THE EFFECTIVENESS OF USING FIX-UP STRATEGY TO TEACH STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT

THESIS

Submitted in Partial Fulfilment of the Requirement

for Degree of Bachelor of EducationIn English Language Education

WALISONGO

By :
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2019

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The Dean of Education and Teacher Training Faculty

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ABSTRACT

Title	**: The Effectiveness of Using Fix-Up Strategy To Teach Students' Reading Comprehension of Narrative Text**
Name	**: Rizka Mualifa**
Students' number	**: 1503046029**

The purpose of this research is to explain the effectiveness of using Fix-up Strategy to teach reading comprehension of narrative text at the eleventh grade of MANU 01 Banyuputih Batang in academic year 2018/2019. The background of the study is the students of eleventh grade of MANU 01 Banyuputih Batang have the problem to understand their Englis learning especially in reading. They are still lack of vocabulary. Their comprehension can be recognized through their way of reading. The research design was an experimental research, which conducted in two classes; the experimental class and control class as sample. The experimental class was taught by using Fix-up strategy, while the control class was taught without Fix-up strategy. The researcher gave try-out test to try-out class. The test had been tried out to find out the validity, reability, difficulty level, and discriminating power before it used to gather the data. The formula that was used to analyze the data was t-*test*. After collecting the data, it was found that the pre-test average score in experimetal class was 60.57 and control class was 67.64. meanwhile the post-test average score of experimental class was 83.00 and control was 67.00. It was obtained that t-*test* was 6.03 and the t-*table* was 2004 for alpha (α) 5%. The t-*test* was higher than t-*table* since t-*test* score was higher than t-*tabel*, Fix-up strategy as teaching strategy was effective in teaching reading narrative text at MANU 01 Banyuputih in the academic year 2018/2019. Based on the result, the researcher suggests that Fix-up strategy may be used as alternative strategy in teaching reading especially in teaching reading text type

Keyword   : Fix-up Strategy, Narrative, Teaching Reading.

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim Alhamdulillahirobil' Aalamin, all praises are belonged to Allah SWT, The Most Gracious and The Most Merciful. none of the best word to express my gratitude until this thesis could be completely finished. Then, *Sholawat* and *Salam* were always given to our beloved prophet, the real leader, Muhammad SAW whom we hope to give us *Syafa'at* in here after, amien.

Alhamdulillah, finally the researcher has finished in writing this final project for the requirement for the degree of bachelor education in English Language Education Department of Walisongo State Islamic University (UIN) of Semarang. Therefore, the researcher would like to express the deepest graduate to :

1. The Dean of Education and Teacher Training Faculty of Walisongo State Islamic University (UIN) Semarang, Dr. Hj Lift Anis Ma'sumah. M.Ag.

2. The Chief of English Education Department of Walisongo State Islamic University (UIN) Semarang, Sayyidatul Fadlilah, M. Pd

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Semarang, 11 Desember 2019

The writter ,

Rizka Mualifa

MOTTO

"Surely after difficulties there are conveniences, actually after

difficulties there are conveniences"[1]

-Q.S Asy-Syarh 5.6-

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[1] Abu Zaid, *The Holly Qur'an Text and Translation"* (America : Amana
Corp, 2010)

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CHAPTER I
INTRODUCTION

This chapter, the researcher presents background of the study, research question, objective of the study, and significances of the study.

A. Research Background

Language is one of the most important things in communication and it is used as a tool of communication among the nation in all over the world. As an international language, English is very important and has many interrelationships with various aspect of life owned by human being. In Indonesia, English considered as the first foreign language and teaching formally from elementary school up the university level.[1] The most complain is the teachers ability in applying appropriate, approaches, methods, strategies and technique in teacher or learning English. In English there are four skills that should be mastered, they are : listening, speaking, reading, and writing.

Reading is an important part of most language and also an essential skill for studying at an English Language school or university.[2] Reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-

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[1] Kalayo Hasibuan, and Fauzan Ansyari. *"Teaching Englis as a Foreign Language"*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007) p.114-115

[2] Linda Jeffries and Beatrice S. Mikulecky, *"More Reading Power 3"*, (NY : Pearson Longman, 2012), p.vi

order thinking skills and is much more complex than rarely decoding specific words.[3] Reading is also something crucial and indispensable for the students because the greater part of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least the will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study[4].

Allah also ruled his servant to read, as stated in Surah al Alaq verse 1-5 which was revealed to Prophet Muhammad SAW.

اقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ ۝ خَلَقَ ٱلْإِنسَـٰنَ مِنْ عَلَقٍ ۝ ٱقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ ۝ ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۝ عَلَّمَ ٱلْإِنسَـٰنَ مَا لَمْ يَعْلَمْ ۝

Means : " Read! In the name of your Lord Who has created (all the axis). Has created man from a lot. Read! And your Lord is the Most Generous. Who has taught (the writing) by the pen. He has taught man that which he knew not.

Reading comprehension has the very tight relation toward prior knowledge and vocabulary. As stated above, reading comprehension means reading for getting message or information. However, it can be done if the readers have no good vocabulary and prior knowledge. According to Duffy, reading comprehension

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[3] Caroline T Linse, *"Practical English Language Teaching : Young Learners"*, (the McGraw-Hill, 2005) p. 71

[4] Gerald G Duffy*, Explaining Reading* (New York: Guilfods press, 2009). P.15

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depends on the prior knowledge expressed into words. The readers can know the meaning of the written message only if they have past experience related to the topic and they can use the words to construct the meaning.

In a process of English learning in Indonesian schools, reading is one of language skills that should be mastered and learned by students. Reading is one of important language skills that should be developed inside or outside the classroom. Reading has several categories, such as reading ability, reading achievement, reading comprehension and so forth. Reading comprehension is one of important aspects in reading skill. In learning English, the students or not just obligated to be able to read what is written in reading material, but also they should be able to capture the information or message in the reading material, but also they should be able to capture the information or message in the reading material comprehensively. In the Duffy, he said that comprehension is the essence of reading because the goal of written language is communication of messages. If we do not understand the message, we are not reading. [5] In other words, the students should be able to construct meaning of the reading material, it is not only the lexical meaning, but also the contextual meaning. Based on the study of Kliger et al, reading comprehension is the process of construct meaning by

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[5] Gerald G Duffy, *Explaining Reading* (New York: guilfods press, 2009). P.14

coordinating a number of complex processes that include word reading, word knowledge, and fluency. [6]

In reading there are many kinds of reading text, such as narrative, recount, report, descriptive, explanation, analytical exposition, hortatory exposition, procedure, discussion, news item and so forth. Narrative text is one of genre of texts should be taught to students of junior high school especially in eight grades. In teaching narrative text teacher must have many strategies to improve student reading comprehension, it could be done by monitoring the student's reading comprehension by modelling some strategies in reading comprehension.[7]

To improve the students' reading comprehension, the teacher could use the various ways to fire up the students' reading comprehension. The teacher could use the various ways to fire up the students' reading comprehension. It could do by monitoring the students' reading comprehension by modeling some strategies in reading comprehension. One of the effective strategies to improve the students' reading comprehension is FIX-UP Strategy. According to Doyle, Fix-up strategies are learning behaviours that help students to know to do when they do not understand something. The fix-up strategy offered the readers processes that they can use to recover meaning, such as rereading, reading ahead,

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[6] Kligner et al, *Teaching Reading Comprehension For Students With Learning Difficulties*, (New York: Guilford press,2007)

[7] Judi Moreillon. *Collaborative Srategies For Teaching Reading Comprehension*" (American Library Association, 2007) p.x

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or figuring out unknown words. The meaning of strategy is originally used in military as the art of planning operation in war. It is a way or tractic of the movements of armies or navies into forable position for fighting. This term is also used in learning and reading strategy and other strategies. They have basically the same meaning that is, any effort or attempt used to achieve the determined goals.

Reading strategy should not be confused with other strategies. Learning strategies, according to Chen and Weaver, 1998:3) also constitute the steps or actions consciously selected by learners either to improve the learning of the second language, the use of it, or both.

According to Doyle, Fix-up strategy are learning behaviours that help students to know what to do when they do not understand something. [8] Fix-Up strategy offered the readers processes that they can use to recover meaning, such as reading, reading ahead or figuring out unknown words.Either the problems were on the students or caused by others factor (reading difficulties itself).

B. Research Questions

How high is the effectiveness of using Fix-Up strategy to teach students' reading comprehension of narrative text of The Eleventh Grader in MANU 01 Banyuputih Batang?

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[8] Terry Doyle. *" Intergrating Learning Strategies into Teaching*" Ferries State University

C. Objective of the study

To explain the effectiveness of using Fix-Up strategy to teach students' reading comprehension of Narrative text of The Eleventh Grader in MANU 01 Banyuputih Batang.

D. Significance of the study

The result of this study is expected to be able to give the following benefit for :

1. The writer

   To enlarge the writer's knowledge about the research especially in the topic of student reading comprehension in narrative text.

2. The students

   To give positive contribution to the students in improving their reading comprehension.To give positive contribution to the teacher of English to develop the students' reading comprehension.

3. The teacher

   To give contribution in develop of teaching and learning English theoretically of practically as a foreign language and for those who are concered very much in the field of language teaching and learning.

4. The reader

   The researcher hopes this study give more information and contribute knowledge to the reader and become additional reference for the next improvement research.

5. The other researchers

    As information and comparison for the other researchers who want to conduct the relevant researcher.

CHAPTER II
REVIEW OF RELATED LITARATURE

This chapter, the researcher presents theoritical review, previous research, and hypothesis.

A. Theoretical Review

1. The nature of teaching reading comprehension

   a. The definition of teaching reading

   As one of language skills, reading roles so urgently in communication. Reading is the receptive skill, meaning that the way in which people extract meaning from the `discourse they see.[1] Also , Patel and Jain stated that reading means to understand the meaning of printed words i.e written symbols. Reading is an active process which consists of recognition and comprehension skill. [2] In short, reading is the process of receiving the written information regarding what the reader see.

   According to Roe et al, reading is perceived as a complex act of communication in which a number of textual, contextual, and reader-based variables in tract to produce comprehension. The similar perception was stated that reading is a fluent process of readers

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[1] Jeremy Harmer*, The Practice Of English Language Teaching*, (Cambridge: Longman). P.199
[2] M. F. Patel and Praveen. M Jain, *English Language Teaching*, (Jaipur; Sunrise Publisher and Distributors). P.113

combining information from a text and their background knowledge to build meaning than the goal of reading is comprehension.

In conclusion, reading can be perceived as the receptive skill of communication by relating the readers' experience and the written information to produce comprehension.

As reading is a process, according to Patel and Jain, there are three stage of reading, as follows :

1) The recognition stage. At this stage, the learner simply recognizes the graphic counterparts of the phonological items. For example, he/she recognizes the spoken words in the written formm.

2) The second stage is structuring stage. The learner sees the syntactic relationship of the items and understand the structural meaning of the syntactical units.

3) The last stage is interpretation stage. The learner comprehends the significance of words, a phrase, or sentence in the overall context of discard.

In conclusion, the process of reading is started by the way of the reader knows about the spoken words of the written form of reading material: then the reader understanding about the sentence structure of the text;

and finally the readers interpret the context of the reading material.

b. The definition of reading comprehension

Reading and comprehension are so tighty connected because comprehension is the result of reading. If there is no comprehension in reading, there is no communication, mainly in written communication is the understanding resulted through the process by which the meaning of written text is understood.[3] In addition, Thombury stated that comprehension skills are the heart of the reading process and we bring our life experiences to the act of the reading.[4] Next in her research, shows defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Neufeld in Beyer (1989) went on further to say that comprehension involves two important features: being actively involved with the text and using appropriate background knowledge to interpret the text.

The purpose for reading and type of the text determine the specific knowledge, skills, and strategies that reader needs to apply to achieve comprehension.

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[3] Jack C Richard, and Richars Schmdt, *Dictionary Of Language Teaching & Applied Linguistics*, (London: Pearson Education Limited, 2010). P.483

[4] Scott Thombury : *An A-Z of ELT*, (New York: Macmillan,2003), p.41

Reading comprehension is thus much more than decoding. Reading comprehension result when the reader knows which skill and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

The idea is that students will develop stronger reading comprehension skills on their own if the teacher gives them explicit mental tools for unpacking text there are a wide range of reading strategies suggested by reading programs and educators. The national reading panel identified positive effects only for a subset, particularly summarizing, asking questions, answering questions, comprehension monitoring, graphic organizers, and cooperative learning. [5] The panel also emphasized that a combination of strategies, as used in reciprocal teaching, can be effective. Today, most reading comprehension programs teach students explicit reading strategies using teacher direct instruction with additional students practice.

Reading comprehension is about much more than answering literal questions at the end of a passage, story, or chapter, as you'll see in the videotape series Strategy

[5] Pressley, Michael. *Reading Instruction that Works: The Case for Balanced Teaching*.
New York: Guilford Press. (2006). ISBN 1-59385-228-2.

Instruction in Action. [6] Paris and Sthal defined that reading comprehension is the ability to identify meaningful relations between the various parts of a text and between these parts and the readers' background knowledge. [7]

Based on the theories and explanation above, the writer can conclude that reading comprehension is not merely an easy process, but also interactive which entails the readers to comprehend not only literal meaning of the text, but also text organization and to be able to make conclusion from the text. Beside the readers must get involve emotionally into the contents explicitly and implicitly in the text. In addition reading comprehension can be defined as a simultaneous process of constructing meaning of the written text and relating it to the life experience.

c. Reading comprehension in narrative text.

