mengidentifikasi ciri-ciri kebahasaan dari teks naratif,
        3. Memahami informasi implisit dan eksplisit (ide pokok dan informasi detail) dari teks yang dibaca dan didengar;

    D. **PROFIL PELAJAR PANCASILA**

        1. (Semakin) beriman, bertakwa kepada Tuhan YME, dan

berakhlak mulia, mandiri, bernalar, kreatif, bergotong royong, dan berkebinekaan global;

2. Berpikir kritis untuk memecahkan masalah (kecakapan abad 21);

3. Menganalisis, mengevaluasi, dan menyusun teks lisan dan tulis dengan lancar dan spontan secara teratur tanpa ada hambatan dalam berinteraksi dan berkomunikasi dalam jenis teks naratif;

4. Mentransfer informasi verbal menjadi informasi visual (keterampilan literasi).

E. SARANA DAN PRASARANA

1. Papan Tulis
2. Lembar Narasi
3. LKPD

F. TARGET SISWA

Siswa reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

G. MODEL PEMBELAJARAN

Scaffolding Strategy

2. KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

Membimbing dan mengarahkan siswa untuk mengaktifkan pengetahuan awal mereka mengenai teks legenda yang akan dipelajari. Selain itu, kegiatan ini dapat mengembangkan kemampuan literasi dan cinta tanah air dengan mengenali legenda-legenda di Indonesia.

B. PEMAHAMAN BERMAKNA

Siswa mempelajari teks naratif melalui kegiatan menyimak, membaca, menulis dan berbicara tentang topik-topik sesuai dengan konteks siswa dan isu-isu penting lainnya.

C. KEGIATAN PEMBELAJARAN

❖ **Kegiatan Pendahuluan**

1. Peneliti membuka kelas dengan mengucapkan salam dan berdoa bersama.

2. Peneliti melakukan absensi di kelas.

3. Peneliti memberikan informasi tujuan pembelajaran.

4. Peneliti memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pelajar;

❖ **Kegiatan Inti**

1. Peneliti menunjukkan gambar sebuah peta kemudian memberikan pertanyaan seputar gambar, seperti "*What island of Indonesia is shown in the picture? Do you know any legend from that area?"*

2. Peneliti bertanya kepada siswa tentang apa itu legenda dan apa saja elemen yang ada di legenda. Dan menjelaskan unsur-unsur yang ada di dalam legenda,

3. Peneliti memberikan kosakata yang berkaitan dengan teks legenda "*The Story of Panyalahan Village"* untuk siswa. Kemudian peneliti meminta murid agar menirukan ejaan kosakata yang sudah diperaktekan oleh peneliti.

4. Peneliti kemudian membagikan teks bacaan legenda berjudul "*The Story of Panyalahan Village*", lalu meminta beberapa siswa secara bergantian untuk membaca secara nyaring masing-masing paragraf, "*The Story of Panyalahan Village*"

5. Peneliti memberi umpan balik dan koreksi atas kesalahan pelafalan kata dan pemenggalan kalimat saat siswa membaca cerita.

6. Peneliti meminta siswa untuk berpasangan dan mendengarkan psangannya membaca teks dan saling menanggapi satu sama lain.

7. Kemudian peneliti meminta siswa untuk mengidentifikasi unsur-unsur yang terdapat dalam cerita *The Story of Panyalahan Village* seperti, penokohan, latar, alur, orientasi, komplikasi, klimaks, dan resolusi secara berpasangan.

8. Peneliti meminta siswa untuk membuat highlight ungkapan yang menunjukkan unsur-unsur teks, seperti;

   - Characters (Long time ago in Tasikmalaya, West Java, lived a young couple. They were farmers),
   - Setting of time (Long time ago),
   - Setting of place (in Tasikmalaya, West Java).

9. Peneliti membimbing siswa untuk mengidentifikasi nilai moral dari teks yang dipelajari.

❖ **Kegiatan Penutup**

1. Siswa dan Peneliti menyimpulkan pembelajaran hari ini.

2. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.

3. Peneliti mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

D. **Penilaian**

Tes multiple choice

E. **Rubrik Penilaian**

Nilai = Σskor perolehan x 5

Kriteria Nilai

A = 80-100 : Baik Sekali

B = 70-79 : Baik

C = 60-69   : Cukup

D = <60   : Kurang

F. Bahan Ajar

My Initial Understanding
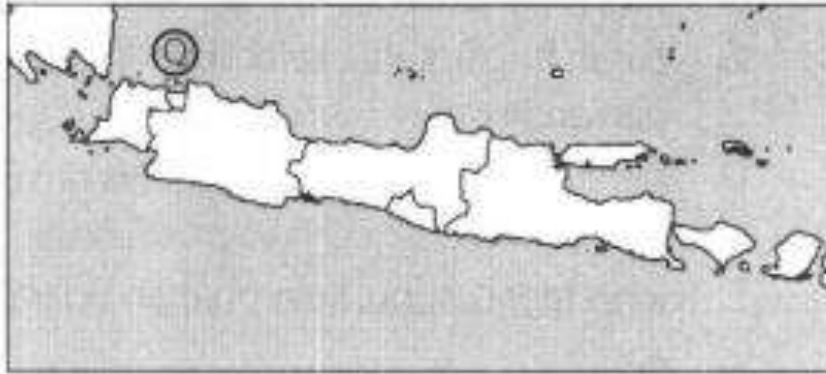
Look at the picture and discuss the following questions with a partner. Remember to respect each other's answer.

1.   What island of Indonesia is shown in the picture?
2.   Do you know any legend from that area? Tell us about it.
3.   Do you know any legend that passed down in your area?

There are different types of narrative texts, for instance: legend, fairy tales, fantasy, myth, or romance. Narrative texts are generally imaginative and aimed to entertain or amuse the readers.

A legend is a traditional story that is popularly regarded as historical yet unauthenticated. Some legends are the unique property of the place or person that have become attached to some particular person or place and passed down through generations.

As the characteristics of narratives texts, legends consist of elements, such as characters, settings, plots and certain language features. Plots or text structures of a narrative text include orientation, complication and resolution (Emilia, E., 2016). It also sometimes includes coda or the moral lesson of the story.

- **Characterization;** a description or the distinctive nature or feature (it can be physical, emotional, mental and social qualities) of someone or something to distinguish one individual from another.
- **Setting**; the time and place when or where the story takes place.
- **Plot;** the sequence of events that make up a story.
- **Orientation**; introduction to the characters, setting and directions of the story.
- **Complication**; struggles or problems faced by the characters.
- **Climax;** the peak point of the problem or the highest point of tension in the story.
- **Resolution;** the end of the story.
- **Moral**; the lesson that story teaches to the readers. Explicit moral value called **coda**

GLOSARIUM	
Paddy field: Sawah	Behave: Bertingkah
Look after: Menjaga	Peacefully: Dengan tenang
Wagged: Mengibaskan	Cradle: Ayunan
Rubbed: Menggosok	Guilty: Bersalah
Suspicious: Mencurigakan	Faithful: Setia

The Story of Panyalahan Village (The Faithful Tiger)

Long time ago in Tasikmalaya, West Java, lived a young couple. They were farmers. They lived happily with their baby. The couple also had some animals. One of them was a tiger. When the couple went to work in the paddy field, the tiger looked after their baby.

As usual, the couple went to the paddy field. Before they

left, they asked the tiger to look after their baby. "We will go to the field now. Look after our baby, okay?" The tiger nodded.

So, the couple went to the field. They worked from morning until afternoon. When the couple arrived home, the tiger welcomed them. The tiger acted differently. He wagged his tail and rubbed his body to the couple's legs. He looked very happy. The husband became suspicious.

"Why does this tiger behave strangely? He does not act as usual," he thought.

The husband looked at the tiger carefully. He was shocked. The tiger's mouth was full of blood. Then he remembered his baby. He thought the tiger had eaten the baby.

"Why is your mouth full of blood?" he asked the tiger.

The husband took his knife and killed the tiger in anger. Then they both entered the house. They were shocked. They looked at each other. Their baby was sleeping peacefully in his cradle. He was not eaten by the tiger. Quickly, the wife took the baby and kissed him. The baby woke up. He opened his eyes and smiled. The couple found a very large snake under the cradle. The snake was dead and full of blood.

"Oh, my wife," the husband said.

"We have done a terrible thing. The tiger is not guilty! Look at the dead snake. The tiger must have killed him. He had saved our baby, but I killed him. Oh, my God! What have I done? I am so sorry. Forgive me, my dear tiger. Forgive me, please?"

The couple felt very guilty. They have killed their faithful tiger. It all happened because they did not check the baby first before they killed the tiger. Since then,

the couple's village was called Panyalahan. The word Panyalahan derives from the word "*nyalahan*", which means "wrong guess".

Guru Mata Pelajaran

Trimurjo, November 2023
Peneliti

Restuning Waluyati, S.Pd
NIP. 197708102005022002

Nurul Isnaini
NPM 1901051051

MODUL AJAR

1. **INFORMASI UMUM**

   A. **IDENTITAS MODUL**

Nama Penyusun	: Nurul Isnaini
Jenjang Sekolah	: SMA
Kelas/Fase	: XI (Sebelas)/F
Mata Pelajaran	: Bahasa Inggris Tingkat Lanjut
Alokasi Waktu	: 45 Menit x 2 JP
Tahun Penyusunan	: 2023/2024

   B. **CAPAIAN PEMBELAJARAN**

   Pada akhir Fase F, siswa menggunakan teks lisan, tulisan, dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Jenis teks naratif dalam bentuk teks legenda menjadi rujukan utama dalam mempelajari bahasa Inggris di Unit ini. Siswa menggunakan kemampuan bahasa Inggris untuk mengeksplorasi teks legenda dalam berbagai macam topik termasuk isu kesadaran lingkungan dan konteks budaya. Pada fase ini, bukan hanya kemampuan berbahasa siswa yang semakin berkembang tetapi juga kemampuan berpikir, kreatif, komunikatif, dan percaya diri demi terwujudnya profil pembelajar Pancasila.