Narrative text or narration can be defined a story reading material According to Savage and Mayer, narrative text is a story; it has introduction that engages the reader's interest, a body that gives details about the

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[6] Debbie Miller. *Reading with Meaning Teaching Comprehension in the Primary Grades.* (Portland: Stenhouse Publishers, 2006), p.194

[7] Scott G. Paris and Steven A. Stahl. *Children's Reading Comprehension and Assessment.* (London: Lawrence Erlbaum Associates, Publishers, 2005), p. 134.

main event or action in the story, and a conclusion that describes the outcame.[8] In addition, Sudarwati and Grece stated that narrative text is type of the text functioning to entertain with a story that deals with complications or problematic events which lead to a crisis and in turn finds a resolution.[9] In other words, narrative text is a story writing which the function is to amuse or to entertain the readers with the events organizes in the way the story happen and in time order.

In narrative text, the reader should be able recognize the structures of the narrative text including orientation, complication, and resolution to comprehend the text. Also the features of the text, like time connectives conjunction, adverbs, material process, and saying verbs are so important in narrative text because they are what make the sense of story in narrative text.

2. Teaching Reading of Narrative Text
   a. Definition of Narrative text

Narrative text is one of 13 types of English text (genre) born from the narration as well as recount Text, Anecdote Text, Spoof Text. Then the definiton of

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[8] Alice Savage, and Patricia Mayer, *Effective Academic Writing 2*, (Oxford: Oxford
University Press, 2005), p. 58
[9] Th M Sudarwati, and Eudia Grace, *Look Ahead 2,* (Jakarta: Erlangga, 2006), p154

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Narrative text is an imaginative story to entertain people.
[10] Narrative is one of the most commonly read and the most understandable genre for all age. It is also simply about entertaining the reader and has a powerful social role beyond its entertainment side. So, it can influence the reader for changing their social opinion and attitude.[11]

Narrative text is one of genre text forms. It is the material which was used by the researcher in teaching writing text. Ardeson stated that narrative are usually told by a story teller.[12] Another definition, Clouse defined the narrative text is a kind of story either fictive or real which constrains a series of events in which how the story is told and how the context is presented as aspects of the story construction.[13] A text always has a purpose about what the readers can get after reading. Narrative text aims to amuse, to certain and to deal with actual or various experience in different ways; Narrative deals

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[10] Prastikawati Fani Entika, Musarokah Siti " Writing Handout And Assignment" (IKIP PGRI Semarang 2010) p.15

[11] Peter Knapp and Megan Watkins, *Genre, Text, Grammar*, (Sydney: University of New South Wales Press Ltd: 2005), p. 220-221

[12] Mark and Kathy Anderson, *Text Types in English 2*, (Melbourne: MacMillan, 1997), p. 6

[13] Barbara Fine Clouse, *Pattern for A Purpose: A Rhetorical Reader 3rd edition*, (New York: The McGraw-Hill, 2003), p. 160

with problematic event which lead to crisis to turning point of some kind, which in turn find a resolution.[14]

It should tell about an event or audience would find engaging. Therefore, it should be detailed and clear, with arranged in order to in some other effective way.

From the definition above, it said that narrative text is a story tells us about something interesting that has purpose to amuse and to entertain the readers or viewrs. We used narrative when we tell a friend about something interesting that happen to us at work or at school and we tell someone a joke.

Based on Gerot and Wighell, narrative social function is a text to amuse, entertain, and to deal with actual or vicarious experience in different ways; narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.[15] It is clear that narrative is an interesting medium to know how the students' writing ability and their understanding in learning this kind of text (narrative).

The purpose of narrative text is to present a view of the world that entertains or informs the readers or

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[14] Entika Fani Prastikawati, Siti Musarokah,, *Writing 3 (Handouts and Assignment),* (IKIP PGRI Semarang, Semarang:2010), p. 15

[15] Linda Gerot and Peter Wighell, *Making Sense of The Functional Grammar*, (Sydney: Antipodean Educational Enterprises: 19995), p. 204

listener.[16] It can be said that the reader as if involved within story to get pleasure.

Perhaps you need to know that the narrative text, in the writing and composition lecture is usually called narration, which is one of type of texts in a literary language. Usually, the narrative text contains good stories of fiction, non fiction stories, animal stories (fable), folktales, fairy tales, mythes, legends etc. In a simple words everything about the story is includes in narrative text.

b. Social Function of Narrative Text

Narrative is a kind of genre which has social function to amuse, entertained and to deal with actual vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or a turning point of some kinds, which in turn finds a resolution.

c. Types of Narrative Text

There are many types of Narrative Text, they are :

1) Romance. It typically tells of two lovers who overcome difficulties to end up together.

2) Science Function. It uses a setting involving science and technology.

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[16] Anderson and Anderson, *op. cit.*, p. 6

3) Humor. It amis to make the audience laugh as part of retelling the story.

4) Diary. It is text that presented like diary entries, sometimes called novels.

5) Adventure. It typically tells of exciting dangerous journey of experience. [17]

d. Generic Structure of Narrative Text

Narrative text consists of generic structure that can be provided as follow :

1) Orientation

In this part, the narrator introduced the participants of the story and informs the setting. It explains when the story happened and where the events is taken place. It usually at the begining of the story.

2) Complication

In this part, the narrator tells the rising cries of the events. It is the climax of the narrative. In the middle of the story, it shows the complication. Complication make the story more interesting becaouse the main character is prevented to reach his or her wanted. The narrator also brings up the issues occured in the story. Complication are the

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[17] Mark and Kathy Anderson, *Text Types in English*, (South Yarra: Macmillan Education,2003), 28

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description of real life and tell the readers that every issues or problems can be solved.

3) Resolution

After spelling issues in the climax, the narrator then tells the readers about the resolution of the issues. Resolution is the crisis which is resolved, for better or worse. A satisfying narration will give the readers solution of the problems. Generally, the resolution is placed at the end of narration, but sometimes the narrator puts other issues after she or he presents the resolution of the problem. It is used to make the story does not come to the end. In short, resolution is the ending of the story. It will be ended in happy ending or sad ending.

4) Re-orientation

It is an optional of generic structure of narrative. It sometimes there and sometimes it isn't there in narrative text. It is usually in the ending of the story or closure of events. [18]

e. Language Feature of Narrative text.

There are five language feature of narrative text, they are :

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[18] Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Australia: University of New South Wales, 2005), 223

1) Using nouns and pronouns to identify people, animal, or thing involved. For example : king, princess, he, she, etc.

2) Specific participant is special characteristics object. For example : Cinderella, Aladdin, etc

3) Using adjective are useful to shape noun phrase. For example : beautiful white skinned lady. Etc

4) Using time connective and conjuctions to sequence the events. For example: then,when, suddenly, etc

a) Using adverbs and adverbial phases to indicate place and time. For example : here, there, at home, etc. [19]

f. Kinds of Narrative Text.

a) Fable

A fable is a type of story which shows something in life or has a meaning to a word. A fable teaches a lesson or suggests a moral from it, start in the middle of the story, that means, jumps into the main event without detailed introduction of characters. The characters of a fable may be people, animals, and legendary creatures. When animals are used in fables, they think and talk like people, even though they act like animals.

b) Folktales

[19] Th M Sudarwati, and Eudia Grace, *Look Ahead 2,* (Jakarta: Erlangga, 2006), p154.

Folktale is the expressive body of culture shared by a particular group of people, it encompasses the tradition common to that culture, subculture or group. These include oral traditions such as tales, proverb and jokes.

c) Fairy tales

Fairy tales is an English language expression for a kind of short story.[20] It has the same meaning as the French expression, a story about fairies or other mythical or magical beings, often including stock characters. It is about the adventures of a hero or heroine who ends up living happily ever after.

d) Myth

A Myth is a story which is not true.[21] A traditional or legendary story, usually concerning some being or hero or event, with or without a determinable basis of fact or a natural explanation, especially one that is concered with deities or demigods and explains some practice, rite, or phenomenon of nature.

e) Legends

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[20] Antti Arne and Srith Thompson: *The Types of the Folktale: A Classification and Bibliography* (Helsinki,1961)p.56

[21] Doty, William 2004. *Myth*: Handbook. Westport: Greenwood. P.114

A legends also the name for a historical story, the term legend can be defined as a story passed from person to person usually orally by a storyteller and is about a heroic person or a fantastic place, the story often has some basis in truth about some historical event.

3. The Nature of Fix-Up Strategy

   a. The definition of fix-up strategy

   In reading process, it is not unusual if a reader monitors the meaning of the reading material, but there is sometimes a thing that makes no sense. In this problem, the reader usually tries to find a problem-solving technique. One of appropriate technique to resolve this problem is by using Fix-it or Fix-Up strategy.[22]

   Fix-Up strategy is what you use to help yourself get unstuck when you are reading confusing text.[23] According to Neufeld in Bayer, Fix-up strategy is used to help students deal with information they have questions about.[24] Furthermore, in the study of Moreillon, He

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[22] Cris Tovani, *I Read It, but I don't Get It: Comprehension Strategies for Adolescent Readers*, (Aurora: Stenhouse Publishers, 2000). p. 49

[23] Cris Tovani, *I Read It, but I don't Get It: Comprehension Strategies for Adolescent Readers*, (Aurora: Stenhouse Publishers, 2000). p. 49

[24] Julie Beyer, *Strategies for Helping Struggling Readers Comprehend Expository Text*,

stated that Fix-up options are tools that readers can rely upon to find their way home, to make sense of what they read. [25] In brief, fix-up strategy is one of strategies in reading comprehension that used to help the readers getting unstuck in reading text to make sense about what they read.

In addition, Duffy stated that Fix-up strategy are also frequently reffered to a srategy in which readers search backward and sometimes forward in a text to remove a meaning blockage encountered while reading. To use it, readers first need to understand that is essential to monitor meaning getting as you read and that good reader's stop when a problem is encountered. [26] In short, a reader first should realize that he/she does not understand about the particular word meaning in the text, and then try to find the meaning by reread, use prior knowledge, think, and reflect, to find out the problem. After finding the problem, the reader can visualize, retell, and notice about what is already understood from the text.

2007, p. 11

[25] Judi Moreillon, *Collaborative Strategies for Teching Reading Comprehension*,(Chicago: American Library Association, 2007), p. 116

[26] Gerald. G. Duffy*, Explaining Reading,*(New York: The Guilford Press, 2009), p. 130

There are several steps of using Fix-up strategy used by reader or students as follows. [27]

1. Previewing. The students are asked to look the text at glance. They preview and think what the text is about.

2. Predicting. The students read the heading or the title of the text and make a prediction. What will happen next in the text.

3. Reading. The students are doing the activity in reading the whole text and check whether their prediction is correct or not.

4. Making connection. The students think about something that they have experienced which is related to the text.

5. Visualizing. The students draw the characters which are stated in the text based on their imagination.

6. Making inference. The students make inference of what they read. It helps the students to sum up the important points of the text they read.

7. Asking new question and retelling the story. After reading the text, the students should ask question related to the content of the text and retell what has

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[27] Cris Tovani, *I Read It, but I don't Get It: Comprehension Strategies for Adolescent Readers*, (Aurora: Stenhouse Publishers, 2000). p. 51

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been read to check whether they understand about the content or not.

b. Teaching reading comprehension by using fix-up strategy.

As fix-up srategy is a reading strategy, or in common as learning strategy, it is not used by the teacher, but it is used by the students. However, the students will not be able to use the strategy if the teacher does not teach them before. Thus, the roles of the teacher are also very important in implementing th strategy; it can be seen as the following list:

What is the role of the teacher during strategic teaching and learning?

a) Teach a few strategies through modelling and guided practice. b) Teach them in depth. c) Teach them over a long prior of time. d) Teach using a variety of text-genre and difficulty. e) Use effective prompting and questioning. f) Monitor student understanding to adjust instruction accordingly, providing additional modelling/support to scaffold student learning.

g) Teach for independence.[28]

Specially in *fix-up* strategy, the role of the teacher is as a guide and of model of using this strategy.

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[28] Teaching Effective Reading Strategy, 2011, http://teaching. uchicago. edu/oldsite/pod/00-01/Doyle. html 29th April 2012

According to Tovani, there are three steps of modelling the use of *fix-up* strategy to the students; it can be seen as follows:

1. Share material you find confusing. Remind students that event good readers get confused when they read. Demonstrate what you recognize a problem in your comprehension. Show students how to flag interruptions in meaning. Try reading aloud a difficult piece of text and have students record the *fix-up* strategies you use to regain meaning.

   Teaching point: good readers isolate confusion and make a plan to repair meaning. They know that if they continue reading without doing anything to help them, their confusion will get worse.

2. Give list of fix-up strategies to your students. Ask them to use these strategies while reading their class assignment. Ask them to try at least one fix-up strategy before you help them clear up their confusion.

   Teaching point: good readers don't quit when they become confused. They use *fix-up* strategies to repair confusion.

3. Demonstrate how listening to the voices in your head helps you know which *fix-up* strategy to use. Let students know that not every fix-up strategy works in

every situation. Tell them that it is okay to abandon a *fix-up* strategy if it isn't helping.

Teaching point: good readers use *fix-up* strategies flexibly. When one doesn't work, they try another one.

Another expert, Duffy, described about the modelling of *fix-up* strategy used in teaching English subject as follows :

Say something like :

"Let's read on. Tell me the first time you come to a problem. What is the first problem you find?okay, in the middle paragraph on page 11, you stopped at the word *bondage* because you were monitoring and in stopped making sense when you ran into that word. That's a hard one to figure out, but let's apply our look-back strategy and see if we can fix it. First, we have to identify the problem. What is the problem? Yes, it's a word we don't know. So now we have to think about whether we know anything that would help us solve that that problem. Do we have a strategy ? Yes just as before, we can use our context strategy to figure out words we don't know. So first look back and see if there are context clues you can use. Yes, the word *slaves* and *escape* are clues. By thinking what it is that *slaves* try

to *escape,* Maybe "bondage" means the same thing as "slavery". Let's test it out. Do that make sense there? Yes, so we can read on. [29]

Based on the explanation above, to teach the students *fix-up* strategy, the teacher can use the following steps:

1. Ask the students to read and let the students tell the problem found.

2. Have the students stop in the word that is considered not to make sense.

3. Ask the students to figure out and let them use the look-back or fix-up strategy.

4. Instruct the students to identify the problem and to think if the students know anything about the problem (unknown words) to help them resolving the problem.

5. Ask the students to use context that can resolve their problem by looking back the text to find the words related to the words in problem (using context clues).

6. Let the students test if the words make sense or not.

7. The students can continue reading and do the fix-up strategy if they find more problems.

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[29] Gerald G Duffy, *Explaining Reading*, {New York: Guilford Press, 2009), p.136

B. Previous Research

a. A journal written by Nunun Indrasari (10020084021) Universitas Sebelas Maret. entitled "*The Effectiveness Of using FIX-UP Strategy To Teach Reading Viewed From Student's Self-Confidence (2014)"*[30] my study is differed from this previous study. The researcher compared between FIX-UP strategy and direct teaching to improve student self-confidence. This is an experimental research. Based on the research finding. It can be concluded that fix up strategy to teach reading for the students having at the eighth grade student of SMP Negeri 2 Temanggung.

b. A journal written by Christine D. Bemer Et.al. as the writer. It was entitled " **Collaborative Strategies Reading (CSR) :** *Improving Secondary Student's Reading Comprehension Skills (2015)"*[31] considered this research findings as relevant research because Fix-up strategy that was found by Klingner and Vaughn is the partf of this strategy. It is mentioned in the point of *Click the Clunk.* in the research findings, they stated that collaborative Strategies Reading is an approach that works well in mixed-ability classrooms and helps students improve their reading comprehension. The similarity this

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[30] Nunun Indrasari, "The Effectiveness Of using FIX-UP Strategy To Teach Reading Viewed From Student's Self-Confidence (2014)",thesis,*(Universitas Sebelas Maret 2014)*

[31] Christine D. Bemer "Collaborative Strategies Reading (CSR) : *Improving Secondary Student's Reading Comprehension Skills" A Contemporary Journal" (Vol. 15 No 1, 2015)*

journal with my research is using reading strategies to teach reading comprehension but in my research inclined using Fix-Up strategy to improve students reading comprehension.

c. A journal written by Muslaini. Under titled **" *Strategies For Reading Comprehension (2017)"*[32]** the writer provided some suggestion to be the teacher especially for managing the teaching process and strategies of reading comprehension. *Fix-up* strategies is more effectively to teach reading comprehension. The choice of strategy was adapted by the teachers with the materials, she chose the most appropriate strategy to help the students comprehend the text well. With this strategy *(fix-up)* students are easy to understand the text. The similarity this journal with my research uses reading strategies and focus on Fix-up strategy.

d. A journal written by Hulya Kucukoglu. Under tilted *"Improving Reading Skills Through Effective Reading Strategies(2012)"*[33] the result of the reading awereness scale and my personal experience showed that there was a lack of knowledge in the area of reading strategies in students at the begining of the study. The students had a lack of knowledge and practice in reading strategies however after the researcher worries about how to implement the strategies in the

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[32] Muslaini "Strategies For Reading Comprehension"Smart Journal *(Vol No 02,2017.*

[33] Hulya Kucukoglu "Improving Reading Skills Through Effective Reading Strategies"A Contemporary Journal, *(Vol.15 No.3,2012),*

classroom. And the researcher used fix-up strategy to teach students reading comprehension. They made a better understanding of the strategies and their comprhension in reading have improved. In the result of this journal the writer finds reading alouds is more evectively than the other reading strategies to improve students reading comprehension. In my study the researcher compared the students reading comprehension using Fix-up and without Fix-up strategy.

C. Hypothesis

Hypothesis is assumption about something which is made to explain something that often to be cropped to check it. [34] The hypothesis of this reseacrh is using fix up strategy to teach student's reading comprehension of narrative text in MANU 01 Banyuputih Batang.

The testing hypothesis brings the conclusion of accept or reject the hypothesis. Thus are two options, so that in the formulation one, of the choices can detail specified and easier to do. It is provosional thruth determined by researcher that should be test and prove.

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[34] Sudjana, *Metode Statistika*, (Bandung: Tarsito,2005), p.219

Comparative hypothesis is the statement that shows assumption score in one variable or more on the different sample. [35] There are two kinds of hypothesis :

1. Working Hypothesis (Ha)

    There is significant difference on students' reading comprehension in narrative text between teaching narrative text using fix-up strategy and teaching narrative text without using fix-up strategy at the eleventh year of MANU 01 Banyuputih Batang.

2. Null Hypothesis (Ho)

    There is no significant difference on students' reading comprehension in narrative text between teaching using fix-up strategy and teaching narrative text without using fix-up strategy at the eleventh year of MANU 01 Banyuputih Batang.

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[35] Sugiyono, *Statistika Untuk Penelitian*, (Bandung: CV, Alfabeta, 2006), p.88

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CHAPTER III
RESEARCH METHOD

In this chapter, the researcher presents research design, subject and setting of the research, variable of research, technique of collecting data, and technique of data analysis.

A. Research Design

In this study, the researcher uses quantitative approach to measure students' ability in study reading comprehension using fix up strategy. Margono said that the emphasis of quantitative research is on collecting and analyzing numerial data : it concentrates on measuring the scale, range, frequency and others of phenomena. [1]

This research design is experimental study, as this research is teaching reading comprehension of narrative text using *fix-up* strategy and without fix up strategy. In this study, the researcher uses experimental method. The sample is divided into one class but the researcher takes two classes. The first class was given narrative text without fix up strategy and the second class was given narrative text using *fix-up* strategy. Both of two classes was given pre-test to know the first ability level between them and pre test result say well if there is no significant difference. After giving pre test, the experimental class was given receive a new

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[1] S.Margono, *Methodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta,2013), p.105

treatment by using fix up strategy. After that both the class will be given post test to know is there the difference or not from their ability.

Tabel 1.1

The Design of Experimental Research

C.R.E	O1	X	O2
C.R.C	O3	Y	O4

C.R.E = Cluster random experimental group sample

C.R.C = Cluster random control group sample

O1 = Pre-test value of experimental group

O2 = Post-test value of experimental group

O3 = Pre-test value of control group

04 = Post-test value of control group

X = Treatment using fix-up strategy

Y = Treatment without fix-up strategy

B. Research Setting

1. Population

Population is a subject which will be investigated in the study. [2] According to Sugiyono, population is general

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[2] Syahrum and Salim, *Metodologi Penelitian Kuantitatif*, (Bandung: Ciptapustaka Media,2012) p.113

objects or subjects that have specific quality and characteristic decided by the researcher to explorer and than take a conclusion. [3]

The population was in MANU 01 Banyuputih in academic year 2018/2019 which is located at Jl. Lapangan 9a Banyuputih, Batang, Lokojoyo, Banyuputih, Kabupaten Batang, Jawa Tengah 51271.

2. Sample

Sample is part of population which becomes investigate of study. [4] This study is an experimental research, so the researcher needed to take two classes as a sample an expermental and control class from second grade of the population.

C. Research Variable

There are some factors necessarily to be operate in this operational concept. In this research, there are two variables; they are (1) using fix-up strategy as X variable and (2) Students' reading comprehension in narrative text as Y variable. Because this research is experimental research, the writer divided the class into two classes, experimental class and control class. The data was taken by using test (pre-test and post-test). The writer as the

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[3] Sugiono, *Metode Penelitian Kualitatif, Kuantitatif,* (Bandung: CV Alfabeta, 2010), p.80

[4] Syahrum and Salim, *Metodologi Penelitian Kuantitatif*, (Bandung :Ciptapustaka Media, 2012), p.113-114

researcher in this case divided to the samples separated into two classes. The experimental class was treated by using fix-up strategy and the control class was taught by using conventional technique.

1. Independet variable (X)

   Independent variable is the variable that is the cause of effect the onset or change in the dependet variable.[5] The independet variable of this research the use of Fix-up strategy in teaching students' reading comprehension of narrative text.

2. Dependent Variable (Y)

   The dependent variable is a variable that affect or that becomes of existance of the independent variable. The dependent variable in this research students' reading skill.

   Some indicators are as follow :

   a. The students are able to understand the content of the materials.

   b. The students are able to answer the test correctly.

D. Technique of Collecting Data

In collecting data for this research, the writer used reading test as the instrument, the kinds of test that was give to the students are as follows:

Test is the way to measure the student ability especially in mastery teaching reading narrative text. In this research, there

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[5] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta 2006), p.162

are pre-test, and the last is post test. To measure the existance of the object that is researched, it requires to use test. This kind of instrument is able to use in measuring the basis skill and accomplishment or achievement.[6] To gain data in this research, the research will use two kinds of test, they are pre-test and post-test :

1. Observation

   Observation is a skill that can be learned and can improve with practice.[7] The distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather live data from a naturally occurring social situation.[8] The researcher used observation to detect some problem concerned in the teaching-learning process and to know the data from the object of the research, such as a number of population and sample. The researcher observed student interest, involvement, and activity during research.

2. Test

   Pre-test was given to the student before giving the treatment of the technique to both of the class experimental class and control, this test used to measure basic reading comprehension of narrative text.

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[7] Ruth Wajnryb, *Classroom Observation Task* (Cambridge: Cambridge University Press, 2002).p.1.
   [8] Louis Cohen.p.396

Post-test was given to the students after giving the treatment of technique to the experimental class and to the control class to find out whether it made difference or not in reading comprehension of narrative text.

Before gave pre-test and post-test both in experimental class and control class, the researcher gave tryout instrument test to class XI IPS 2 instrument of the test would be tried out first to the student in another class. It uses to analyze validity, reliability, discriminating power, and degree of test difficulty.

a. Validity

Validity is a measurement that indicates a degree of validity an instruments.[9] An instrument called valid when the instrument has high validity. On the contrary, an instrument is called invalid when an instrument has low validity. The validity of the test was calculated using the product moment formula, as the equation follows :[10]

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

In which :

r_{xy} = the correlation coefficient between variable X and variable Y

N = the number of students

[9] Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*.p.211.
[10] Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*.p.168.

ΣX = the sum of score of X item

ΣY = the sum of score of Y item

ΣXY = the sum of multiplication between X and Y

X = the score of each component of test

Y = the total score of correct answer

$\sum X^2$ = the sum of the square score in each
component of test

$\sum Y^2$ = the sum square of total score from each in the
group.

Criteriar_{xy}, is as follow:

$0,00 < r_{xy} \le 0,2$ (poor)

$0,20 < r_{xy} \le 0,40$ (low)

$0,40 < r_{xy} \le 0,60$ (satisfactory)

$0,60 < r_{xy} \le 0,80$ (good)

$0,80 < r_{xy} \le 1,00$ (excellent)[11]

b. Reliability

Reliability is related to reliance. A test called has a degree of High reliance, when a test gives a constant result. It means that test reliability related to consistency the result of the test.[12] To determine reliability in multiple choice test used KR.20 formula[13] that is :

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[11] suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2011).p.75.

[12] Arikunto, *Dasar-Dasar Evaluasi Pendidikan*.p.86.

[13] Arikunto, *Dasar-Dasar Evaluasi Pendidikan*.p.100-101.

$$r_{11} = \left(\frac{n}{n-1}\right)\left(\frac{s^2 - \sum pq}{s^2}\right)$$

$s^2 =$ the number of variant

$$s^2 = \frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N}$$

In which:

$\sum x^2$	= the number of square score
$(\sum x)^2$	= square of number of score
N	= the number of students
r_{11}	= a whole of instrument reliability
n	= the number of item
p	=subject proportion of correct answer
q	= subject proportion of wrong answer
S	= deviation standard from the test
$\sum pq$	= the number of the result of multiple between p and q

c. Discriminating Power

Discriminating Power is the ability of an item to distinguish students who have high capability and students who have the low capability. The numeral that shows the bigness of discriminating power called discrimination index (D). There is a negative sign in the discriminating index, where it used when an item is "in inverse" to indicate tested quality. That is smart student

called a stupid student and a stupid student called smart student.[14] The formula to determine discriminating power index as equation

$$D = P_A - P_B = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

In which:

D	= discriminating power of each item of test
J	= the number of test participant
J_A	= the number of students of upper group
J_B	= the number of students of lower group
B_A	= the number of students in upper group who answer item correctly
B_B	= the number of students in lower group who answer item correctly
P_A	= the proportion of the upper group who answer correctly
P_B	= the proportion of the upper group who answer correctly

Discrimination Power Criteria *(D)*, is as follow:

$D \leq 0{,}00$	(very poor)
$0{,}00 < D \leq 0{,}20$	(poor)
$0{,}20 < D \leq 0{,}40$	(satisfactory)
$0{,}40 < D \leq 0{,}70$	(good)
$0{,}70 < D \leq 1{,}00$	(excellent)[15]

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[14] Arikunto, *Dasar-Dasar Evaluasi Pendidikan*.p.211.

d. Degree of Test Difficulty

A good question is that not really difficult and not really easy. Degree of test difficulty to multiple choices could be determined by using formula as equation

$$P = \frac{B}{Js}$$

In which:

P	=	difficulty's index
B	=	number of correct answer of students
Js	=	number of students

Criteria

0,00<$P \leq$ 0,30	(very difficult)
0,31<$P \leq$ 0,70	(medium) sufficient
0,71<$P \leq$ 1,00	(easy)[16]

3. Documentation

Documentation is material that provides official information subject of the research need and progress. [17] Documentation itself there are some data such as a list of names and attendance list of students.

a. Technique of Data Analysis

To analyze the data, the researcher used T-test formula. The reason for using this formula is that this

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[15] Arikunto, *Dasar-Dasar Evaluasi Pendidikan*.p.218.
[16] Sudijono.p.372.
[17] Suharsini Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p.266

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study aims to determine whether there are significant differences between the two sample means or not. Prior to the data analysis by t-test done first be tested for normality and homogeneity of data. F-test is then performed to determine the significance test of the effect of one variable or a combination independent variable dependent variable. Then, a further test carried out by t-test. All submissions analyzes are performed on significance level 0, 05.