   C. **KOMPETENSI AWAL**

   1. Mengidentifikasi karakteristik dari teks naratif, termasuk fungsi sosial dan struktur teks;
   2. Mengidentifikasi ciri-ciri kebahasaan dari teks naratif;
   3. Memahami informasi implisit dan eksplisit (ide pokok dan informasi detail) dari teks;

D. PROFIL PELAJAR PANCASILA

1. (Semakin) beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, mandiri, bernalar, kreatif, bergotong royong, dan berkebinekaan global;

2. Berpikir kritis untuk memecahkan masalah (kecakapan abad 21);

3. Menganalisis, mengevaluasi, dan menyusun teks lisan dan tulis dengan lancar dan spontan secara teratur tanpa ada hambatan dalam berinteraksi dan berkomunikasi dalam jenis teks naratif;

4. Mentransfer informasi verbal menjadi informasi visual (keterampilan literasi).

E. SARANA DAN PRASARANA

1. Papan tulis
2. PPT
3. Lembar teks narasi
4. LKPD

F. TARGET SISWA

Siswa reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

G. MODEL PEMBELAJARAN

Scaffolding Strategy

2. KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

Membimbing dan mengarahkan siswa untuk mengaktifkan pengetahuan awal mereka mengenai teks legenda yang akan dipelajari. Selain itu, kegiatan ini dapat mengembangkan kemampuan literasi dan cinta tanah air dengan mengenali legenda-legenda di Indonesia.

B. PEMAHAMAN BERMAKNA

Siswa mempelajari teks naratif melalui kegiatan menyimak, membaca, menulis dan berbicara tentang topik-topik sesuai dengan

konteks siswa dan isu-isu penting lainnya, seperti: konsep diri, kesehatan mental, kecerdikan dan tindakan benar-salah.

C. **KEGIATAN PEMBELAJARAN**

❖ **Kegiatan Pendahuluan**

1. Peneliti melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
2. Peneliti melakukan absensi di kelas.
3. Peneliti memberikan informasi tujuan pembelajaran.
4. Peneliti memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pelajar;

❖ **Kegiatan Inti**

1. Peneliti mengulas ulang tentang makna dari teks bacaan "*The Story of Panyalahan Village*"
2. Peneliti meminta siswa untuk mencari kosakata yang sulit dalam cerita "*The Story of Panyalahan Village*" dan peneliti menuliskannya kemudian mendiskusikan dan mencari artinya bersama-sama.
3. Peneliti mengajak siswa untuk berdiskusi dalam menerjemahkan setiap kalimat cerita.
4. Peneliti memberi umpan balik terhadap jawaban siswa dan koreksi jika terjadi kesalahan. Dan mengkonfirmasi pemahaman siswa dan tanyakan jika masih ada hal yang belum dimengerti.
5. Sebelum pelajaran diakhiri peneliti meminta siswa untuk merangkum dan mengidentifikasi poin-poin penting yang telah dipelajari.
6. Peneliti mengajukan pertanyaan-pertanyaan yang mengarahkan peserta didik untuk merangkum atau mengidentifikasi poin-poin penting yang telah dipelajari, misalnya:

- What have you learned about a legend?
- What is the purpose of reading a legend?
- What are the elements of a legend?
- What language features can you find in legend?

7. Kemudian peneliti meminta siswa untuk berkelompok yang terdiri dari enam orang lalu menjawab pertanyaan-pertanyaan berikut ini;
   - Who are the characters?
   - When did the story take places?
   - Where did the story take places?
   - How did the story start?
   - What happened to the characters?
   - What challenges did the characters encounter in the story?
   - What was the biggest problem in the story?
   - How did the characters solve the problems?
   - How was the ending?
   - What did the characters learn?
   - What did you learn from this story?

8. Dan setelah siswa mengumpulkan jawaban, peneliti akan mendiskusikan jawaban dari pertanyaan-pertanyaan tersebut.

❖ **Kegiatan Penutup**

1. Siswa dan Peneliti menyimpulkan pembelajaran hari ini.

2. Refleksi pencapaian siswa/formatif asesmen, dan refleksi Peneliti untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.

3. Peneliti mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

The Story of Panyalahan Village (The Faithful Tiger)

Long time ago in Tasikmalaya, West Java, lived a young couple. They were farmers. They lived happily with their baby. The couple also had some animals. One of them was a tiger. When the couple went to work in the paddy field, the tiger looked after their baby.

As usual, the couple went to the paddy field. Before they left, they asked the tiger to look after their baby. "We will go to the field now. Look after our baby, okay?" The tiger nodded.

So, the couple went to the field. They worked from morning until afternoon. When the couple arrived home, the tiger welcomed them. The tiger acted differently. He wagged his tail and rubbed his body to the couple's legs. He looked very happy. The husband became suspicious.

"Why does this tiger behave strangely? He does not act as usual," he thought.

The husband looked at the tiger carefully. He was shocked. The tiger's mouth was full of blood. Then he remembered his baby. He thought the tiger had eaten the baby.

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"Why is your mouth full of blood?" he asked the tiger.

The husband took his knife and killed the tiger in anger. Then they both entered the house. They were shocked. They looked at each other. Their baby was sleeping peacefully in his cradle. He was not eaten by the tiger. Quickly, the wife took the baby and kissed him. The baby woke up. He opened his eyes and smiled. The couple found a very large snake under the cradle. The snake was dead and full of blood.

"Oh, my wife," the husband said.
"We have done a terrible thing. The tiger is not guilty! Look at the dead snake. The tiger must have killed him. He had saved our baby, but I killed him. Oh, my God! What have I done? I am so sorry. Forgive me, my dear tiger. Forgive me, please?"

The couple felt very guilty. They have killed their faithful tiger. It all happened because they did not check the baby first before they killed the tiger. Since then, the couple's village was called Panyalahan. The word Panyalahan derives from the word "*nyalahan*", which means "wrong guess".

Answer the questions provided in the table with details from the story and highlight the expressions.

Structures	Language Features
Orientation: a. Who are the characters? b. When did the story take places? c. Where did the story take place? d. How did the story start?	Highlight the expression to show: a. Characters (e.g.: … in Tasikmalaya, West Java, lived a young couple. They were farmers. They lived happily with their baby. The couple also had some animals.)

	b. Setting of time (e.g. long time ago) c. Setting of place (e.g. …in Tasikmalaya, West Java…)
Complication: a. What happened to the characters? b. What challenges did the characters encounter in the story? Climax: What is the biggest problem in the story?	Highlight the words to show: a. Sequence of events (E.g.: When the couple arrived home) b. Problems or conflicts (E.g.: The tiger's mouth was full of blood)
Resolution: a. How did the characters solve the problems? b. How was the ending? Coda: a. What did the characters learn? b. What do you learn from the story?	Highlight the expressions to show: a. How the problems solved (E.g.: The couple felt very guilty) b. How the story ends (E.g.: since then)

Guru Mata Pelajaran

Trimurjo, November 2023
Peneliti

Restuning Waluyati, S.Pd
NIP. 197708102005022002

Nurul Isnaini
NPM 1901051051

Pretest

Name:

Class:

Read the text and answer the question for 1-5!

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

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

Source: Englishadmin.com

1. What the story mostly talk about?
   a. Goddess.
   b. Fairy.
   c. Princess Teja Nirmala.
   d. Raden Begawan.
   e. Sang Prabu.

2. Which one of the following statements is false about Sang Prabu?
   a. Sang Prabu was a father of his only daughter.
   b. Sang Prabu was a king of a kingdom in West Java.
   c. Sang Prabu was taken to Kahyangan by a wicked fairy.

d.   Sang Prabu was a wise man.

e.   Sang Prabu didn't have a son.

3.   Why the wicked fairy used her magic to make Raden Begawan unconscious?

a.   She didn't like Raden Begawan

b.   She didn't want Raden Prabu marry the princess

c.   She wanted Teja Nirmala to forget about her wedding

d.   She didn't want the prince of Blambangan marry the princess

e.   She didn't want the prince of Blambangan feel love with her.

4.   What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?

a.   Princess Segara will have married with Raden Begawan

b.   Sang Prabu will not hold strength competition

c.   Raden Begawan will not die

d.   Teja Nirmala will stay in the Kahyangan

e.   Wicked Fairy will not take Raden Begawan's life

5.   So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to…

a.   The wicked fairy

b.   The nice fairy

c.   Princess Nirmala

d.   Prince Teja

e.   The prince of Blambangan.

6.   The similarity between fairy and human according to the text?

a.   The place they live

b.   The jealousy that they posses

c.   The way they don't feel a love

d.   The strength they have

e.   Their life that is immortal.

7.   What is the main topic in the last paragraph?

a. After that, Prince of Blambangan, named Raden Begawan had won the competition.

b. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding.

c. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy.

d. The fairy could not accept this, so she killed Raden Begawan.

e. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

8. "Princess Segara fell in love with Raden Begawan and used magic power to <u>render</u> him unconscious and he forgot his wedding". What is the synonym of the underline word?

a. Cause

b. Give

c. Put

d. Make

e. Will

Read the text below to answer question 9-20!

Ram the Clever Monkey

Once upon a time there was a monkey called Ram. He lived on a big mango tree near the lake. The tree had the sweetest mangoes growing on it. Near the tree lived a crocodile with his wife. The crocodile, called Karo, and Ram become friends. Sometime Ram used to throw Karo some delicious mangoes for himself and his wife.

One day, Karo's wife told him, "The monkey eat such sweet fruit every day, he must be having the sweetest heart. Get his heart for me, dear husband!". "I cannot, he is my friend," replied Karo, "That means you do not love me," cried the wife.

So sadly, Karo went to Ram the next day. "Ram, please come to my house, I want you to meet my wife." "My friend, how can I come? I live on the land and you in the water," answered Ram.

"Don't worry, my friend, just sit on my back and I shall carry you", Karo cunningly offered him. The poor monkey sat jumped on his friend's back and off they went.

Ram, was having a lot of fun when he saw that Karo was very sad and quiet. The monkey asked, "Why are you so quiet, my friend?" Karo replied, "Because your life is short. My wife wants to eat your heart and that is why we're going to her." Ram was shocked but could not run. He came up with a plan in his mind and sad, "Why did you not tell me before? I always leave my heart in the tree when I go out." "Oh, no!" Cried Karo, "Now, what can we do?" "Let's go back and take it," said the clever monkey.

So the foolish Karo turned around and swam for the mango tree. As soon as Ram could rich a tree branch, he swung up into the tree to safety. He laughed down at the crocodile, "How can I be alive without my heart! Go! Tell your greedy wife how foolish you are!"

From that day, Karo didn't only lose a friend but the delicious mangoes as well.

Source: kemendikbud.go

9. What is the text about?
   a. A big mango tree near the lake.
   b. A crocodile with his wife.
   c. Karo, the foolish monkey.
   d. Crocodile heart.
   e. The clever monkey and the foolish crocodile.

10. What is the main topic in the first paragraph?
   a. Once upon a time there was a monkey called Ram.
   b. He lived on a big mango tree near the lake.
   c. The tree had the sweetest mangoes growing on it.
   d. Near the tree lived a crocodile with his wife.

e.   The crocodile, called Karo, and Ram become friends.

11.   Where did the story took place?

a.   In Karo's house.

b.   On the land.

c.   In the water.

d.   Near a big mango tree.

e.   On a big mango tree near the lake.

12.   "*Don't worry, <u>my friend</u>, just sit on my back and I shall carry you*" the underlined word referred to?

a.   Karo.

b.   Ram.

c.   Crocodile's wife.

d.   Monkey's wife.

e.   The mango.

13.   Why the crocodile's wife wants the heart of the monkey?

a.   Because the monkey ate lot of peanut so the heart of monkey must be having the fatty heart.

b.   Because the monkey ate lot of bananas so the heart of monkey must be having the sweetest heart.

c.   Because the monkey ate lot of watermelons so the heart of monkey must be having the watery heart.

d.   Because the monkey ate lot of sweet fruit, the heart of monkey must be having the sweetest heart.

e.   Because the monkey ate lot of sweet fruit, the heart of monkey must be having the fatty heart.

14.   "Once upon a time there was a monkey called Ram. He lived on a big mango tree near the lake. The tree had the sweetest mangoes growing on it. Near the tree lived a crocodile with his wife."

This part of the text is called the …

a.   Introduction.

b.   Orientation.

c.   Resolution.

d.   Complication.

e.   Identification.

15.   The complication started when …

a.   Karo and Ram becomes a friend.

b.   Ram laughed down at the crocodile.

c.   Ram sat jumped on his friend's back and off they went.

d.   Ram lived on a big mango tree near the lake.

e.   Karo's wife asked her husband to get Ram's heart for her.

16.   What solution did Ram for the problem?

a.   Ram eats such sweet fruit every day.

b.   Ram sat jumped on his friend's back.

c.   Ram met Karo's wife.

d.   Ram used to throw Karo some mangoes for himself and his wife.

e.   Ram riched a tree branch, he swung up into the tree to safety.

17.   What type this story is?

a.   Myth.

b.   Legend.

c.   Fairytale.

d.   Fable.

e.   Fantasy.

18.   What is the moral value implied in the story?

a.   Being honest is not always wise.

b.   Being a miser is sometimes important.

c.   All that glitters is not gold.

d.   To love to means to share.

e.   To be greedy is not good.

19.   What is the purpose of the text?

a.   To amuse the readers with actual or imaginary experience in different ways.

b.   To persuade the readers that something is the case.

c.   To show how to do something through a set of steps.

d.   To inform the readers about event of the day which considered newsworthy.

e.   To describe the way thing are.

20.   The tense is used in the text is …

a.   Simple present tense.

b.   Simple past tense.

c.   Present continuous tense.

d.   Past continuous tense.

e.   Future tense.

Answer Key:

1. C.	**6. B.**	**11. E.**	**16. E.**
2. C.	**7. E.**	**12. B.**	**17. C.**
3. E.	**8. A.**	**13. D.**	**18. E.**
4. E.	**9. E.**	**14. A.**	**19. A.**
5. C.	**10. A.**	**15. D.**	**20. B.**

Post-test 1

Class:

Name:

Read the text and answer the question 1-10!

The Fox and the Goat

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good", said the fox. "It's the best water I've tasted in all my life. Come down and try it yourself." The goat thought of nothing but how thirsty he was. So he jumped into the well. When he had drunk enough he looked around but there was no way to get out.

Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there I'll step on your horns, and I can get out. And when I'm out I'll help you out of the well."

The goat did as he was asked and the fox got on his back and so out of the well. Then he coolly walked away. The goat called out loudly after him out. The fox merely turned to him and said, "If you only have as much sense in your head as you have hairs in your beard you wouldn't have jumped into the well without making sure that you could get out again."

Source: www.websiteedukasi.my,id

1. What is the story talk about?

   a. An innocent goat and sly fox.

   b. The goat and fox that help each other.

   c. The goat tricked the fox to drink water from the well.

   d. The fox that ask for help to get out the well.

   e. And innocent fox and sly goat.

2. Where the story may took place?

   a. In a barn.

   b. In the forest.

   c. In the rural area.

d. In the urban area.

e. Near river bank.

3. What the fox did to the goat in the well?

a. Drink water in the well.

b. Help the goat out of the well.

c. Leave the goat in the well.

d. Asked the goat to help him out of the well.

e. Asked if the water in the well was good.

4. *Choose carefully!*

1) A fox fell into a well and couldn't get out.

2) By and by a thirsty goat came along.

3) Seeing the fox in the well it asked if the water was good.

4) The goat thought of nothing but how thirsty he was.

5) So he jumped into the well.

6) When he had drunk enough he looked around but there was no way to get out.

Choose only the correct supporting idea in the first paragraph!

a. 1),2),3),4),5).

b. 1),2),5),6)7,).

c. 2),3),4),5),6).

d. 2),6),7),4),1).

e. All are correct.

5. From the story above which one is the expression of suggestion?

a. "Good"

b. "It's the best water I've tasted in all my life. Come down and try it yourself."

c. "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there I'll step on your horns, and I can get out. And when I'm out I'll help you out of the well."

d. "If you only have as much sense in your head as you have hairs in your beard you wouldn't have jumped into the well without making sure that you could get out again."

e. "How about the water down there?"

6. "So <u>he</u> jumped into the well". The underlined word refers to…

a. Fox

b. Goat

c. Well

d. Water

e. Fur

7. "The fox <u>merely</u> turned to him" the antonym of the underline word…

a. Only

b. Just

c. Excitedly

d. Quietly

e. Slowly

8. Which statement is not true from the goat?

a. The goat sincerely wants to help the fox out of the well.

b. The goat got really thirsty after he walked around the forest.

c. The goat help the fox in thought the fox will help him afterward.

d. The goat slipped into the well while looking for water.

e. The goat jumped into the well without considering anything because he felt really thirsty.

9. In the last paragraph which one is main idea?

a. The goat did as he was asked and the fox got on his back and so out of the well.

b. Then he coolly walked away.

c. The goat called out loudly after him out.

d. The fox merely turned to him and said, "If you only have as much sense in your head as you have hairs in your beard you wouldn't have

jumped into the well without making sure that you could get out again."

    e.   a,b,c, and d are all correct.

10.   Which one is the resolution of the story?

    a.   The fox ask the goat to stand on his legs against the side of the well and climb on him.

    b.   The fox promise the goat, he will help the goat out after he got out.

    c.   The fox walked away after got out the well.

    d.   The fox just look the goat in the well without have any will to help him out.

    e.   The fox said to the goat, he shouldn't jump on the first place to the well without thinking the risk that he couldn't get out and leave the goat.

Read the text to answer question 11-20!

Legend of Mount Merapi

A long time ago, the island of Java was not balanced. The western side of the island was higher than the east. It is because there was a big mountain on the western side. The big mountain was called Jamurdipa Mountain.

The gods were planning to move the mountain to the island's center. The head of the gods, Batara Peneliti, held a meeting with the gods. However, there was one problem. Two empus, or blacksmiths, lived around where the gods wanted to move the mountain.

The two empus were Empu Rama and Empu Pamadi. They were blacksmiths who created objects from wrought iron or steel by forging the metal. They were excellent at making keris, a traditional weapon with mystical powers. At that time, only the chosen ones could create keris. Both of them, Empu Rama and Empu Pamadi, were the chosen ones.

Batara Narada, ordered by Batara Peneliti, went to persuade the empus to move to another place. Hearing this, they rejected the suggestion. They said they couldn't move to another area, as it would affect their work creating keris. They asked Batara Narada to find another place to move the Jamurdipa Mountain.

Batara Narada reported that the empus refused to move to another place. Batara Peneliti had decided that he would move the mountain, whether the empus would like it or not.

Then, Batara Peneliti asked Dewa Bayu, the god of wind, to (16)… Jamurdipa Mountain. With his power, he placed the mountain (17)… the empus' houses in a second. The two Empus who (18)… inside the houses died instantly.

It is believed that the spirits of Empu Rama and Empu Pamadi (19)… still in the mountain. The fireplace inside the empus' houses is still working. It is also believed that the (20)… became the mountain's crater burning heavily. Now, the mountain was known as Gunung Merapi or the mountain of fire.

Source: Katadata.com

11. What is the story talk about?
    a. About balancing the Java Island.
    b. About two Empus that sacrifice their lives to balance the Java Island.
    c. About the gods planning to move Jamurdipa Mountain.
    d. About the legend of Merapi Mountain.
    e. About the mountain named Jamurdipa.

12. Why the gods want to move the mountain?
    a. To balance the island of Java.
    b. To keep nature in balance.
    c. To protect the mushroom mountain.
    d. To lower the surface of West Java.
    e. To put it in the house of the Empu.

13. Who will move the Jamurdipa mountain?
    a. Batara Peneliti.
    b. Dewa Bayu.
    c. Empu Rama.
    d. Empu Pamadi.
    e. Batara Narada.

14. Who were Empu Rama and Empu Pamadi?
    a. Blacksmiths.

b. The gods.

c. God of wind.

d. The head of the gods.

e. God of fire.

15. Where the mount going to moved?

a. In the middle of Java Island.

b. In the west of Java Island.

c. In the east of Java Island.

d. In the house of Empu Rama and Empu Pamadi.

e. In the area of Empu Rama and Empu Pamadi House.