1. Analysis Pre-test
    a) Normality Test

    It is used to know the normality of the data that is going to be analyzed wether both method have normal distrubution or not. The normality test with Chi-square to find out the distribution data.

    Step by step Chi-square test is as follows:

    1. Determine the range (R): the largest data reduced the smallest.

    2. Determine many interval classes (K) with formula $K = 1 + (3,3) \log$

    3. Determine the length of the class, using formula $P = \frac{range}{number\ of\ class}$

    4. Make a frequency distribution table table

5. Determine the class boundaries (be) of each class interval

6. Calculating teh average Xi ($\bar{x}$) with the formula $\bar{x} = \dfrac{\Sigma y_1 x_1}{\Sigma y_1}$

7. Calculate variances, with the formula
$$s^2 = \frac{n \Sigma f_i x_1{}^2 - (f_i x_i)^2}{n\,(n-1)}$$

8. Calculate the value of Z, with the formula:
$$Z = \frac{x - X}{s}$$

X = Limit class

x = Average

S = Deviation standard

9. Define the board area of each class interval.

10. Calculate the frequency expository (Ei), with the formula: Ei = n x wide area with the n number of sample

11. Make a list of frequency of observation (Oi), with the frequency expository as follows:

Class	Bc	Z	P	L	Ei	Oi	$\dfrac{Oi - Ei}{Ei}$

12. Calculate the Chi-square (x^2)

$$x^2 = \Sigma_{Ei}^{k}\, \frac{(OiEi)^2}{Ei}$$

Notice:

X^2 : chi-square

O_i : frequency from observation

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E_i : expected frequency

13. Determine $dk = k - 1$ and $\alpha = 5\%$

14. Determining the value of X^2_{table}

15. Determining the distribution normality with test criteria:

If $X^2_{\text{count}} > X^2_{\text{table}}$ so the data is not normal distribution and the other way if the $X^2_{\text{count}} < X^2_{\text{table}}$ so the data is normal distribution.

b) Homogeneity Test

It is used to know weather using fix-up strategy and without fix-up strategy are taken from population have same variant or not. The formula is:

$$F\frac{Vb}{Vk}$$

Notice:

Vb : bigger varian

Vk : smaller varian

The hypothesis in homogeinity test are:

Ho : homogeny variant

Ha : non homogeny variant

If calculation result of F is lower than F table by 5% degree of significance so Ho is accepted, it means both method have some variant.

c) Test f the Average

The researcher used T-test todifferentiate the significances between the studets' reading comprehension of narrative text using fix-up strategy and the student' reading comprehension without fix-up strategy.

If $\sigma_1^2 = \sigma_2^2$ (has same varian), the formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \qquad \text{with}$$

$$s = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}}$$

Where:

$\bar{x}_1$: average of experimental group

$\bar{x}_2$: average of control group

N1 : number of experimental group

N2 : number of control group

s_1^2 : deviation standard of experimental group

s_2^2 : deviation standard of both group

If $\sigma_1^2 \neq \sigma_2^2$ (has no same varian), the formula is:

$$t^1 = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_1^2}{n_2}}}$$

The hypothesis are:

Ho = $\mu_1 = \mu_2$

Ha = $\mu_1 \neq \mu_2$

μ_1 : average data of experimental group

μ_2 : average data of control group

If $t^2{}_{count} > t^2{}_{table}$ so Ho is rejected and there is no difference of average value from both of groups. Moreover, the other way if $t^2{}_{count} < t^2{}_{table}$ so Ho is accepted and there is significant difference of average value from groups.[18]

2. Analysis of Post-test

To examine the hypothesis that had been stated, these following steps used:

a. Normality test

Normality test of the second step is the same as the normality test on the initial data.

b. Homogeneity test

Homogeneity test of second step is the same as the homogeneity test on the initial data.

c. Test of the average (Right-hand Test)

Proposed hypothetical test average similarity with the right test is as follow as:

Ho : $\mu_1 \le \mu_2$

Ha : $\mu_1 > \mu_2$

The test t-test formula is used:

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[18] Sudjana, *"Metode Statistika"*, (Bandung: Tarsito, 2001), 6th ed p. 272

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \qquad \text{with}$$

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Where:

$\bar{x}_1$: average of experimental group

$\bar{x}_2$: average of control group

N1 : number of experimental group

N2 : number of control group

s_1^2 : deviation standard of experimental group

s_2^2 : deviation standard of both group

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CHAPTER IV
RESEARCH FINDING AND ANALYSIS

In this chapter, the researcher presents description of research, data analysis and test of hypothesis, discussion of the research findings, and limitation of the research.

A. **Description of the research**

Findings of this research described that there were different results between experimental class which taught by using Fix-up strategy and control class which was taught without using Fix-up strategy on reading narrative text. The research was conducted in MANU 01 Banyuputih Batang at eleventh grade in the academic year of 2018/2019.

In this research, the researcher used non-probablity sampling with total sampling or population with total sampling or population sampling. Non-probability sampling is sampling technique which is not give the same opportunity for each element of population. The studentsof two classes, class XI IIK 1 and class XI IIK 2 which consist of approximately 29 students as the sample from population. Class XI IIK 2 was experimental class and class XI IIK 1 was an control class.

Before items were given to the students, the researcher gave try-out test for try out test on 19 August 2019 to analyse validity, reability, difficulty level, and discriminating power of each item. The researcher prepared 20 items as the instrument of the test. Test was given to know the validity, reability, degree of

test difficulty and discriminating power of test item of try-out test in class XII IPS 2 that was provided by the researcher.

In this research findings of try out test, the researcher use produmoment formula to analyze validity. The researcher applied the Spearman Brown Formula which was combined with Product Moment Formula to analyze reability of instrument. The degree of test difficulty used difficulty level formula by considered five level of difficulty. The last analysis of try out test was discriminating power by divided into two groups, lower group and upper group which consist of 15 students in upper group and 15 students of lower group.

The researcher gave pre test on 7 th September 2019 in control and experimental group. The questions consist of 15 items. After giving pre test, the writer determined the material and lesson plans of learning activities. Pre test was conducted to both groups to know that two groups were normal and homogeny.

After knowing the control group experimental group had same variant. Before giving the treatment and conventional method, the researcher prepared lesson plan and material to learning activity. The researcher conducted conventional method in control class on 14th September 2019. The control group was not taught by using Fix-up strategy, but the reacher explained the material using conventional method without giving variation or special treatment in learning process. The treatment for experimental group on 14th September 2019 by using Fix-up

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Strategy, which is appropriate to teach narrative text focused on reading skill.

After gave treatments in experimental group and conventional teaching in control group, the researcher gave post-test on 21th September 2019 to both experimental group and control group. From the post-test, it could be known that were significant result between control group and experimental group by hypothesis test which showed the value of t-*test* is higher than t-*table*.

B. **Data Analysis and Test of Hypothesis**
   1. Data Analysis Try-Out
      a. Data Analysis of Try-Out Finding
         1) Validity instrument

            Item validity was used to know the index validity of the test. To know the validity of instrument, the writer used the pearson product moment formula to analyse each item. It was obtained from 20 test items, there were 15 test items which were valid and 5 test items which were invalid. It was in valid with the reason the computation result of their r-xy value (the correlation of score each item) was lower than their r-*table* value.

Table 4.1

The Validity of Each Item

Criteria	r-table	Number of question	Total
Valid	3,361	1, 2, 3, 5, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19.	15
Invalid	3,361	4, 6, 7, 10, 20.	5

The following was the example of item validity computation for item number 1 and for the other items would use the same formula.

From the computation above, the result of computing validity of the item number was 0,48. After that, the researcher consulted the result to the table of r Product Moment with the number of subject (N)= and significance level 5% it was 3,361. Since the result of the computation was higher than r in table, the index of validity of the item number 1 was considered to be valid.

2) Reability Test

A good test must be valid and reliable. To get the coeffieient of correlation, the researcher applied the alpha formula with the formula below:

$$r_{11} = (\frac{k}{k-1})(\frac{Vt - \sum pq}{vt})$$

$$r_{11} = (\frac{25}{25-1})(\frac{12,55 - 4,40}{17,55})$$

r_{11} =   0,781

From the computation above, it was found out that (the total of reability test) was 1,071 whereas the number of subject was . it could be concluded that the instrument used in this research was reliable.

3) Degree of Test Difficulty

The following is the computation of the level difficulty for item number 1 and for the other items would use the same formula.

$$P = \frac{B}{JS} \quad P = \frac{29}{39} \quad P = 0,74$$

It is proper to say that the index diffixulty of the item number 1 above can be said as the easy category, because the calculation result of the item number 1 is in the interval $0.70 \leq p \leq 1.00$.

Table 4.2

The Degree of Difficulty Each Item

Criteria	Number of questions	Total
Easy	2, 4, 5, 6, 10, 12, 13, 14, 17, 19, 20.	11
Medium	1, 3, 7, 8, 9, 16, 18.	7
Difficult	11,15.	2

4) Discriminating Power

The following is the computation of discriminating power of item number 1. To do this analysis, the number of try-out subjects was divided

into two classes, upper and lower classes. They wre upper and lower class.

Table 4.3

The Discriminating Power Number 1

No	Code	Score	No	Code	Score
1	T1	1	1	T16	1
2	T2	1	2	T17	0
3	T3	1	3	T18	0
4	T4	1	4	T19	0
5	T5	1	5	T20	1
6	T6	1	6	T21	1
7	T7	1	7	T22	1
8	T8	0	8	T23	0
9	T9	1	9	T24	1
10	T10	1	10	T25	1
11	T11	0	11	T26	0
12	T12	1	12	T27	0
13	T13	1	13	T28	0
14	T14	1	14	T29	0
15	T15	1	15	T30	1
SUM		13	SUM		7

This was the analysis of discriminating power of item number 1 :

BA = 8   JA = 15

BB = 4   JB = 15

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B} = \frac{8}{15} - \frac{4}{15}$$

$$= 0{,}26$$

According to the criteria, the item number 1 above was medium category, because the calculation

result of the item number 1 was in the interval $0.4 \leq D \leq 0.70$ is good. After computing 20 items of tyr-out test and after being consulted to the discriminating power category, there were 4 items which considered beimg good, there were 6 items were satisfied and 10 items were poor.

Table 4.4

The Discriminating Power of Each Item

Criteria	Number of question	Total
Poor	2, 4, 5, 6, 7, 10 ,11, 13, 14, 20.	10
Satisfied	8, 9, 12, 15, 17, 19..	6
Good	1, 3, 16, 18.	4

Based on the analysis of validity, reability, difficulty level, and discriminating power, finally 20 item of test, there were 15 items were accepted to be post-test. There were number 1, 2, 3, 5, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, and 19.

2. Data Analysis of Pre-Test

Table 4.5

Pre-Test scor of the Experimental and Control class

Control			Experimental		
No	Code	score	no	Code	Score
1	E1	66	1	C1	60
2	E2	73	2	C2	66
3	E3	86	3	C3	66
4	E4	66	4	C4	53

5	E5	66	5	C5	60
6	E6	60	6	C6	53
7	E7	86	7	C7	53
8	E8	73	8	C8	66
9	E9	60	9	C9	60
10	E10	66	10	C10	80
11	E11	73	11	C11	66
12	E12	66	12	C12	66
13	E13	46	13	C13	53
14	E14	80	14	C14	60
15	E15	66	15	C15	73
16	E16	73	16	C16	60
17	E17	80	17	C17	46
18	E18	80	18	C18	66
19	E19	73	19	C19	53
20	E20	60	20	C20	46
21	E21	66	21	C21	53
22	E22	66	22	C22	66
23	E23	60	23	C23	66
24	E24	46	24	C24	60
25	E25	46	25	C25	53
26	E26	66	26	C26	66
27	E27	66	27	C27	73
28	E28	73	28	C28	53
SUM	1696				1888
N	28				29
AVERAGE	67,43				60,57

a. Normality Test

The normality test was used to know whether the data obtained was normally distributed or not. test data of his research used the formula of Chi-square.

Ha : the distribution list was normal

Ho : the distribution list was not normal

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With the criteria :

Ho accepted if $\chi2_{count} < \chi2_{table}$

Ho rejected if $\chi 2_{count} > \chi2_{table}$

With a = 5% and df = k-1

Table 4.6

The Normality Result of Pre-test in Experimental

Class and Control Class

Class	$\chi2_{count}$	$\chi2_{table}$	Criteria
Experimental	9,01	11,07	Normal
Control	10,23	11,07	Normal

Based on the analysis above, it can be seen that X2count both of class lower that X2table ($\chi2_{count} < \chi2_{table}$), so Ho accepted. And the conclution is the distribution data of experimental and control classes were normal.

b. Homogenity Test

The homogenity test is used to know wether the group sample that was taken from population is homogeneous or not.

Ho : $\propto_2 1 = \propto 21$

Ha : $\propto 21 \neq \propto 21$

Table 4.7

The Homogenity of Pre-Test in Experimental and

Control Class

Class	Varience (S2)	N	Fcount	Ftable	Criteria
Experimntal	80,66	28	0,73	1,88	Homogen
Control	109,96	28	0,73	1,88	Homogen

According to the formula above, it is obtained that :

$$F = \frac{Vb}{Vk}$$

$$F = \frac{80,66}{109,96}$$

F = 0,733

Based on computation above it is obtained that Fcount is lower than Ftable so Ho accepted. It can be concluded that the data of pre-test from experimental and control class have the same varience or homogeneous.

c. Testing of Similarity average of initial data between experimental and control class.

To test the difference of average used t-test.