16. a. move   b. moved   c. moving   d. change   e. changed

17. a. in   b. at   c. on   d. of   e. the

18. a. is   b. are   c. was   d. were   e. its

19. a. is   b. was   c. are   d. were   e. its

20. a. stove   b. house   c. steel   d. keris   e. fireplace

Answer Key:

1. A.	6. B.	11. D.	16. A.
2. B.	7. C.	12. A.	17. C.
3. D.	8. D.	13. A.	18. D.
4. C.	9. A.	14. A.	19. C.
5. B.	10. E.	15. A.	20. E.

Post-Test II

Name:

Class:

Read the text below to answer questions no 1-7!

…

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

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

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

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kebo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kebo Iwo is known as Mount Batur.

1. Why did Kebo Iwo feel angry to the Balinese people?
   a. Because Balinese people ate his meal.
   b. Because Balinese people took his food so his barns was empty.
   c. Because Balinese people didn't give him food.
   d. Because Balinese people were in hunger.

e.   Because Balinese people turned to rage.

2.   According to the story, if Kebo Iwo is never existed in Bali Island, what do you think will happen?

a.   There will be no Bali Island.

b.   Bali People will never be angry.

c.   All Bali people will live in a prosperous way.

d.   We are not able see the beauty of Lake Batur.

e.   Mount Batur will not be a sacred place now.

3.   So, they came together to plan steps to oppose this powerful giant…"(Paragraph 3). The antonym of the word "oppose" is?

a.   Support.

b.   Defeat.

c.   Turn Against.

d.   Beat.

e.   Change.

4.   What is mount batur?

a.   A lake built by Kebo Iwo.

b.   A well dug by Kebo Iwo

c.   The mountain built by Kebo Iwo.

d.   A mound of earth dug from the well by Kebo Iwo.

e.   A home built by Balinese people to Kebo Iwo.

5.   What is the topic in the last paragraph?

a.   One day he had eaten too much, he fell asleep in the hole.

b.   The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole.

c.   The limestone made the water inside the hole is boiling.

d.   Kebo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur.

e.   The mound of earth dug from the well by Kebo Iwo is known as Mount Batur.

6.   What title is suitable for the story above?

a.   Kebo Iwo.

b.   The Legend of Mount Batur.

c.   Lake Batur.

d.   Evil Giant.

e.   A Giant Named Kebo Iwo.

7.   Which statement is not true?

a.   Kebo Iwo destroyed the villages because he couldn't get enough food from the villagers.

b.   The Balinese take revenge to Kebo Iwo by using his stupidity.

c.   The villagers asked Kebo Iwo to build a very deep well, and rebuild all the houses.

d.   Villagers began to throw the sandstone they had collected before into the hole. The sandstone made the water inside the hole boiling.

e.   Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur.

Read the text to answer question no 8-20!

Once upon a time, there was an old woman who lived in a very old hut near a forest with her only daughter. The daughter's name is Misna. She is beautiful but she had envious heart.

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

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

Misna admired herself. She wanted to show everybody that she was a very beautiful girl. She asked her mother to bring her to another village. Along the way, she smiled to everyone. People in the village thought that she was a princess.

They gave her a high respect and invited her to have meal in their house. Misna enjoyed this and told everybody that she was princess and mother was maid. Her mother was very sad but she kept her felling deep in the heart.

On the way home Misna (16) … a handsome prince. He (17) … interested in her and wanted to marry her. Misna told the prince that her mother (18) … died and father went married to another woman. She (19) … having a long trip with her loyal maid. Listening to this, her mother was very upset. She (20) … loudly Misna was very angry to her and told her to be away from her.

Suddenly there was a heavy rain accompanied with big thunders. Everyone run to save themselves. Misna was very afraid. She cried. Her mother wanted to help her but she did not want to at that time a big thunder hit her to dead.

8. What is the main topic of this story?
    a. About a gorgeous girl and her mother.
    b. About a cocky girl and her poor mother.
    c. About a rebellious girl.
    d. About the girl that had envious heart.
    e. About the girl got proposed by prince.

9. "She is beautiful but she had envious heart." What is the synonym of the word "envious"?
    a. Ambiguous.
    b. Jealous.
    c. Fierce.
    d. Festive.
    e. Humble.

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

11. How could her mother buy her a beautiful dress?

a. From her saving.

b. By asking her relative some money.

c. By robbed a bank.

d. From her salary.

e. By selling the only land she had.

12. What made her mother cried aloud?

a. She told everyone that she was her maid.

b. She told the prince that her mother had died.

c. She told the prince that she was her maid.

d. She wanted her mother to buy the most beautiful gown.

e. She was joining her father hunting for a long time.

13. Which statement that is true?

a. Misna asked her mother to buy her a yellow beautiful gown in the markets.

b. Misna cried and screamed to her mother to get the gown she wanted.

c. Misna told everyone that she was a princess and her mother was maid.

d. Misna sold her mother's land to buy a gown.

e. Misna slipped away because of slippery ground in the heavy rain.

14. What happened at last?

a. Misna got married to a prince.

b. Misna was wet in rain.

c. Her mother bought her the most beautiful gown.

d. A thunder hit Misna to dead.

e. She had meal in villager house.

15. What is the moral story that we can get?

a. Always respect your parent and don't hurt their heart.

b. Always be humble to others.

c. Save your money as much as you can.

d. Don't be jealous to others.

e. Do not talk bad to other people.

16.	a. met	b. meet	c. see	d. saw	e. talked
17.	a. is	b. was	c. are	d. were	e. its
18.	a. have	b. had	c. will	d. would	e. going
19.	a. is	b. was	c. are	d. were	e. its
20.	a. cry	b. cried	c. scream	d. screamed	e. run

Answer Key:

2. E.	**7. A.**	**12. C.**	**17. E.**
3. D.	**8. D.**	**13. A.**	**18. B.**
4. D.	**9. D.**	**14. E.**	**19. C.**
5. A.	**10. C.**	**15. E.**	**20. D.**
6. D.	**11. E.**	**16. A.**	**21. A.**

Appendix 16

Name: DARA AYU WULANTARI

Class: XI-4

Read the text and answer the question for 1-8!

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

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

1. What the story mostly talk about?
   a. Goddess.
   b. Fairy.
   c. Princess Teja Nirmala.
   x d. Raden Begawan.
   e. Sang Prabu.

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

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

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

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

6. The similarity between fairy and human according to the text?
   a. The place they live
   x b. The jealousy that they posses
   c. The way they don't feel a love
   d. The strength they have
   e. Their life that is immortal.

7. What is the main topic in the last paragraph?
   a. After that, Prince of Blambangan, named Raden Begawan had won the competition.
   x b. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding.

B = 13

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c. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy.

d. The fairy could not accept this, so she killed Raden Begawan.

e. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

8. "Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding". What is the synonym of the underline word?

a. Cause
b. Give
c. Put
d. Make
e. Will

Read the text below to answer question 9-20!

Ram the Clever Monkey

Once upon a time there was a monkey called Ram. He lived on a big mango tree near the lake. The tree had the sweetest mangoes growing on it. Near the tree lived a crocodile with his wife. The crocodile, called Karo, and Ram become friends. Sometime Ram used to throw Karo some delicious mangoes for himself and his wife.

One day, Karo's wife told him, "The monkey eat such sweet fruit every day, he must be having the sweetest heart. Get his heart for me, dear husband!". "I cannot, he is my friend," replied Karo, "That means you do not love me," cried the wife.

So sadly, Karo went to Ram the next day. "Ram, please come to my house, I want you to meet my wife." "My friend, how can I come? I live on the land and you in the water," answered Ram.

"Don't worry, my friend, just sit on my back and I shall carry you", Karo cunningly offered him. The poor monkey sat jumped on his friend's back and off they went.

Ram, was having a lot of fun when he saw that Karo was very sad and quiet. The monkey asked, "Why are you so quiet, my friend?" Karo replied, "Because your life is short. My wife wants to eat your heart and that is why we're going to her." Ram was shocked but could not run. He came up with a plan in his mind and sad, "Why did you not tell me before? I always leave my heart in the tree when I go out." "Oh, no!" Cried Karo, "Now, what can we do?" "Let's go back and take it," said the clever monkey.

So the foolish Karo turned around and swam for the mango tree. As soon as Ram could rich a tree branch, he swung up into the tree to safety. He laughed down at the crocodile, "How can I be alive without my heart! Go! Tell your greedy wife how foolish you are!"

From that day, Karo didn't only lose a friend but the delicious mangoes as well.

9. What is the text about?
a. A big mango tree near the lake.
b. A crocodile with his wife.
c. Karo, the foolish monkey.
d. Crocodile heart.
e. The clever monkey and the foolish crocodile.

10. What is the main topic in the first paragraph?
a. Once upon a time there was a monkey called Ram.
b. He lived on a big mango tree near the lake.
c. The tree had the sweetest mangoes growing on it.
d. Near the tree lived a crocodile with his wife.
e. The crocodile, called Karo, and Ram become friends.

11. Where did the story took place?
a. In Karo's house.
b. On the land.
c. In the water.
d. Near a big mango tree.
e. On a big mango tree near the lake.

12. "Don't worry, my friend, just sit on my back and I shall carry you" the underlined word referred to?
a. Karo.
b. Ram.
c. Crocodile's wife.
d. Monkey's wife.

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e.   The mango.

13.   Why the crocodile's wife wants the heart of the monkey?
   a.   Because the monkey ate lot of peanut so the heart of monkey must be having the fatty heart.
   b.   Because the monkey ate lot of bananas so the heart of monkey must be having the sweetest heart.
   c.   Because the monkey ate lot of watermelons so the heart of monkey must be having the watery heart.
   d.   Because the monkey ate lot of sweet fruit, the heart of monkey must be having the sweetest heart.
   e.   Because the monkey ate lot of sweet fruit, the heart of monkey must be having the fatty heart.

14.   "Once upon a time there was a monkey called Ram. He lived on a big mango tree near the lake. The tree had the sweetest mangoes growing on it. Near the tree lived a crocodile with his wife."
   This part of the text is called the ....
   a.   Introduction.
   b.   Orientation.
   c.   Resolution.
   d.   Complication.
   e.   Identification.