Ho : $\mu1 = \mu2$

Ha : $\mu1 \neq \mu2$

Where

$\mu1$: average data of experimental group

$\mu2$: average data of control group

Table 4.8

The Average of Similarity Test of Reading Skill Pre-Test in Experimental and Control Class

Varience Source	Experimental	Control	Criteria
Sum	1696	1888	
N	28	28	
Average (X)	61	67	Ho Accepted
Varience (S2)	110	81	
Standard of Deviation (S)	10,49	8,98	

According to the formula above, it is obtained that :

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = t = \frac{67 - 61}{s\sqrt{\frac{1}{28} + \frac{1}{28}}}$$

$$t = 2{,}63$$

With α and df = 28+28-2 = 54, obtained t*table* = 2,80. From the result of calculation t-*test*, t*count* = 1,63. Because t*count* was lower than t*table*, so Ho accepted.

3. Data Analysis of Post Test

   a. Normality Test

   Ha : the distribution list was normal

   Ho : the distribution list was not normal

   With the criteria :

   Ho accepted if $X2count < X2table$

   Ho rejected if $X2count > X2table$

   With a = 5% and df = k-.1

Table 4.9

The Result of Normality Test of Post-Test of the

Experimental and Control Class

Class	X2count	X2table	Criteria
Experimental	10,68	11,070	Normal
Control	7,74	11,070	Normal

Based on analysis above, it can be seen that X2count both of class lower that X2table (X2count < X2table), so Ho accepted. And the conclution is the distribution data of experimental and control classes are normal.

b. Homogeneity Test

The homogenity test is used to know whether the group sample that was taken from population is homogeneous or not.

Ho : $\alpha_1^2 = \alpha_2^2$

Ha : $\alpha_1^2 \neq \alpha_2$

Table 4.10

The Homogeneity Result of Pre-Test in

Experimental and Control Class

Class	Varience (s2)	N	Fcount	Ftable	Criteria
Experimental	99,58	28	1,28	1,88	Homogen
Control	77,76	28	1,28	1,88	Homogen

$$F = \frac{Vb}{Vk}$$

$$F = \frac{99.58}{77,76}$$

F = 1,28

Based on computation above it is obtained that F*count* is lower than F*table* so Ho accepted. It can be concluded that data of post-test from experimental and control class have the same varience or homogeneous.

c. Hypothesis test.

Hypothesis test is used to know whether there is a difference on post-test of experimental class and control classes. The data which is used to test the hypothesis is score post-test both of class. to test the difference of average used t-*test* .

Ho : μ1 = μ2 : it means here is no significant difference between the reading skill *improvement* of students who were taught by using Fix-up strategy and who were taught without using Fix-up strategy.

Ha : μ1 ≠ μ2 : it means there is significant difference between the reading skill *improvement* of students who were taught by using Fix-up strategy and who were taught without using Fix-up strategy.

Based on computation above it is obtained that Fcount is lower than Ftable. So Ho accepted. It can be

concluded that data of pre-test from experimental and control class have the same varience or homogeneous.

Table 4.11

The Result of Computation T-test

Class	N	(X)	(S2)	(S)	T*count*	T*table*	Criteria
Experimental	28	83	99,6	9,98	6,03	2,004	Ho accepted
Control	28	67	77,8	8,82	6,03	2,004	Ha accepted

Based on the *computation* above, it is obtained that the average of post-test of the expeimental class who are taught by using Fix-up strategy is 83 and standard deviation (s) 9,98. While the average of post test of the control class who are taught without using Fix-up strategy is 67 and starndard deviation (s) is 8,82. Df = 28+28-2= 54 by α =5% obtained t*table*=2,004 . from the result of calculation t-*test* t*count* =6,03. If compared between t*table* and t*count*, t*count*> t*able*. It means that Ho is rejected and Ha is accepted. There is significanct diference between the reading skill improvement of students who were taught by using Fix-up strategy and who were taught without using Fix-up strategy.

d. Discussion of the Research Findings

   After getting the result of the research, the researcher discussed the data. Based on the teaching learning processed, it could be seen that Fix-up strategy was able to answer the statement problem.

1. The comparison of average score between pre-test of experimental class and pre-test of control class was not significance/homogeneous. The homogenity of pre-test is very important for the researcher if he/she want to continue his/her research. The average score of experimental class was 83 and the average score of control class was 67.

2. The progress between pre-test and post-test of experimental class and control class. the difference effect of experimental class and control class was on treatment. The students of experimental class was taught by using Fix-up strategy, while the students of control class was taught without using Fix-up strategy. The progress of learning process in experimental class was sharp, it can be seen on students' activity in treatment process by using Fix-up strategy :

   a. The students are interested in joining the learning process. By using Fix-up strategy, the teacher could create an interesting teaching learning

process in the classroom because the students could be happy and they would not get bored. It also makes students enthusiastic in reading test.

b. The students were motivated to learn together. It means that teaching using Fix-up strategy had advantages in learning process, especially in reading narrative text. The strategy of using Fix-up could help the students olve their problem in reading, besides it also encouraged the students to be more active and motivated.

c. The students can understand more about Narrative text. It means that after using Fix-up strategy, the students understand how to find the main idea in the passage well.

It was affected to the students average score of post test was 83 while 67. The progress of learning process in control class was steady, because the teacher taught using Fix-up strategy, it can be seen on the students' average score of post test was 83 while the average score of pre-test was 67.

e. Limitation of the research

The reseacher realized that this research had not been done optimally. There were constraints and obstacles

faced during the research process. Some limitations of this research were :

1. The research was limited at MANU 01 Banyuputih in the academic year of 2018/2019. When the same researches conducted in other schools, it is still possible that different result will be gained.

2. Relative of the implementation process of this research have short of time, makes this research could not be do maximal. But it was enough to fulfil all requirements for a research.

3. Relative lack of experience and knowledge of the researcher, makes implementation process of this research was less smooth. But the researcher tried as maximal as possible to do this research.

   Considering all thoselimitations, there is a need to do more research about teaching narrative text using the same or different medium. In the hope there will be more optimal result.

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusion, suggestion, and clossing.

A. Conclusion

The conclusion of this research in drawn in accordance with the result of the data analysis in the previous chapter. After getting the result of study. The researcher concludes that Fix-up strategy was effective in teaching reading narrative text. By using Fix-up strategy, the researcher could create an interesting teaching learning process in the clasroom because the students could be happy and they would not get borred. There are some significant differences between experimental class and control classs.

B. Suggestions

In teaching and learning English at Senior High School, the teacher must create enjoyable, fun and interesting atmoshphere, because the enjoyment is the basic modal that has to be noticed in order to get students' attention in learning. So, the students' are interested in learning. The teacher can create an entertainment or enjoyment situation by using Fix-up strategy in teaching reading. By using Fix-up strategy, students do not only pay attention to the material, but also they can identify some grammatical structures in interesting and different way. If the students have high interest, it would not be difficult for the teacher to deliver the lesson. In

addition, the students also will be easily to open their minds on understanding the material. The researcher hopes that the school institution can support teachers to create enjoyable, fun and interesting atmospher in learning English especially in teaching narrative text. So, this research can improve students' English skill especially in reading.

1. Suggestions for the teacher

    a) There are some strategies to improve students' reading comprehension; one of them is Fix-Up Strategy. It is recommended to the teacher to apply this strategy in teaching and learning process, mainly reading.

    b) The teacher should be creative to select kinds of reading text in order to make students comprehend more about the text and to diminish boredom in learning English, especially in Reading aspect.

2. Suggestions for the students

    a) The students should try to understand to use Fix-Up Strategy in reading text and to practice it in the classroom.

    b) The students should avoid cheating in doing their exercises because in using Fix-Up Strategy, each student is given time to resolve their own problems in identifying the difficult words. Thus, the students should independently do their exercises.

C. Closing

The true praise only to Allah, who gives power and health until this thesis can be finished. The writer is sure that this research is far from the perfectness. Therefore, constructive criticism and advice are really expected. Finally, the writer hopes that it can be useful for her and for the readers in general.

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Appendix 1

LIST OF STUDENTS OF TRY OUT CLASS

No	Nama	Code
1	Aan Widi Wibowo	T01
2	Adi Hermawan	T02
3	Ahmad Rizal Fikri	T03
4	Ahmad Taufik	T04
5	Aida Alivia	T05
6	Aji Santoso	T06
7	Ali Sodikin	T07
8	Anis Kurniawati	T08
9	Aris Sufyan	T09
10	Ayu Setianingsih	T10
11	Bayu Andriyanto	T11
12	Davit Saputra	T12
13	Defi Nurul Hidayah	T13
14	Dwi Himawan	T14
15	Fatchu Rizal Pratama	T15
16	Fendi Hendri P	T16
17	Feri Andriyanto	T17
18	Ghulam Abid Chusaini	T18
19	Irma Yulita	T19
20	Irsyad Maulana	T20
21	Khusni Islakhudin	T21
22	Masrukhah	T22
23	Moch Romadhon	T23
24	Moh Nasikhin	T24
25	Muhamad Furqon	T25
26	Natasa Andriyani	T26
27	Rozaqul Arifin	T27
28	Shanti	T28
29	Ummu Salamah	T29
30	Wiji Patasih	T30

Appendix 2

LIST OF STUDENTS OF XI IBB 1 (EXPERIMENTAL CLASS)

No	Nama	Code
1	Adi Prasetiyo	E01
2	Ahmad Sapik	E02
3	Aminudin	E03
4	Ardi Tya Kurniawan	E04
5	Arul Eka Septyo	E05
6	Dena Ariyanto	E06
7	Diftasari	E07
8	Dinia Eli Agustin	E08
9	Dita Iraningtyas	E09
10	Diyas Mei Trilian	E10
11	Fia Izana Muflihah	E11
12	Galang Dani Ramadhan	E12
13	Isrotul Khotimah	E13
14	Kukuh Fitrianingrum	E14
15	Lailatul Annisa Fitri	E15
16	Lina Yu;i Arnita	E16
17	Nailul Hikam	E17
18	Ni'matul Lailiyah	E18
19	Nur Hidayah	E19
20	Rafi Emaliana	E20
21	Ratna Wulandari	E21
22	Rizkya Mifta Amalia	E22
23	Sintya Choirunnisa	E23
24	Siti Romizah	E24
25	Siti Zainab	E25
26	Siti Zulaikha	E26
27	Syntia Melina	E27
28	Teguh Pamuji	E28

Appendix 3

LIST OF STUDENTS OF XI IBB 11 (CONTROL CLASS)

No	Nama	Code
1	Abdul Wahab	C01
2	M Ariful Mutaalimin	C02
3	Ubaidillah	C03
4	Risyanto	C04
5	Ahmad Indra Kusuma	C05
6	M Zaenal Abidin	C06
7	A Febriansyah	C07
8	Nur Alim	C08
9	Lutfi Riski Isnaini	C09
10	A Lutfi Nurfaizin	C10
11	Imam Muhlis	C11
12	A Lutfi Nur Faizin	C12
13	Imam Muhlis	C13
14	M. Khirurruski	C14
15	Ahmad Sohih	C15
16	M Nafis Maulana	C16
17	Aldi Setiawan	C17
18	Dodi Prasetya	C18
19	M Haldi Ulqi Faiz	C19
20	Syifa Lutfia A	C20
21	Laila Nur Khasanah	C21
22	I'anah Wijayanti	C22
23	Suci Nur Aini	C23
24	Milatul Khusna	C24
25	Vivia Isnaeni	C25
26	Silviana Aulia	C26
27	Erni Putri Sari	C27
28	Rizki Kamaliah	C28

Appendix 4

THE SCHEDULE OF THE RESEARCH

NO	DATE	ACTIVITIES
1.	19 August 2019	Try out test
2.	7 September 2019	Pre-test in control and experimental class
3.	14 eptember 2019	▪ Treatment by using Fix-up strategy in experimental class ▪ Teaching without Fix-up strategy in control class
4.	21 September 2019	Post-test in control and experimental class

Appendix 5

NO	CODE	ITEM									
		1	2	3	4	5	6	7	8	9	10
1	T01	1	1	0	1	1	1	0	0	1	1
2	T02	0	1	0	0	1	1	1	0	0	1
3	T03	1	1	1	1	1	1	0	1	1	1
4	T04	1	1	1	1	1	1	1	1	1	0
5	T05	1	1	1	1	1	1	0	1	0	1
6	T06	1	1	1	1	1	1	0	0	1	1
7	T07	1	1	1	0	1	1	0	0	1	1
8	T08	1	1	1	1	1	1	1	0	1	1
9	T09	0	1	0	1	1	1	0	1	1	1
10	T10	1	1	1	1	1	0	0	1	1	1
11	T11	1	0	1	0	0	1	1	1	1	1
12	T12	1	1	0	1	1	1	1	0	1	0
13	T13	1	1	0	1	1	1	0	1	1	1
14	T14	0	0	0	0	0	1	0	0	1	1
15	T15	1	1	1	1	0	1	1	0	0	1
16	T16	0	1	0	1	1	1	1	0	0	0
17	T17	1	0	1	1	0	1	0	1	0	0
18	T18	1	1	0	1	1	1	1	0	1	1
19	T19	1	1	1	1	1	1	1	1	1	1
20	T20	0	1	1	0	1	1	1	0	0	0
21	T21	1	1	0	0	0	1	1	1	1	0
22	T22	0	1	0	1	0	0	0	0	0	1
23	T23	1	0	0	1	1	1	1	0	0	0
24	T24	1	1	0	1	1	0	0	1	1	1
25	T25	1	0	0	1	1	1	1	1	1	0
26	T26	0	1	1	1	1	0	1	1	0	0
27	T27	1	1	1	0	1	0	1	1	1	1
28	T28	0	1	0	1	1	1	0	1	1	1
29	T29	0	1	0	1	1	0	1	1	0	1
30	T30	1	1	1	0	1	1	1	1	1	1
	r tabel	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361
	r hitung	0,454257	0,402815	0,600481	0,149368	0,455364	0,005004	0,193885	0,380304	0,399424	0,155124
		valid	valid	valid	tdk valid	valid	tdk valid	tdk valid	valid	valid	tdk valid