15.   The complication started when ...
   a.   Karo and Ram becomes a friend.
   b.   Ram laughed down at the crocodile.
   c.   Ram sat jumped on his friend's back and off they went.
   d.   Ram lived on a big mango tree near the lake.
   e.   Karo's wife asked her husband to get Ram's heart for her.

16.   What solution did Ram for the problem?
   a.   Ram eats such sweet fruit every day.
   b.   Ram sat jumped on his friend's back.
   c.   Ram met Karo's wife.
   d.   Ram used to throw Karo some mangoes for himself and his wife.
   e.   Ram riched a tree brunch, he swung up into the tree to safety.

17.   What type this story is?
   a.   Myth.
   b.   Legend.
   c.   Fairytale.
   d.   Fable.
   e.   Fantasy.

18.   What is the moral value implied in the story?
   a.   Being honest is not always wise.
   b.   Being a miser is sometimes important.
   c.   All that glitters is not gold.
   d.   To love to means to share.
   e.   To be greedy is not good.

19.   What is the purpose of the text?
   a.   To amuse the readers with actual or imaginary experience in different ways.
   b.   To persuade the readers that something is the case.
   c.   To show how to do something through a set of steps.
   d.   To inform the readers about event of the day which considered newsworthy.
   e.   To describe the way thing are.

20.   The tense is used in the text is ...
   a.   Simple present tense.
   b.   Simple past tense.
   c.   Present continuous tense.
   d.   Past continuous tense.
   e.   Future tense.

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Name: ion ramadhan
Class: XJ-1

Read the text and answer the question for 1-8!

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

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

1. What the story mostly talk about?
   a. Goddess.
   b. Fairy.
   c. Princess Teja Nirmala.
   d. Raden Begawan.
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2. Which one of the following statements is false about Sang Prabu?
   a. Sang Prabu was a father of his only daughter.
   b. Sang Prabu was a king of a kingdom in West Java.
   c. Sang Prabu was taken to Kahyangan by a wicked fairy.
   d. Sang Prabu was a wise man.
   e. Sang Prabu didn't have a son.

$B = 11$

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

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

5. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to...
   a. The wicked fairy
   b. The nice fairy
   c. Princess Nirmala
   d. Prince Teja
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c. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy.

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8. "Princess Segara fell in love with Raden Begawan and used magic power to <u>render</u> him unconscious and he forgot his wedding". What is the synonym of the underline word?

a. Cause

b. Give

c. Put

d. Make

e. Will

Read the text below to answer question 9-20!

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One day, Karo's wife told him, "The monkey eat such sweet fruit every day, he must be having the sweetest heart. Get his heart for me, dear husband!". "I cannot, he is my friend," replied Karo, "That means you do not love me," cried the wife.

So sadly, Karo went to Ram the next day. "Ram, please come to my house, I want you to meet my wife." "My friend, how can I come? I live on the land and you in the water," answered Ram.

"Don't worry, my friend, just sit on my back and I shall carry you", Karo cunningly offered him. The poor monkey sat jumped on his friend's back and off they went.

Ram, was having a lot of fun when he saw that Karo was very sad and quiet. The monkey asked, "Why are you so quiet, my friend?" Karo replied, "Because your life is short. My wife wants to eat your heart and that is why we're going to her." Ram was shocked but could not run. He came up with a plan in his mind and said, "Why did you not tell me before? I always leave my heart in the tree when I go out." "Oh, no!" Cried Karo, "Now, what can we do?" "Let's go back and take it," said the clever monkey.

So the foolish Karo turned around and swam for the mango tree. As soon as Ram could rich a tree branch, he swung up into the tree to safety. He laughed down at the crocodile, "How can I be alive without my heart! Go! Tell your greedy wife how foolish you are!"

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9. What is the text about?

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e. The crocodile, called Karo, and Ram become friends.

11. Where did the story took place?

a. In Karo's house.

b. On the land.

c. In the water.

d. Near a big mango tree.

e. On a big mango tree near the lake.

12. "Don't worry, <u>my friend</u>, just sit on my back and I shall carry you" the underlined word referred to?

a. Karo.

b. Ram.

c. Crocodile's wife.

d. Monkey's wife.

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e. The mango.

13. Why the crocodile's wife wants the heart of the monkey?

    a. Because the monkey ate lot of peanut so the heart of monkey must be having the fatty heart.

    b. Because the monkey ate lot of bananas so the heart of monkey must be having the sweetest heart.

    c. Because the monkey ate lot of watermelons so the heart of monkey must be having the watery heart.

    d. Because the monkey ate lot of sweet fruit, the heart of monkey must be having the sweetest heart.

    ~~e.~~ Because the monkey ate lot of sweet fruit, the heart of monkey must be having the fatty heart.

14. "Once upon a time there was a monkey called Ram. He lived on a big mango tree near the lake. The tree had the swretest mangoes growing on it. Near the tree lived a crocodile with his wife."

This part of the text is called the ....

    ~~a.~~ Introduction.

    ~~b.~~ Orientation.

    c. Resolution.

    d. Complication.

    e. Identification.

15. The complication started when ....

    a. Karo and Ram becomes a friend.

    b. Ram laughed down at the crocodile

    c. Ram sat jumped on his friend's back and off they went.

    d. Ram lived on a big mango tree near the lake.

    ~~e.~~ Karo's wife asked her husband to get Ram's heart for her.

16. What solution did Ram for the problem?

    a. Ram eats such sweet fruit every day.

    b. Ram sat jumped on his friend's back.

    ~~c.~~ Ram met Karo's wife.

    d. Ram used to throw Karo some mangoes for himself and his wife.

    e. Ram riched a tree branch, he swung up into the tree to safety.

17. What type this story is?

    a. Myth.

    b. Legend

    c. Fairytale.

    ~~d.~~ Fable.

    e. Fantasy.

18. What is the moral value implied in the story?

    ~~a.~~ Being honest is not always wise.

    b. Being a miser is sometimes important.

    c. All that glitters is not gold.

    d. To love to means to share.

    e. To be greedy is not good.

19. What is the purpose of the text?

    ~~a.~~ To amuse the readers with actual or imaginary experience in different ways.

    b. To persuade the readers that something is the case.

    c. To show how to do something through a set of steps.

    d. To inform the readers about event of the day which considered newsworthy.

    e. To describe the way thing are.

20. The tense is used in the text is ....

    a. Simple present tense.

    b. Simple past tense.

    c. Present continuous tense.

    d. Past continuous tense.

    ~~e.~~ Future tense.

Class: *DAFA AYU WULANTARI*

Name: XI-4

Read the text and answer the question 1-10!

The Fox and the Goat

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good", said the fox. "It's the best water I've tasted in all my life. Come down and try it yourself." The goat thought of nothing but how thirsty he was. So he jumped into the well. When he had drunk enough he looked around but there was no way to get out.

Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there I'll step on your horns, and I can get out. And when I'm out I'll help you out of the well."

The goat did as he was asked and the fox got on his back and so out of the well. Then he coolly walked away. The goat called out loudly after him out. The fox merely turned to him and said, "If you only have as much sense in your head as you have hairs in your beard you wouldn't have jumped into the well without making sure that you could get out again."

1. What is the story talk about?
   a. An innocent goat and sly fox.
   b. The goat and fox that help each other.
   c. The goat tricked the fox to drink water from the well.
   d. The fox that ask for help to get out the well.
   e. And innocent fox and sly goat.

2. Where the story may took place?
   a. In a barn.
   b. In the forest.
   c. In the rural area.
   d. In the urban area.
   e. Near river bank.

3. What the fox did to the goat in the well?
   a. Drink water in the well.
   b. Help the goat out of the well.
   c. Leave the goat in the well.
   d. Asked the goat to help him out of the well.
   e. Asked if the water in the well was good.

4. *Choose carefully!*
   1) A fox fell into a well and couldn't get out.
   2) By and by a thirsty goat came along.
   3) Seeing the fox in the well it asked if the water was good.
   4) The goat thought of nothing but how thirsty he was.
   5) So he jumped into the well.
   6) When he had drunk enough he looked around but there was no way to get out.

   Choose only the correct supporting idea in the first paragraph!
   a. 1).2).3),4),5).
   b. 1).2).5),6)7,).
   c. 2).3).4),5),6).
   d. 2),6).7),4),1).
   e. All are correct.

5. From the story above which one is the expression of suggestion?
   a. "Good"   !
   b. "It's the best water I've tasted in all my life. Come down and try it yourself."
   c. "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there I'll step on your horns, and I can get out. And when I'm out I'll help you out of the well."
   d. "If you only have as much sense in your head as you have hairs in your beard you wouldn't have jumped into the well without making sure that you could get out again."
   e. "How about the water down there?"
6. "So he jumped into the well". The underlined word refers to…
   a. Fox
   b. Goat
   c. Well
   d. Water
   e. Fur
7. "The fox merely turned to him" the antonym of the underline word…
   a. Only
   b. Just
   c. Excitedly
   d. Quietly
   e. Slowly
8. Which statement is not true from the goat?
   a. The goat sincerely wants to help the fox out of the well.
   b. The goat got really thirsty after he walked around the forest.
   c. The goat help the fox in thought the fox will help him afterward.
   d. The goat slipped into the well while looking for water.
   e. The goat jumped into the well without considering anything because he felt really thirsty.
9. In the last paragraph which one is main idea?
   a. The goat did as he was asked and the fox got on his back and so out of the well.
   b. Then he coolly walked away.
   c. The goat called out loudly after him out.
   d. The fox merely turned to him and said, "If you only have as much sense in your head as you have hairs in your beard you wouldn't have jumped into the well without making sure that you could get out again."
   e. a,b,c, and d are all correct.
10. Which one is the resolution of the story?
   a. The fox ask the goat to stand on his legs against the side of the well and climb on him.
   b. The fox promise the goat, he will help the goat out after he got out.
   c. The fox walked away after got out the well.
   d. The fox just look the goat in the well without have any will to help him out.
   e. The fox said to the goat, he shouldn't jump on the first place to the well without thinking the risk that he couldn't get out and leave the goat.

Read the text to answer question 11-20!

Legend of Mount Merapi

A long time ago, the island of Java was not balanced. The western side of the island was higher than the east. It is because there was a big mountain on the western side. The big mountain was called Jamurdipa Mountain.

The gods were planning to move the mountain to the island's center. The head of the gods, Batara Peneliti, held a meeting with the gods. However, there was one problem. Two empus, or blacksmiths, lived around where the gods wanted to move the mountain.

The two empus were Empu Rama and Empu Pamadi. They were blacksmiths who created objects from wrought iron or steel by forging the metal. They were excellent at making keris, a traditional weapon with mystical powers. At that time, only the chosen ones could create keris. Both of them, Empu Rama and Empu Pamadi, were the chosen ones.

Batara Narada, ordered by Batara Peneliti, went to persuade the empus to move to another place. Hearing this, they rejected the suggestion. They said they couldn't move to another area, as it would affect their work creating keris. They asked Batara Narada to find another place to move the Jamurdipa Mountain.

Batara Narada reported that the empus refused to move to another place. Batara Peneliti had decided that he would move the mountain, whether the empus would like it or not.

Then, Batara Peneliti asked Dewa Bayu, the god of wind, to (16)... Jamurdipa Mountain. With his power, he placed the mountain (17)... the empus' houses in a second. The two Empus who (18)... inside the houses died instantly.

It is believed that the spirits of Empu Rama and Empu Pamadi (19)... still in the mountain. The fireplace inside the empus' houses is still working. It is also believed that the (20)... became the mountain's crater burning heavily. Now, the mountain was known as Gunung Merapi or the mountain of fire.

11. What is the story talk about?
   a. About balancing the Java Island.
   b. About two Empus that sacrifice their lives to balance the Java Island.
   c. About the gods planning to move Jamurdipa Mountain.
   d. About the legend of Merapi Mountain.
   e. About the mountain named Jamurdipa.

12. Why the gods want to move the mountain?
   a. To balance the island of Java.
   b. To keep nature in balance.
   c. To protect the mushroom mountain.
   d. To lower the surface of West Java.
   e. To put it in the house of the Empu.

13. Who will move the Jamurdipa mountain?
   a. Batara Peneliti.
   b. Dewa Bayu.
   c. Empu Rama.
   d. Empu Pamadi.
   e. Batara Narada.

14. Who were Empu Rama and Empu Pamadi?
   a. Blacksmiths.
   b. The gods.
   c. God of wind.
   d. The head of the gods.
   e. God of fire.

15. Where the mount going to moved?
   a. In the middle of Java Island.
   b. In the west of Java Island.
   c. In the east of Java Island.
   d. In the house of Empu Rama and Empu Pamadi.
   e. In the area of Empu Rama and Empu Pamadi House.

16. a. move   b. moved   c. moving   d. change   e. changed
17. a. in   b. at   c. on   d. of   e. the
18. a. is   b. are   c. was   d. were   e. its
19. a. is   b. was   c. are   d. were   e. its
20. a. stove   b. house   c. steel   d. keris   e. fireplace

Appendix

Post-test 1

Class: ivan ramadhan

Name: XI - 4

Read the text and answer the question 1-10!

The Fox and the Goat

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good", said the fox. "It's the best water I've tasted in all my life. Come down and try it yourself." The goat thought of nothing but how thirsty he was. So he jumped into the well. When he had drunk enough he looked around but there was no way to get out.

Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there I'll step on your horns, and I can get out. And when I'm out I'll help you out of the well."

The goat did as he was asked and the fox got on his back and so out of the well. Then he coolly walked away. The goat called out loudly after him out. The fox merely turned to him and said, "If you only have as much sense in your head as you have hairs in your beard you wouldn't have jumped into the well without making sure that you could get out again."

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    a. An innocent goat and sly fox.
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    d. The fox that ask for help to get out the well.
    e. And innocent fox and sly goat.

2. Where the story may took place?
    a. In a barn.
    b. In the forest.
    c. In the rural area.
    d. In the urban area.
    e. Near river bank.

3. What the fox did to the goat in the well?
    a. Drink water in the well.
    b. Help the goat out of the well.
    c. Leave the goat in the well.
    d. Asked the goat to help him out of the well.
    e. Asked if the water in the well was good.

4. *Choose carefully!*
    1) A fox fell into a well and couldn't get out.
    2) By and by a thirsty goat came along.
    3) Seeing the fox in the well it asked if the water was good.
    4) The goat thought of nothing but how thirsty he was.
    5) So he jumped into the well.
    6) When he had drunk enough he looked around but there was no way to get out.
    Choose only the correct supporting idea in the first paragraph!
    a. 1),2),3),4),5).
    b. 1),2),5),6)7,).
    c. 2),3),4),5),6).
    d. 2),6),7),4),1).
    e. All are correct.

B = 16

80

5. From the story above which one is the expression of suggestion?
   a. "Good"
   b. "It's the best water I've tasted in all my life. Come down and try it yourself."
   c. "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there I'll step on your horns, and I can get out. And when I'm out I'll help you out of the well."
   d. "If you only have as much sense in your head as you have hairs in your beard you wouldn't have jumped into the well without making sure that you could get out again."
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Read the text to answer question 11-20!

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The two empus were Empu Rama and Empu Pamadi. They were blacksmiths who created objects from wrought iron or steel by forging the metal. They were excellent at making keris, a traditional weapon with mystical powers. At that time, only the chosen ones could create keris. Both of them, Empu Rama and Empu Pamadi, were the chosen ones.

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Then, Batara Peneliti asked Dewa Bayu, the god of wind, to (16)... Jamurdipa Mountain. With his power, he placed the mountain (17)... the empus' houses in a second. The two Empus who (18)... inside the houses died instantly.

It is believed that the spirits of Empu Rama and Empu Pamadi (19)... still in the mountain. The fireplace inside the empus' houses is still working. It is also believed that the (20)... became the mountain's crater burning heavily. Now, the mountain was known as Gunung Merapi or the mountain of fire.

11. What is the story talk about?
  a. About balancing the Java Island.
  b. About two Empus that sacrifice their lives to balance the Java Island.
  c. About the gods planning to move Jamurdipa Mountain.
  d. About the legend of Merapi Mountain.
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  a. To balance the island of Java.
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  e. Batara Narada.
14. Who were Empu Rama and Empu Pamadi?
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  a. In the middle of Java Island.
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  c. In the east of Java Island.
  d. In the house of Empu Rama and Empu Pamadi.
  e. In the area of Empu Rama and Empu Pamadi House.

16. a. move   b. moved   c. moving   d. change   e. changed
17. a. in   b. at   c. on   d. of   e. the
18. a. is   b. are   c. was   d. were   e. its
19. a. is   b. was   c. are   d. were   e. its
20. a. stove   b. house   c. steel   d. keris   e. fireplace

Name: PARA AYV DWLANTARI

Class: XI - 4

Read the text below to answer questions no 1-7!

...

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

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

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

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kebo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kebo Iwo is known as Mount Batur.

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

$B = 16$

2. According to the story, if Kebo Iwo is never existed in Bali Island, what do you think will happen?
   a. There will be no Bali Island.
   b. Bali People will never be angry.
   c. All Bali people will live in a prosperous way.
   d. We are not able see the beauty of Lake Batur.
   e. Mount Batur will not be a sacred place now.

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3. So, they came together to plan steps to oppose this powerful giant..."(Paragraph 3). The antonym of the word "oppose" is?
   a. Support.
   b. Defeat.
   c. Turn Against.
   d. Beat.
   e. Change.

4. What is mount batur?
   a. A lake built by Kebo Iwo.
   b. A well dug by Kebo Iwo
   c. The mountain built by Kebo Iwo.
   d. A mound of earth dug from the well by Kebo Iwo.
   e. A home built by Balinese people to Kebo Iwo.

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5. What is the topic in the last paragraph?
   a. One day he had eaten too much, he fell asleep in the hole.
   b. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole.
   c. The limestone made the water inside the hole is boiling.
   d. Kebo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur.
   e. The mound of earth dug from the well by Kebo Iwo is known as Mount Batur.

6. What title is suitable for the story above?
   a. Kebo Iwo.
   b. The Legend of Mount Batur.
   c. Lake Batur.
   d. Evil Giant.
   e. A Giant Named Kebo Iwo.

7. Which statement is not true?
   a. Kebo Iwo destroyed the villages because he couldn't get enough food from the villagers.
   b. The Balinese take revenge to Kebo Iwo by using his stupidity.
   c. The villagers asked Kebo Iwo to build a very deep well, and rebuild all the houses.
   d. Villagers began to throw the sandstone they had collected before into the hole. The sandstone made the water inside the hole boiling.
   e. Kebo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur.

Read the text to answer question no 8-20!

Once upon a time, there was an old woman who lived in a very old hut near a forest with her only daughter. The daughter's name is Misna. She is beautiful but she had envious heart.

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

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

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

On the way home Misna (16) ... a handsome prince. He (17) ... interested in her and wanted to marry her. Misna told the prince that her mother (18) ... died and father went married to another woman. She (19) ... having a long trip with her loyal maid. Listening to this, her mother was very upset. She (20) ... loudly Misna was very angry to her and told her to be away from her.

Suddenly there was a heavy rain accompanied with big thunders. Everyone run to save themselves. Misna was very afraid. She cried. Her mother wanted to help her but she did not want to at that time a big thunder hit her to dead.

8. What is the main topic of this story?
   a. About a gorgeous girl and her mother.
   b. About a cocky girl and her poor mother.
   c. About a rebellious girl.

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d. About the girl that had envious heart.

e. About the girl got proposed by prince.

~~9.~~ "She is beautiful but she had envious heart." What is the synonym of the word "envious"?

a. Ambiguous.

b. Jealous.

c. Fierce.

d. Festive.

e. Humble.

10. When did she ask her mother a beautiful dress?

a. After she saw another girl with beautiful dress.

b. On the way home she met a handsome prince.

c. After her mother sold a piece of her land.

d. When a heavy rain and big thunders came.

e. Since the villagers invited her to have meal in their house.