11	12	13	14	15	16	17	18	19	20	jumlah
0	1	1	0	1	0	1	0	1	1	12
1	0	1	1	1	0	0	1	0	1	12
1	1	1	1	0	0	1	1	1	1	17
0	1	1	1	1	1	1	1	1	0	16
0	1	0	1	1	1	1	0	1	1	16
0	1	1	1	0	1	1	1	0	0	16
1	1	1	1	1	0	1	1	1	0	12
0	1	1	1	0	0	0	0	1	1	18
1	1	1	1	1	1	1	0	1	0	12
0	0	1	1	0	0	1	1	1	1	17
0	1	1	1	0	0	0	1	1	1	14
0	1	0	0	0	0	1	0	0	0	15
0	1	1	1	0	0	1	0	0	1	9
0	0	0	1	0	1	1	1	1	1	7
0	1	0	1	0	0	1	0	1	0	15
0	1	1	1	0	0	1	0	1	1	10
1	1	1	1	1	1	1	1	1	1	9
0	1	1	1	0	0	1	0	1	1	14
0	1	0	0	0	0	0	0	0	1	19
1	1	1	1	1	1	1	0	1	1	12
0	0	1	1	0	0	1	1	1	1	11
0	1	1	1	1	1	1	0	1	1	5
1	1	1	1	0	0	0	1	1	1	11
0	1	0	1	1	0	1	0	0	1	16
1	1	1	1	0	1	0	1	0	1	10
0	1	0	1	1	1	1	1	1	1	16
0	1	1	1	0	1	1	1	1	0	15
0	0	1	1	1	0	0	0	1	1	14
0	1	1	1	0	1	1	1	1	0	10
0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	16
0,369131	0,430344	0,48271	0,453696	0,424604	0,735147	0,380304	0,660529	0,364399	0,104114	
valid	valid	valid	valid	valid	valid	valid	valid	valid	tdk valid	kelas

Appendix 6

NO	CODE	no item 1	2	3	5	8	9	11	12	13	14	15	16	17	18	19	jumlah
1	T01	1	1	0	1	0	1	0	1	1	0	1	0	1	1	1	10
2	T02	0	1	0	1	0	0	1	0	1	1	1	0	0	1	0	7
3	T03	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	13
4	T04	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	13
5	T05	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	12
6	T06	1	1	1	1	0	1	0	1	1	1	0	0	1	1	1	12
7	T07	1	1	1	1	0	1	0	1	1	1	1	0	1	1	0	10
8	T08	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	13
9	T09	1	1	0	1	1	1	1	1	1	1	0	0	1	0	1	10
10	T10	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	14
11	T11	1	0	1	0	0	1	0	0	1	1	0	1	1	1	1	10
12	T12	1	1	0	1	0	1	0	1	1	0	0	1	1	1	0	7
13	T13	1	1	0	1	1	0	0	1	1	0	0	0	0	0	0	4
14	T14	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	10
15	T15	1	0	1	0	0	0	0	1	1	1	0	1	1	1	1	5
16	T16	0	1	0	1	0	0	0	0	0	1	0	0	1	0	1	7
17	T17	1	0	1	0	1	0	0	1	0	1	1	0	1	0	1	9
18	T18	1	1	1	1	0	1	0	1	1	1	1	0	1	0	1	14
19	T19	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	9
20	T20	0	1	1	1	0	1	0	0	0	1	0	0	1	0	0	7
21	T21	1	1	0	0	1	1	1	1	1	1	0	0	1	1	0	2
22	T22	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	7
23	T23	1	0	0	1	1	0	0	1	1	1	1	1	1	0	1	13
24	T24	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	5
25	T25	1	0	0	1	0	1	0	1	0	1	0	0	0	0	0	13
26	T26	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	13
27	T27	1	1	1	1	1	1	0	0	0	1	0	1	1	1	1	12
28	T28	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	12
29	T29	0	1	0	1	0	0	0	0	1	1	1	0	0	0	1	6
30	T30	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	13

k	15	k/k-i	1,071429
k-1	14-Jan	m(k-m)	
m	9,633333	k*st	
k-m	5,4	m(k-m)/k*st	
st2	10,72299	1-m(k-m)/k*st	

NO	CODE	ITEM	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	T01		1	1	0	0	1	1	0	0	1	1	0	1	1	0	1	0	1	0	1	1
2	T02		0	1	0	0	1	1	0	0	0	1	0	0	1	1	1	0	0	1	0	1
3	T03		1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1
4	T04		1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0
5	T05		1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1
6	T06		1	1	1	1	1	1	0	0	1	1	0	1	1	1	0	1	1	1	1	1
7	T07		1	1	1	0	1	1	0	0	1	1	0	1	1	1	1	0	1	1	0	0
8	T08		1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1
9	T09		0	1	0	1	1	0	1	1	1	1	1	1	1	1	0	0	1	0	0	0
10	T10		1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	0	1	1
11	T11		1	0	1	0	0	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1
12	T12		1	1	0	1	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	0
13	T13		1	1	0	1	1	1	0	0	1	0	0	1	1	0	0	0	0	0	0	1
14	T14		0	0	0	0	0	1	0	0	1	1	0	1	0	1	0	0	1	0	0	0
15	T15		1	1	1	1	0	1	1	0	0	1	0	0	1	1	0	1	1	0	1	1
16	T16		0	1	0	1	1	1	0	1	0	0	0	0	0	1	0	0	0	0	1	1
17	T17		1	0	1	1	0	1	1	1	0	1	0	1	1	1	1	0	1	0	1	0
18	T18		1	1	0	1	1	1	1	0	1	1	0	1	1	1	0	0	1	0	1	1
19	T19		1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1
20	T20		0	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1
21	T21		1	1	0	0	0	0	1	1	1	0	0	0	1	1	0	0	1	0	0	1
22	T22		0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0
23	T23		1	0	0	1	1	1	1	0	0	0	0	1	1	1	0	1	1	0	1	1
24	T24		1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1
25	T25		1	0	0	1	1	1	1	0	0	1	0	1	1	1	0	0	0	0	0	1
26	T26		0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1
27	T27		1	1	1	0	1	0	1	1	1	1	0	1	0	1	0	1	1	1	1	1
28	T28		0	0	0	1	1	1	0	1	0	1	1	0	1	1	0	1	1	1	1	0
29	T29		1	1	0	1	1	0	1	0	0	1	0	0	1	1	1	0	0	0	1	1
30	T30		1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0
	Indeks kesulitan		21	25	15	22	24	24	17	15	20	24	7	24	23	27	10	13	24	15	23	23
			0,7	0,833333	0,5	0,733333	0,8	0,8	0,566667	0,5	0,666667	0,8	0,233333	0,8	0,766667	0,9	0,333333	0,433333	0,8	0,5	0,766667	0,766667
	Interpretasi		sedang	mudah	sedang	mudah	mudah	mudah	sedang	sedang	sedang	mudah	sukar	mudah	mudah	mudah	sukar	sedang	mudah	sedang	mudah	mudah
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Appendix 7

no	nama	kelas	item	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	jumlah
1	aan widi w	xii ips 2		1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	19
2	adi hermawati	xii ips 2		1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	18
3	ahmad riza	xii ips 2		1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	17
4	ahmad tao	xii ips 2		1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	17
5	aida alivia	xii ips 2		1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	0	1	0	16
6	aji santoso	xii ips 2		1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	16
7	ali sodikin	xii ips 2		1	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	16
8	anis kurnia	xii ips 2		1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	0	1	16
9	anis sufyan	xii ips 2		0	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	16
10	ayu setiyar	xii ips 2		1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	16
11	bayu andri	xii ips 2		1	1	0	1	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	1	15
12	david sapui	xii ips 2		1	1	1	0	0	0	1	1	0	1	0	1	0	1	0	1	1	1	1	1	15
13	defi nurul f	xii ips 2		1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	15
14	dwi himaw	xii ips 2		1	0	0	0	0	1	1	0	1	1	0	0	0	1	0	0	1	0	1	1	14
15	fatchu rizal	xii ips 2		1	1	0	1	1	1	1	0	1	1	0	1	1	1	0	0	1	0	1	1	14
	Ba		14	14	14	12	12	13	11	10	10	12	13	5	14	13	15	7	12	14	12	14	13	
	Pa		0.933333	0.933333	0.933333	0.8	0.8	0.866667	0.733333	0.666667	0.666667	0.8	0.866667	0.333333	0.933333	0.866667	1	0.466667	0.8	0.933333	0.8	0.933333	0.866667	
16	fendi hendi	xii ips 2		0	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	0	14
17	feri andriy	xii ips 2		1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	0	1	0	1	1	12
18	ghulam abi	xii ips 2		1	1	0	1	1	1	1	0	0	1	1	0	1	1	1	0	0	1	0	1	12
19	irma yulita	xii ips 2		1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	0	12
20	irsyad maa	xii ips 2		0	1	0	1	1	1	0	0	0	0	0	1	1	1	0	0	1	0	1	0	12
21	khusni isla	xii ips 2		0	1	1	0	1	1	1	0	1	0	1	1	1	1	0	0	1	0	1	1	12
22	masrukhat	xii ips 2		1	1	0	1	0	1	1	0	1	1	0	1	1	1	0	1	1	0	0	1	11
23	moch romo	xii ips 2		0	0	0	1	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	1	11
24	moh nasikl	xii ips 2		0	1	0	1	1	1	1	0	0	1	0	0	0	1	0	0	1	0	0	1	10
25	muhammad	xii ips 2		1	0	0	1	1	1	1	1	0	1	0	0	1	1	0	0	0	0	0	1	10
26	Natasa andi	xii ips 2		0	1	0	0	0	0	1	0	0	0	0	0	1	1	1	0	0	0	1	1	10
27	rozalqul ar	xii ips 2		1	1	0	1	0	1	0	1	1	0	0	1	0	0	0	0	1	0	0	0	9
28	shanti	xii ips 2		1	0	1	1	0	0	0	1	1	1	0	1	0	1	0	0	1	0	1	0	9
29	trisnanto	xii ips 2		0	0	0	0	0	1	0	0	1	1	0	0	0	1	0	0	1	0	1	1	7
30	tegar budi	xii ips 2		0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	5
	Bb		7	7	11	3	10	11	13	7	5	8	11	2	10	10	12	3	1	10	3	9	10	
	pb		0.466667	0.466667	0.733333	0.2	0.666667	0.733333	0.866667	0.466667	0.333333	0.533333	0.733333	0.133333	0.666667	0.666667	0.8	0.2	0.066667	0.666667	0.2	0.6	0.666667	
	D			0.466667	0.2	0.6	0.133333	0.133333	-0.13333	0.2	0.333333	0.266667	0.133333	0.2	0.266667	0.2	0.2	0.266667	0.733333	0.266667	0.6	0.333333	0.2	
	Pa-Pb																							
	Kriteria		good	poor	good	poor	poor	poor	poor	satisfactory	satisfactory	satisfactory	poor	satisfactory	satisfactory	poor	satisfactory	excellent	satisfactory	good	satisfactory	poor		
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	

Appendix 8

Uji Normalitas post test

NO	Kode	Nilai
1	C-01	66
2	C-02	66
3	C-03	53
4	C-04	80
5	C-05	66
6	C-06	66
7	C-07	73
8	C-08	73
9	C-09	60
10	C-10	63
11	C-11	60
12	C-12	80
13	C-13	66
14	C-14	60
15	C-15	86
16	C-16	66
17	C-17	73
18	C-18	66
19	C-19	60
20	C-20	73
21	C-21	60
22	C-22	73
23	C-23	80
24	C-24	86
25	C-25	66
26	C-26	53
27	C-27	60
28	C-28	66

(**Kelas Kontrol**)

Nilai Terbesar	86
Nilai Terkecil	53
Banyak Data	28
Jumlah Data	1900
Banyak Kelas	6
panjang Kelas	6

67.86

Interval	f_0	f_h	$f_0 - f_h$	$(f_0 - f_h)^2$	$\dfrac{(f_0 - f_h)^2}{f_h}$
46-53	2	1	1.24	1.548	2.05
54-61	6	4	2.21	4.891	1.29
62-69	10	10	0.44	0.197	0.02
70-77	5	10	-4.56	20.761	2.17
78-85	3	4	-0.79	0.622	0.16
86-93	2	1	1.24	1.548	2.05
Jumlah	28	28	0	30	7.74

9.7   11.07

Derajat Kebebasan(dk) =6-1=5
Kesalahan yang ditetapkan 5%, maka harga Chi Kuadrat adalah
11.070

karena harga Chi Kuadrat Hitung (9.70) lebih besar dari harga Chi
kuadrat tabel (11,070), maka distribusi data nilai Post tes Fisika kelas
Kontrol sejumlah 35 siswa dapat dikatakan *berdistribusi Normal.*
Dan Ho diterima sedangkan Ha ditolak

Appendix 9

Kelas Eksperimen		
NO	Kode	Nilai
1	E-01	60
2	E-02	66
3	E-03	66
4	E-04	53
5	E-05	60
6	E-06	53
7	E-07	53
8	E-08	66
9	E-09	60
10	E-10	80
11	E-11	66
12	E-12	66
13	E-13	53
14	E-14	60
15	E-15	73
16	E-16	60
17	E-17	46
18	E-18	66
19	E-19	53
20	E-20	46
21	E-21	53
22	E-22	66
23	E-23	66
24	E-24	60
25	E-25	53
26	E-26	66
27	E-27	73
28	E-28	53

		60.5714
Max	80	
Min	46	
Banyak Data	28	
Jumlah Data	1696	
Banyak Kelas	6	
panjang Kelas	6	

Interval	f_0	f_h	$f_0 - f_h$	$(f_0 - f_h)^2$	$\dfrac{(f_0 - f_h)^2}{f_h}$
46-51	2	1	1.24	1.548	2.04701
52-57	8	4	4.21	17.738	4.68208
58-63	6	10	-3.56	12.648	1.32351
64-69	9	10	-0.56	0.310	0.03240
70-75	2	4	-1.79	3.198	0.84425
76-81	1	1	0.24	0.060	0.07875
Jumlah	28	28	0	36	9.01