11. How could her mother buy her a beautiful dress?

a. From her saving.

b. By asking her relative some money.

c. By robbed a bank.

d. From her salary.

e. By selling the only land she had.

~~12.~~ What made her mother cried aloud?

a. She told everyone that she was her maid.

b. She told the prince that her mother had died.

c. She told the prince that she was her maid.

d. She wanted her mother to buy the most beautiful gown.

e. She was joining her father hunting for a long time.

13. Which statement that is true?

a. Misna asked her mother to buy her a yellow beautiful gown in the markets.

b. Misna cried and screamed to her mother to get the gown she wanted.

c. Misna told everyone that she was a princess and her mother was maid.

d. Misna sold her mother's land to buy a gown.

e. Misna slipped away because of slippery ground in the heavy rain.

14. What happened at last?

a. Misna got married to a prince.

b. Misna was wet in rain.

c. Her mother bought her the most beautiful gown.

d. A thunder hit Misna to dead.

e. She had meal in villager house.

15. What is the moral story that we can get?

a. Always respect your parent and don't hurt their heart.

b. Always be humble to others.

c. Save your money as much as you can.

d. Don't be jealous to others.

e. Do not talk bad to other people.

16.	a. meet	b. meet	c. see	d. saw	e. talked
17.	a. is	b. was	c. are	d. were	e. its
18.	a. have	b. had	c. will	d. would	e. going
19.	a. is	b. was	c. are	d. were	e. its
20.	a. cry	b. cried	c. scream	d. screamed	e. run

Name: Ivan ramadhan

Class: XI-4

Read the text below to answer questions no 1-7!

...

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

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

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

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kebo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kebo Iwo is known as Mount Batur.

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

   B = M

2. According to the story, if Kebo Iwo is never existed in Bali Island, what do you think will happen?
   a. There will be no Bali Island.
   b. Bali People will never be angry.
   ✗ All Bali people will live in a prosperous way.
   d. We are not able see the beauty of Lake Batur.
   e. Mount Batur will not be a sacred place now.

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3. So, they came together to plan steps to oppose this powerful giant..."(Paragraph 3). The antonym of the word "oppose" is?
   a. Support.
   b. Defeat.
   c. Turn Against.
   d. Beat.
   ✗ Change.

4. What is mount batur?
   a. A lake built by Kebo Iwo.
   b. A well dug by Kebo Iwo
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5. What is the topic in the last paragraph?

   a. One day he had eaten too much, he fell asleep in the hole.

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6. What title is suitable for the story above?

   a. Kebo Iwo.

   ~~b.~~ The Legend of Mount Batur.

   c. Lake Batur.

   d. Evil Giant.

   e. A Giant Named Kebo Iwo.

7. Which statement is not true?

   a. Kebo Iwo destroyed the villages because he couldn't get enough food from the villagers.

   b. The Balinese take revenge to Kebo Iwo by using his stupidity.

   c. The villagers asked Kebo Iwo to build a very deep well, and rebuild all the houses.

   ~~d.~~ Villagers began to throw the sandstone they had collected before into the hole. The sandstone made the water inside the hole boiling.

   e. Kebo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur.

Read the text to answer question no 8-20!

Once upon a time, there was an old woman who lived in a very old hut near a forest with her only daughter. The daughter's name is Misna. She is beautiful but she had envious heart.

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

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

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

On the way home Misna (16) ... a handsome prince. He (17) ... interested in her and wanted to marry her. Misna told the prince that her mother (18) ... died and father went married to another woman. She (19) ... having a long trip with her loyal maid. Listening to this, her mother was very upset. She (20) ... loudly Misna was very angry to her and told her to be away from her.

Suddenly there was a heavy rain accompanied with big thunders. Everyone ran to save themselves. Misna was very afraid. She cried. Her mother wanted to help her but she did not want to at that time a big thunder hit her to dead.

8. What is the main topic of this story?

   ~~a.~~ About a gorgeous girl and her mother.

   b. About a cocky girl and her poor mother.

   c. About a rebellious girl.

d.   About the girl that had envious heart.

e.   About the girl got proposed by prince.

9.   "She is beautiful but she had envious heart." What is the synonym of the word "envious"?

a.   Ambiguous.

b.   Jealous.

c.   Fierce.

d.   Festive.

e.   Humble.

10.   When did she ask her mother a beautiful dress?

a.   After she saw another girl with beautiful dress.

b.   On the way home she met a handsome prince.

c.   After her mother sold a piece of her land.

d.   When a heavy rain and big thunders came.

e.   Since the villagers invited her to have meal in their house.

11.   How could her mother buy her a beautiful dress?

a.   From her saving.

b.   By asking her relative some money.

c.   By robbed a bank.

d.   From her salary.

e.   By selling the only land she had.

12.   What made her mother cried aloud?

a.   She told everyone that she was her maid.

b.   She told the prince that her mother had died.

c.   She told the prince that she was her maid.

d.   She wanted her mother to buy the most beautiful gown.

e.   She was joining her father hunting for a long time.

13.   Which statement that is true?

a.   Missa asked her mother to buy her a yellow beautiful gown in the markets.

b.   Missa cried and screamed to her mother to get the gown she wanted.

c.   Missa told everyone that she was a princess and her mother was maid.

d.   Missa sold her mother's land to buy a gown.

e.   Missa slipped away because of slippery ground in the heavy rain.

14.   What happened at last?

a.   Missa got married to a prince.

b.   Missa was wet in rain.

c.   Her mother bought her the most beautiful gown.

d.   A thunder hit Missa to dead.

e.   She had meal in villager house.

15.   What is the moral story that we can get?

a.   Always respect your parent and don't hurt their heart.

b.   Always be humble to others.

c.   Save your money as much as you can.

d.   Don't be jealous to others.

e.   Do not talk bad to other people.

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16. **a.** met   b. meet   c. see   d. saw   e. talked

17. a. is   **b. was**   c. are   d. were   e. its

18. a. have   b. had   c. will   **d. would**   e. going

19. a. is   **b. was**   c. are   d. were   e. its

20. a. cry   b. cried   c. scream   **d. screamed**   e. run

Appendix 19

The Students' Score of Pre-test

No.	Student's Name	Score	Category
1.	APR	40	Incomplete
2.	AE	45	Incomplete
3.	AR	35	Incomplete
4.	AP	50	Incomplete
5.	ATR	30	Incomplete
6.	DAW	65	Incomplete
7.	DNS	40	Incomplete
8.	FAP	35	Incomplete
9.	GLA	70	Complete
10.	GMP	40	Incomplete
11.	IR	55	Incomplete
12.	JAL	70	Complete
13.	JA	75	Complete
14.	KF	40	Incomplete
15.	LS	70	Complete
16.	LNS	65	Incomplete
17.	MZS	70	Complete
18.	NV	45	Incomplete
19.	OA	40	Incomplete
20.	PR	70	Complete
21.	PW	70	Complete
22.	RCP	80	Complete

23.	RAT	70	Complete
24.	RA	60	Incomplete
25.	RS	65	Incomplete
26.	S	35	Incomplete
27.	SAKS	60	Incomplete
28.	TA	50	Incomplete
29.	VF	50	Incomplete
30.	ZSQ	50	Incomplete
Total	**1.640**		
Average	**54,6**		

Source: The students` pre-test score of eleventh grade of SMA N 1 Trimurjo
November 7th, 2023

Appendix 20

The Students` Score of Post-test I

No.	Student's Name	Score	Category
1.	APR	45	Incomplete
2.	AE	50	Incomplete
3.	AR	40	Incomplete
4.	AP	60	Incomplete
5.	ATR	45	Incomplete
6.	DAW	70	Complete
7.	DNS	60	Incomplete
8.	FAP	40	Incomplete
9.	GLA	80	Complete
10.	GMP	50	Incomplete
11.	IR	70	Complete
12.	JAL	80	Complete
13.	JA	85	Complete
14.	KF	55	Incomplete
15.	LS	80	Complete
16.	LNS	70	Complete
17.	MZS	75	Complete
18.	NV	60	Incomplete
19.	OA	50	Incomplete
20.	PR	75	Complete
21.	PW	75	Complete
22.	RCP	90	Complete

23.	RAT	80	Complete
24.	RA	70	Complete
25.	RS	75	Complete
26.	S	45	Incomplete
27.	SAKS	70	Complete
28.	TA	60	Incomplete
29.	VF	65	Incomplete
30.	ZSQ	65	Incomplete
Total		**1.935**	
Average		**64,5**	

Source:The result of post-test I of eleventh grade of SMA N 1 Trimurjo November17[th], 2023

Appendix 21

The Student's Score of Post-test II

No.	Student's Name	Score	Category
1.	APR	55	Incomplete
2.	AE	70	Incomplete
3.	AR	50	Incomplete
4.	AP	75	Complete
5.	ATR	55	Incomplete
6.	DAW	80	Complete
7.	DNS	75	Complete
8.	FAP	50	Incomplete
9.	GLA	95	Complete
10.	GMP	70	Incomplete
11.	IR	80	Complete
12.	JAL	90	Complete
13.	JA	95	Complete
14.	KF	70	Complete
15.	LS	85	Complete
16.	LNS	75	Complete
17.	MZS	80	Complete
18.	NV	75	Complete
19.	OA	65	Incomplete
20.	PR	85	Complete
21.	PW	80	Complete
22.	RCP	100	Complete

23.	RAT	90	Complete
24.	RA	80	Complete
25.	RS	85	Complete
26.	S	60	Incomplete
27.	SAKS	80	Complete
28.	TA	70	Complete
29.	VF	75	Complete
30.	ZSQ	75	Complete
Total		**2.265**	
Average		**75,5**	

Source: the students` post-test II result of eleventh grade of SMA N 1 Trimurjo

November, 27th 2023

Appendix 22

The Comparison of Students' Score in Pre-test, Post-test Cycle I and

Post-test Cycle II

No.	Name	Pre-test Score	Post-test I Score	Post-test II Score	Explanation
1	APR	40	45	55	Improved
2	AE	45	50	70	Improved
3	AR	35	40	50	Improved
4	AP	50	60	75	Improved
5	ATR	30	45	55	Improved
6	DAW	65	70	80	Improved
7	DNS	40	60	75	Improved
8	FAP	35	40	50	Improved
9	GLA	70	80	95	Improved
10	GMP	40	50	70	Improved
11	IR	55	70	80	Improved
12	JAL	70	80	90	Improved
13	JA	75	85	95	Improved
14	KF	40	55	70	Improved
15	LS	70	80	85	Improved
16	LNS	65	70	75	Improved
17	MZS	70	75	80	Improved
18	NV	45	60	75	Improved
19	OA	40	50	65	Improved
20	PR	70	75	85	Improved
21	PW	70	75	80	Improved
22	RCP	80	90	100	Improved
23	RAT	70	80	90	Improved
24	RA	60	70	80	Improved
25	RS	65	75	85	Improved
26	S	35	45	60	Improved
27	SAKS	60	70	80	Improved
28	TA	50	60	70	Improved

29	VF	50	65	75	Improved
30	ZSQ	50	65	75	Improved
Total		1.640	1.935	2.265	
Average		54,6	64,5	75,5	
High Score		80	90	100	
Low Score		35	40	55	

Appendix 23

OBSERVATION SHEET OF STUDENTS' ACTIVITIES IN CYCLE I

School : SMA N 1 TRIMURJO
Class/Semester : XI (Eleventh)/1 (one)
Subject : English
Materials : Narrative Text
Times : 45 Minutes

Give a check mark (✓) for each aspect that fulfills!

No	Student's Name	The students were active in group	The students know how to applied scaffolding when they are reading the English text	The students fluent in reading text	The students have comprehent in English reading Text
1.	Akbar Putra Ramadhan	✓			
2.	Alfiya Ekasari	✓			
3.	Allifky Rifaliansyah		✓		
4.	Andin Praneta	✓	✓		✓
5.	Arkha Tridea Ragavan		✓		
6.	Dara Ayu Wulantari	✓		✓	✓
7.	Darra Novita Sari		✓	✓	
8.	Fajar Andi Pratama				
9.	Ghalif Lamso Afrizal	✓		✓	
10.	Gigih Muji Pangestu				
11.	Ivan Ramadhan	✓		✓	
12.	Jovinka Aishya Laura	✓		✓	✓
13.	Juantika Afflesia		✓		✓
14.	Khalil Fakhuri				
15.	Lilis Suryani		✓	✓	
16.	Lintang Nurul Sakinah	✓	✓		✓
17.	Malaya Zahratu Seroja	✓	✓		
18.	Natasa Vibriana		✓		
19.	Oktafya Azizzah				
20.	Pasha Ramadhan	✓		✓	
21.	Popi Widhiyanti	✓			
22.	Rasya Chandra Pradita	✓		✓	✓
23.	Ridho Anugrah Tama		✓		✓
24.	Rizka Aprilia	✓			

No.	Nama				
25.	Robi Setiawan	✓			✓
26.	Shela				✓
27.	Sri Ajeng Komala Sari	✓			
28.	Tiara Aprilia				
29.	Vina Fatmawati				
30.	Zaki Syifatul Qolbi	✓	✓		✓
	Total	16	11	7	10

Guru Mata Pelajaran

Trimurjo, 14 November 2023
Peneliti

Restunida Waluyati, S.Pd
NIP. 197708102005022002

Nurdi Isnaini
NPM 1901051051

Appendix 24

OBSERVATION SHEET OF STUDENTS' ACTIVITIES IN CYCLE II

School   : SMA N 1 TRIMURJO
Class/Semester : XI (Eleventh)/1 (one)
Subject   : English
Materials   : Narrative Text
Times   : 45 Minutes

Give a check mark (✓) for each aspect that fulfills!

No	Student's Name	The students were active in group	The students know how to applied scaffolding when they are reading the English text	The students fluent in reading text	The students have comprehen in English reading Text
1.	Akbar Putra Ramadhan	✓	✓		✓
2.	Alfiya Ekasari	✓		✓	✓
3.	Allifky Rifaliansyah	✓	✓		
4.	Andin Praneta	✓	✓	✓	✓
5.	Arkha Tridea Ragavan	✓	✓		
6.	Dara Ayu Wulantari	✓	✓	✓	✓
7.	Darra Novita Sari	✓	✓	✓	✓
8.	Fajar Andi Pratama			✓	
9.	Ghalif Lamso Afrizal	✓	✓	✓	✓
10.	Gigih Muji Pangestu			✓	
11.	Ivan Ramadhan	✓	✓	✓	✓
12.	Jovinka Aishya Laura	✓	✓	✓	✓
13.	Juantika Afflesia	✓	✓	✓	✓
14.	Khalil Fakhuri			✓	✓
15.	Lilis Suryani	✓	✓	✓	✓
16.	Lintang Nurul Sakinah	✓	✓	✓	✓
17.	Malaya Zahratu Seroja	✓	✓	✓	✓
18.	Natasa Vibriana	✓	✓	✓	
19.	Oktafya Azizzah	✓	✓		
20.	Pasha Ramadhan	✓		✓	✓
21.	Popi Widhiyanti	✓	✓		
22.	Rasya Chandra Pradita	✓	✓	✓	✓
23.	Ridho Anugrah Tama	✓	✓	✓	✓
24.	Rizka Aprilia	✓	✓		✓

25.	Robi Setiawan	✓		✓	
26.	Shela		✓		✓
27.	Sri Ajeng Komala Sari	✓		✓	✓
28.	Tiara Aprilia	✓	✓		✓
29.	Vina Fatmawati			✓	✓
30.	Zaki Syifatul Qolbi	✓	✓	✓	✓
	Total	25	22	22	21

Guru Mata Pelajaran

Restuning Waluyati, S.Pd
NIP. 197708102005022002

Trimurjo, 24 November 2023
Peneliti

Nurul Isnaini
NPM 1901051051

Appendix 25

The Percentage of Students Learning Activities in Cycle I and Cycle II

No	Students` Activities	Cycle I		Cycle II		Description
		F	P	F	P	
1	The students were active in group	16	54%	25	83%	Improved
2	The students know to scaffold in reading English text	11	37%	22	73%	Improved
3	The students were fluent in reading English text	9	30%	22	73%	Improved
4	The students have comprehend the reading English text	10	33%	21	70%	Improved

Appendix 26

FIELD NOTE CYCLE I
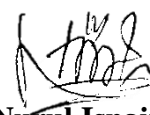
No.	Date	Meeting	Activities
1.	Monday, November 6th 2023		• Come to SMA N 1 Trimurjo submit research letter. • Discuss with the teacher concerned about the research process.
2.	Tuesday, November 7th 2023	I	• The researcher starts research by asking the student about the topic. • The researcher gives the pre-test for the students of XI-4. • Most of student still confused about the test.
3.	Thursday, November 9th 2023	II	• The researcher gives the material about narrative text. • The student follows the researcher instructions well otherwise it was first day of research.
4.	Tuesday, November 14th 2023	III	• The researcher asks student to work in pair and listening the peer read the text and vice versa.
5.	Friday, November 17th 2023	IV	• The researcher gives the student post-test I • Half of the total students passed the minimum mastery criteria. • The researcher and the teacher make reflection to the teaching and learning process.

Guru Mata Pelajaran

Trimurjo, November 2023
Peneliti

Restuning Waluyati, S.Pd
NIP. 197708102005022002

Nurul Isnaini
NPM 1901051051

Appendix 27

FIELD NOTE CYCLE II

No.	Date	Meeting	Activities
1.	Tuesday, November 21th 2023	V	• Ask the student to re-read and translate the story together. • Ask the student to ask the foreign vocabulary of the story • Ask the student to work pair and search the elements of the story.
2.	Friday, November 24th 2023	VI	• The researcher asks the student to work in big group and answer the questions have been given. • The researcher discussed the answer after the students collect the answer.
3.	Tuesday, November 27th 2023	VII	• The researcher gives the student post-test II • Twenty five student passed the minimum mastery criteria.

Guru Mata Pelajaran
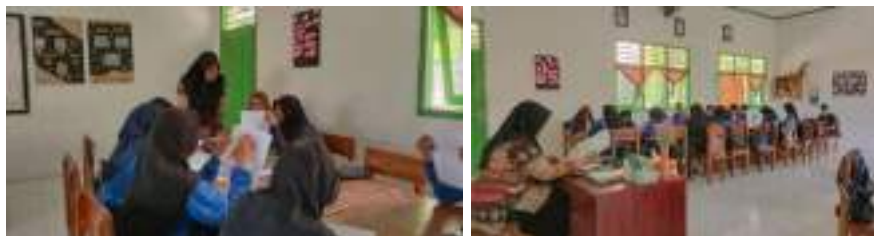
Trimurjo, November 2023
Peneliti

Restuning Waluyati, S.Pd
NIP. 197708102005022002

Nurul Isnaini
NPM 1901051051

DOCUMENTATION

Appendix 29

NURUL ISNAINI 1901051051 (IMPROVING STUDENTS` READING SKILL BY USING SCAFFOLDING STRATEGY OF ELEVENTH GRADE OF SMA N 1 TRIMURJO)

by TBI IAIN Metro

NURUL ISNAINI 1901051051 (IMPROVING STUDENTS' READING SKILL BY USING SCAFFOLDING STRATEGY OF ELEVENTH GRADE OF SMA N 1 TRIMURJO)

Appendix 30

<div align="center">

CURRICULUM VITAE

</div>

The researcher's name is Nurul Isnaini, usually called Nurul. Born in Bumi Dipasena Makmur on December 01, 2001. Raised in Dipasena Makmur, East Rawajitu District, Tulang Bawang Regency, Lampung Province. She is the youngest of two siblings.

The researcher completed her formal education at Dharma Wanita Kindergarten in 2005-2007, SDN 01 Bumi Dipasena Makmur in 2007-2013, SMP Negeri 1 Rawajitu Timur in 2013-2016, SMA Negeri 1 Trimurjo in 2016-2019. And in 2019 the researcher continued her education to the Institute State in Metro, namely IAIN Metro. In English Education Study Program, Faculty of Tarbiyah and Teacher Training through UM-PTKIN test until now.