Daerah
penolak Ho

Daerah
penerimaan Ho

6.18   11.07

Derajat Kebebasan(dk) =6-1=5
Kesalahan yang ditetapkan 5%, maka harga Chi Kua
adalah 11.070

karena harga Chi Kuadrat Hitung (6.18) lebih besar dari harga Chi kuadrat
tabel (11,070), maka distribusi data nilai Post tes Fisika kelas eksperimen
sejumlah 35 siswa dapat dikatakan *berdistribusi Normal* Dan Ho
diterima sedangkan Ha ditolak

Appendix 10

Kelas Kontrol			Kelas Eksperimen		
NO	Kode	Nilai	NO	Kode	Nilai
1	C-01	66	1	E-01	60
2	C-02	73	2	E-02	66
3	C-03	86	3	E-03	66
4	C-04	66	4	E-04	53
5	C-05	66	5	E-05	60
6	C-06	60	6	E-06	53
7	C-07	86	7	E-07	53
8	C-08	73	8	E-08	66
9	C-09	60	9	E-09	60
10	C-10	66	10	E-10	80
11	C-11	73	11	E-11	66
12	C-12	66	12	E-12	66
13	C-13	46	13	E-13	53
14	C-14	80	14	E-14	60
15	C-15	66	15	E-15	73
16	C-16	73	16	E-16	60
17	C-17	80	17	E-17	46
18	C-18	80	18	E-18	80
19	C-19	73	19	E-19	53
20	C-20	60	20	E-20	46
21	C-21	66	21	E-21	53
22	C-22	66	22	E-22	66
23	C-23	60	23	E-23	66
24	C-24	46	24	E-24	60
25	C-25	46	25	E-25	53
26	C-26	66	26	E-26	66
27	C-27	66	27	E-27	73
28	C-28	73	28	E-28	53
Jumlah		1888.00	Jumlah		1710.00
Jumlah Data		28.00	n		28.00
Varians		109.96	Varians		80.66
Simpangan Baku		10.49	Simpangan Baku		8.98

Uji Hipotesis

Untuk Menguji hipotesis digunakan rumus

$$F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

Ho diterima apabila $F_{hitung} \leq F_{tabel}$

Maka

$$F = \frac{80.66}{109.96} = 0.73357$$

Taraf Signifikan 5% dengan

dk pembilang=nb-1 =28-1=27

dk penyebut=nk-1=28-1=27

f Tabel dengan a=0.05 dan f tabel 1.88 f hitung<f tabel

Karena F hitung kurang dari f tabel, maka data tersebut bersifat HOMOGEN

Appendix 11

Hipotesis

$H\_0 = \mu\_1 \le \mu\_2$

$H\_1 = \mu\_1 > \mu\_2$

Uji Hipotesis

Untuk menguji hipotesis digunakan rumus:

$t = (\bar{x}\_1 - \bar{x}\_2)/(s \sqrt{(1/n\_1 + 1/n\_2)})$

dengan

$S^2 = ((n\_1 - 1) [\![S\_1]\!]^2 + (n\_2 - 1) [\![S\_2]\!]^2)/(n\_1 + n\_2 - 2)$

Ho diterima apabila $-t\_((1-\alpha)(n\_1 + n\_2 - 2)) < t < t\_((1-\alpha)(n\_1 + n\_2 - 2))""$

Sumber	kontrol	experimen
Jumlah	1888	1696
n	28	28
$\bar{x}$	67	61
S	110	81
S	10.49	8.98

Berdasarkan rumus diatas diperoleh

$$S = \frac{(28-1) \quad 110 \quad + \quad (28-1) \quad 81}{28 \quad + \quad 28 \quad - \quad 2}$$

$S \qquad 95$

$S = \qquad 9.76$

$$t = \frac{67 \quad - \quad 61}{9.76 \sqrt{\dfrac{1}{28} + \dfrac{1}{28}}} = 2.63$$

Pada $\alpha = 5\%$ dengan df = 35 + 35 - 2 = 68 diperoleh

$t \qquad 2.004879$

2.63   2.004879

Karena t berada pada daerah penerimaan Ho, maka dapat disimpulkan bahwa tidak ada persamaan rata-rata dari kedua kelas

Appendix 12

Kelas Kontrol		
NO	Kode	Nilai
1	C-01	66
2	C-02	66
3	C-03	53
4	C-04	80
5	C-05	66
6	C-06	66
7	C-07	73
8	C-08	73
9	C-09	60
10	C-10	63
11	C-11	60
12	C-12	80
13	C-13	66
14	C-14	60
15	C-15	86
16	C-16	66
17	C-17	73
18	C-18	66
19	C-19	60
20	C-20	73
21	C-21	60
22	C-22	73
23	C-23	80
24	C-24	86
25	C-25	66
26	C-26	53
27	C-27	60
28	C-28	66

Nilai Terbesar	86
Nilai Terkecil	53
Banyak Data	28
Jumlah Data	1900
Banyak Kelas	6
panjang Kelas	6

67.86

Interval	f_0	f_h	$f_0 - f_h$	$(f_0 - f_h)^2$	$\dfrac{(f_0 - f_h)^2}{f_h}$
46-53	2	1	1.24	1.548	2.05
54-61	6	4	2.21	4.891	1.29
62-69	10	10	0.44	0.197	0.02
70-77	5	10	-4.56	20.761	2.17
78-85	3	4	-0.79	0.622	0.16
86-93	2	1	1.24	1.548	2.05
Jumlah	28	28	0	30	7.74

Daerah penolak Ho

Daerah penerimaan Ho

9.7   11.07

Derajat Kebebasan(dk) =6-1=5
Kesalahan yang ditetapkan 5%, maka harga Chi Kuadrat adalah
11.070

karena harga Chi Kuadrat Hitung (9.70) lebih besar dari harga Chi
kuadrat tabel (11,070), maka distribusi data nilai Post tes Fisika kelas
Kontrol sejumlah 35 siswa dapat dikatakan **berdistribusi Normal.**
Dan Ho diterima sedangkan Ha ditolak

Appendix 13

Kelas Eksperimen		
NO	Kode	Nilai
1	E-01	100
2	E-02	73
3	E-03	60
4	E-04	80
5	E-05	86
6	E-06	93
7	E-07	86
8	E-08	66
9	E-09	100
10	E-10	73
11	E-11	80
12	E-12	80
13	E-13	80
14	E-14	80
15	E-15	73
16	E-16	80
17	E-17	83
18	E-18	80
19	E-19	86
20	E-20	73
21	E-21	80
22	E-22	73
23	E-23	93
24	E-24	83
25	E-25	93
26	E-26	86
27	E-27	100
28	E-28	93

Max	100	82.6071
Min	60	
Banyak Data	28	
Jumlah Data	2313	
Banyak Kelas	6	
panjang Kelas	7	

Interval	f_0	f_h	$f_0 - f_h$	$(f_0 - f_h)^2$	$\dfrac{(f_0 - f_h)^2}{f_h}$
60-66	2	1	1.24	1.548	2.04701
67-73	5	4	1.21	1.468	0.38749
74-80	8	10	-1.56	2.422	0.25348
81-87	6	10	-3.56	12.648	1.32351
88-94	4	4	0.21	0.045	0.01182
95-101	3	1	2.24	5.036	6.66076
Jumlah	28	28	0	23	10.68

Daerah penolak Ho

Daerah penerimaan Ho

66

6.18   11.07

Derajat Kebebasan(dk) =6-1=5
Kesalahan yang ditetapkan 5%, maka harga Chi Kuadrat
adalah 11.070

karena harga Chi Kuadrat Hitung (6.18) lebih besar dari harga Chi
kuadrat tabel (11,070), maka distribusi data nilai Post tes Fisika kelas
eksperimen sejumlah 35 siswa dapat dikatakan *berdistribusi Normal*
Dan Ho diterima sedangkan Ha ditolak

Appendix 14

Kelas Kontrol			Kelas Eksperimen		
NO	Kode	Nilai	NO	Kode	Nilai
1	C-01	66	1	E-01	100
2	C-02	66	2	E-02	73
3	C-03	53	3	E-03	60
4	C-04	80	4	E-04	80
5	C-05	66	5	E-05	86
6	C-06	66	6	E-06	93
7	C-07	73	7	E-07	86
8	C-08	73	8	E-08	66
9	C-09	60	9	E-09	100
10	C-10	63	10	E-10	73
11	C-11	60	11	E-11	80
12	C-12	80	12	E-12	80
13	C-13	66	13	E-13	80
14	C-14	60	14	E-14	80
15	C-15	86	15	E-15	73
16	C-16	66	16	E-16	80
17	C-17	73	17	E-17	83
18	C-18	66	18	E-18	80
19	C-19	60	19	E-19	86
20	C-20	73	20	E-20	73
21	C-21	60	21	E-21	80
22	C-22	73	22	E-22	73
23	C-23	80	23	E-23	93
24	C-24	86	24	E-24	83
25	C-25	66	25	E-25	93
26	C-26	53	26	E-26	86
27	C-27	60	27	E-27	100
28	C-28	66	28	E-28	93
Jumlah		1900.00	Jumlah		2313.00
Jumlah Data		28.00	n		28.00
Varians		77.76	Varians		99.58
Simpangan Baku		8.82	Simpangan Baku		9.98

Uji Hipotesis

Untuk Menguji hipotesis digunakan rumus

$$F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

Ho diterima apabila $F_{hitung} \leq F_{tabel}$

Maka

$$F = \frac{99.58}{77.76} = 1.28067$$

Taraf Signifikan 5% dengan

dk pembilang=nb-1 =28-1=27

dk penyebut=nk-1=28-1=27

f Tabel dengan a=0.05 dan f tabel 1.88 f hitung<f tabel

Karena F hitung kurang dari f tabel, maka data
tersebut bersifat HOMOGEN

Appendix 15

Hipotesis

$H\_0 = \mu\_1 \leq \mu\_2$

$H\_1 = \mu\_1 > \mu\_2$

Uji Hipotesis

Untuk menguji hipotesis digunakan rumus:

$t = (\bar{x}\_1 - \bar{x}\_2) / (s \sqrt{(1/n\_1 + 1/n\_2)})$

dengan

$S^2 = ((n\_1 - 1) [\![S\_1]\!]^2 + (n\_2 - 1) [\![S\_2]\!]^2) / (n\_1 + n\_2 - 2)$

Ho diterima apabila $t\_((1-\alpha)(n\_1+n\_2-2)) < t < t\_((1-\alpha)(n\_1+n\_2-2))$ " "

Daerah penerimaan Ho
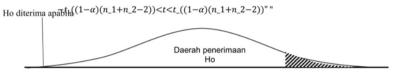
Sumber	kontrol	experimen
Jumlah	1888	2313
n	28	28
$\bar{x}$	67	83
S	77.8	99.6
S	8.82	9.98
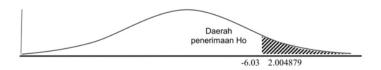
Berdasarkan rumus diatas diperoleh

$S = \dfrac{(28-1) \quad 77.8 \quad + \quad (28-1) \quad 99.6}{28 \quad + \quad 28 \quad - \quad 2}$

$S \qquad 89$

$S = \qquad 9.42$

$t = \dfrac{67 \quad - \quad 83}{9.42 \quad \sqrt{\dfrac{1}{28} + \dfrac{1}{28}}} = \quad -6.03$

Pada $\alpha = 5\%$ dengan df $= 28 + 28 - 2 = 54$ diperoleh

$t \qquad\qquad 2.004879$

Daerah penerimaan Ho

-6.03   2.004879

Karena t berada pada daerah penerimaan Ho, maka dapat disimpulkan bahwa tidak ada persamaan rata-rata dari kedua kelas

Appendix 16

Lesson Plan for Experimental Class

Subject   : English
Theme   : Narrative Text
Grade   : XI IIK
Semester   : 2
Time   : 90 Minutes

A. Core Competence

KI 1   : Comprehending and practicing the religion that is believed

KI   : Comprehending and practicing honesty, discipline, responsibility, care (mutual coooperation, tolerance, peace) good manners, responsive and pro active behavior and showing an attitude as part of the sollution from the problems an interacting with social and natural environtment effectively also positioning salves as the nation's reflection in global society.

KI 3   : Comprehending, applying, and alalyzing factual, conceptual, procedural, and metacognitive knowledge based on the curiousness about knowledge, technology, atr, culture, and humanity by humanism, nasionalism, and civilization concept related to the cause of phenomena and incidents, also applying the procedural knowledge on the specific study area in accordance with the talent and interest to solve the problems.

KI 4   : Exploring, associating, and communicating in concrete and abstract domain related to self-development that is learned in school independently, act effectively and creatively, and

capable to use the method that is appropriate with the scientific principle.

B. Standard of Competence

3.5 Distinguish social functions, text structure, and linguistic elemets of several oral and written narrative text by giving and asking for information regarding simple folklore, in accordance with the context of its use

4.5 Grab the meaning of social function text structure, and linguistic elemnts of several oral and written of short story contextually.

1.2 Showing honest behavior, discipline, confidence, and responsible for implementing communication transactional with teacher and friends.

C. Indicators

Students are able to identify the meaning of narrative text.

Student are able to identify the social function of narrative text.

Students are able to identify the generic structure of narrative text.

D. Learning Aims

By the end of the lesson students will have been able to identify the purpose, generic structure and language feature of narrative text.

E. Material

1) Definition

Narrative text is a kind of text which tells about events, which can make the reader feels that it is real.

2) The purpose

To amuse, to entertain and to deal with actual or vicarious experience in different ways.

3) The generic structure of narrative text

    a. Orientation : it introduced the participants of the story and informs the settings.

    b. Complication : it tells the rising crises of the events.

    c. Resolution : the crisis which is resolved.

    d. Re-orientation : ending of the story or c;osure of events.

4) The language features

    a. Use of nouns and pronouns.

    b. The use of specific participants.

    c. The use of adjective.

    d. The use of verbs and adverbs.

    e. The use of past tense.

5) Type of narrative text

    a. Romance

    b. Science

    c. Humor

    d. Diary-Novels

    e. Legend

    f. Adventure

6) Example of narrative text

Beauty and The Beast

Once upon a time there was a prince. He was good looking and very rich. He lived in a beautiful castle together with his knights and servants.

One rainy dark night, a woman came to his castle. She was old and ugly. The prince didn't like her and sent her away. After he sent the woman away, she turned into a beautiful fairy. She cast a spell over the prince and his castle. The prince became a beast. He was no longer good looking. He looked very ugly instead and all his servants turned into furniture.

One day, an old man named Maurice was traveling past the castle. It was raining so hard that he decided to enter the castle. When the beast saw him, he captured him. After sometime Maurice's daughter, Belle began to worry about him.

She started to look for him. Finally, she arrived in the castle and she found her father there. She asked the beast to let her father go but he refused. Belle, then, agreed to stay in the castle so that her father could go home.

While Belle was staying at the castle the beast slowly changed. He was not meant anymore.

Belle began to like him and finally they fell in love with each other. Right after she declared her love for him the spell was broken. The beast and her servants became human again.Then, the beast and Belle got married. They lived happily ever after.

Source : http://storyarts.org/library/aesop/stories/wolf.html

F. Learning Activities

Meeting 1

Phase	Activities	Time allocation
Opening	1. Orientation • Teacher greets the students • Teacher invites the students to pray before they start to study. • Teacher asks some questions about previous material. 2. Motivation • Teacher motivates the students to study hard and sincerely. 3. Apperception • Teacher tells to students about the coverage of the material. • Teacher informs the learning goal, learning activities and the assessment to the students.	10 minutes
Main activities	1. Observing • Teacher shows the example of narrative text. • Students observe the example of narrative text. 2. Questioning • Students ask some question to the teacher based on the example of explanation text. 3. Exploring • Teacher gives some stimulating questions and	

	asked some students related to the material • Teacher informs about the lesson that will be given. • Teacher explains about narrative text. 4. Associating • Teacher divides class in pair. • Teacher explains the role of fix-up strategy. • Teacher asks student to read the example of narrative text • Teacher gives instruction to answer some questions related to the text that have been read 5. Communicating • Teacher tells the students about the correct answer • Teacher concludes and reviews the material	
Closing	1. Conclusion • Students and teacher conclude about the material correctively. 2. Closing • Teacher closes the class and give some motivation to study hard.	**10 minutes**

Meeting 2

Phase	Activities	Time allocation
Opening	1. Orientation • Teacher greets the students • Teacher invites the students to pray before they start to study. • Teacher asks some questions about previous material. 2. Motivation • Teacher motivates the students to study hard and sincerely. 3. Apperception • Teacher tells to students about the coverage of the material. • Teacher informs the learning goals, learning activities and assessment to students.	10 minuts
Main activity	1. Observing • Teacher shows the example of narrative text. • Students observe the example of narrative text. 2. Questioning • Students ask some question to the teacher based on the example of narrative text. 3. Exploring • Teacher gives some stimulating questions and asked some students related to the material • Teacher informs about the lesson that will be given • Teacher reviews about the narrative text and the strategy.	

	●	

	4. Associating
	   ● Teacher divides class in pairs
	   ● Teacher reminds the role of fix-up strategy
	   ● Teacher asks student to read the narrative text by using fix-up strategy
	   ● Teacher gives instruction to answer some questions related to the text that have been read.
	   ● Teacher asks students to change their work with their partner
	5. Communication
	   ● Teacher and students discuss together
	   ● Teacher reviews and conclude the material	

Closing	1. Conclusion
	   ● Students and teacher conclude about the material correctively.
	2. Closing
	   ● Teacher closes the class and pray together.	

G. Teaching Method

Method   : Discussion

Approach : Scientific Approach

H. Media

Laptop, LCD and projector board.

Whiteboard, boardmarker.

English book

I. Asessment

1) Attitude

No	Aspect	Score	Rubric
1.	Active participate in learning activities	3	Always doing task without being reminded of others.
		2	Sometimes the task must be requested in advance.
		1	Never work on given task.
2.	Showing responbility	3	Always
		2	Sometimes
		1	Not yet

2) Skill

   a. Every correct answer scored 1
   b. Maximum score 10x10 = 100
   c. The students score correct answer x100

Enrichment

Material : Sangkuriang

SANGKURIANG

One upon a time in West Java, lived a writer king who had beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you special present if you are female. I will marry you suddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healty boy.

Sangkuriang like hunting very much, especially deer. He often hunted to the wood using his arrow. When he went hunting, Tumang was always with him.

One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. The Sangkuriang when to the wood with his arrow and his faithful dog. Tumang, but after several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did now know that Tumang was his father. Tumang's heart to her mother. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her motheer in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived. At his own village but he did not ralize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an enternal beauty by God. So she stayed young forever. Both of them did know each other. So they fall in love and they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not believe her.

He wished that they marry soon. So Dayang Sumbi gave very difficult condition. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon. Sangkuriang agreed. With the help of genie and spirits, Sangkuriang tired to build

them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spirits thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finished the boat.

Sangkuriang was angry. He kicked the boat. Then the boat turned upside down, it later became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant he mount really looks like an upside down boat.

Source : http://storyarts.org/library/aesop/stories/wolf.html

Activity :
  a. Greeting :
     - Greeting students
     - Check students to pray
     - Guides the student to pray
     - Tell the students the learning aim

  b. Main activity
     - Students identify generic structure
     - Students ask the generic structure and tense used in narrative text.
     - Students identify the characters and setting.
     - Students change the verb from in the brackets into past tense
     - Students make a moral value of the story by their own words
     - Students share their result in front of the class
  c. Closing :
     - The teacher gives feedback and conclution
     - The teacher closes the class.

Remidial

Material : Malin Kundang story

Malin Kundang

One upon a time, on the north of Sumatra lived a poor woman and his son. The boy was called Malin Kundang. They didn't earn much as fishing was their only source of income. Malin Kundang grew up as a skillful young boy. He always helps his mother to earn some money. However, as they were only fishermans helper, they still lived in proverty.

"Mother, how if I sail overseas?" asked Malin Kundang one day to his mother. Her mother didn't agree but Malin Kundang made up his mind.

"Mother if I stay here, I'll always be a poor man. I want to be a successful person," urged Malin Kundang. His mother wiped her tears.

"If you really want to go, can't stop you. I could only pray to God for you to gain success in life" said his mother wisely.

"But promise to me, you'll come here".

In the next morning, Malin Kundang was ready to go. Three days ago, he met one of the successful ship's crew. Malim was offered to join him

" Take a good care of your self, son" said Malin Kundang's mother as she gave him some food supplies

" Yes mother" Malin Kundang said.

"You also have to take a good care of yourself. I'll keep in touch with you" he continued before kissing his mother's hand. Before Malin stepped into the ship, Malin's mother hugged him tight a if she didn't want to let him go.

It had been three months since Malin Kundang left his mother. As his mother had predicted before, he hadn't contacted her yet. Every morning, she stood on the pier. She wished to see the ship that brought Malin Kundang home. Every day and night, she prayed to the God for her son's safety. There was so much prayer that had been said due to her deep love for Malin Kundang. Even though it's been a year she had no heard any news from Malin Kundang, she keeps waiting and praying for him.

After several years waiting without any news, Malin Kundang's mother was suddenly surprised by the arrival of a big ship in the pier where she usually stood to wait for her son. Malin Kundang's mother saw a man who looked wealthy stepping down a ladder along with a beautiful woman. She could not be wrong. Her beautiful woman. She could not be wrong. Her blurry eyes still easily recognized him. The man was Malin Kundang, her son.

Malin Kundang 's other went to see her beloved son. "Malin, you're back, my son" said Malin's mother and without hestitation, she came running to hug Malin Kundang, "I miss you so much". But Malin Kundang didn't show any respond. He was ashamed to admit his own mother in front of his beautiful wife. "You're not my mother. I don't know who are you. My mother would never wear such ragged

and ugly clothes" said Malin Kundang as he releazed his mother embrace.

Malin Kundang's mother take a step back, " Malin.. you don't admit me? I'm your mother!" she said sadly. Malin Kundang's face was cold as ice. "Guard, take this old woman out of here" Malin kundang ordered his bodyguard. "Give her some money so she won't disturb again!" Malin Kundang's mother cried as she was dragged by the bodyguard, "Malin... my son. Why do you treat your mother like this?" Malin Kundang ignored his mother and ordered the ship crews to set sail. Malin Kundang's mother sat alone in the peir. Her heart was so hurt, she cried and cried. "dear God, if he isn't my son, please let him have a save journey. But if he is my son, i cursed him become stone, "She prayed to the God".

In the quiet sea, suddenly the wind blew so hard and a thundersorm came. Malin Kundang's go ship was wrecked. He was thrown by the wave out of his ship, and fell on a small island. Suddenly, his whole body turned into stone. He was punished for not admitting his mother.

Source :

Activity :
   a. Greeting
       -   Greeting students
       -   Check students' attendance
       -   Guides the students to pray

- Tell the students the learning aim
  b. Main activity
    - Students identify generic structures
    - Students ask the generic structure and tense used in narrative text.
    - Students identify the characters and setting
    - Students change the verb from in brackets into past tense
    - Students make a moral value of the story by their own words
    - Students share their result in front of the class.
  c. Clossing :
    - Teacher gives feedback and conclution
    - Teacher closes the class.

Appendix 17

Lesson Plan for Control Class

Subject   : English
Theme   : Narrative Text
Grade   : XI IIK
Semester   : 2
Time   : 90 Minutes

A. Core Competence

KI 1   : Comprehending and practicing the religion that is believed

KI   : Comprehending and practicing honesty, discipline, responsibility, care (mutual coooperation, tolerance, peace) good manners, responsive and pro active behavior and showing an attitude as part of the sollution from the problems an interacting with social and natural environtment effectively also positioning salves as the nation's reflection in global society.

KI 3   : Comprehending, applying, and alalyzing factual, conceptual, procedural, and metacognitive knowledge based on the curiousness about knowledge, technology, atr, culture, and humanity by humanism, nasionalism, and civilization concept related to the cause of phenomena and incidents, also applying the procedural knowledge on the specific study area in accordance with the talent and interest to solve the problems.

KI 4   : Exploring, associating, and communicating in concrete and abstract domain related to self-development that is learned in school independently, act effectively and creatively, and

capable to use the method that is appropriate with the scientific principle.

B. Standard of Competence

3.5 Distinguish social functions, text structure, and linguistic elemets of several oral and written narrative text by giving and asking for information regarding simple folklore, in accordance with the context of its use

4.5 Grab the meaning of social function text structure, and linguistic elemnts of several oral and written of short story contextually.

1.2 Showing honest behavior, discipline, confidence, and responsible for implementing communication transactional with teacher and friends.

C. Indicators

Students are able to identify the meaning of narrative text.

Student are able to identify the social function of narrative text.

Students are able to identify the generic structure of narrative text.

D. Learning Aims

By the end of the lesson students will have been able to identify the purpose, generic structure and language feature of narrative text.

E. Material

1) Definiton

Narrative text is a kind of text which tells about events, which can make the reader feels that it is real.

2) The purpose

To amuse, to entertain and to deal with actual or vicarious experience in different ways.

3) The generic structure of narrative text

a. Orientation : it introduced the participants of the story and informs the settings.

b. Complication : it tells the rising crises of the events.

c. Resolution : the crisis which is resolved.

d. Re-orientation : ending of the story or c;osure of events.

4) The language features

a. Use of nouns and pronouns.

b. The use of specific participants.

c. The use of adjective.

d. The use of verbs and adverbs.

e. The use of past tense.

5) Type of narrative text

a. Romance

b. Science

c. Humor

d. Diary-Novels

e. Legend

f. Adventure

6) Example of narrative text

Beauty and The Beast

Once upon a time there was a prince. He was good looking and very rich. He lived in a beautiful castle together with his knights and servants.

One rainy dark night, a woman came to his castle. She was old and ugly. The prince didn't like her and sent her away. After he sent the woman away, she turned into a beautiful fairy. She cast a spell over the prince and his castle. The prince became a beast. He

was no longer good looking. He looked very ugly instead and all his servants turned into furniture.

One day, an old man named Maurice was traveling past the castle. It was raining so hard that he decided to enter the castle. When the beast saw him, he captured him. After sometime Maurice's daughter, Belle began to worry about him.

She started to look for him. Finally, she arrived in the castle and she found her father there. She asked the beast to let her father go but he refused. Belle, then, agreed to stay in the castle so that her father could go home.

While Belle was staying at the castle the beast slowly changed. He was not meant anymore.

Belle began to like him and finally they fell in love with each other. Right after she declared her love for him the spell was broken. The beast and her servants became human again.Then, the beast and Belle got married. They lived happily ever after.

Source : http://storyarts.org/library/aesop/stories/wolf.html

F. Learning Activities
Meeting 1

Phase	Activities	Time allocation
Opening	1. Orientation • Teacher greets the students • Teacher invites the students to pray before they start to study. • Teacher asks some	10 minutes

	questions about previous material. 2. Motivation • Teacher motivates the students to study hard and sincerely. 3. Apperception • Teacher tells to students about the coverage of the material. • Teacher informs the learning goal, learning activities and the assessment to the students.	
Main activities	1. Observing • Teacher shows the example of narrative text. • Students observe the example of narrative text. 2. Questioning • Students ask some question to the teacher based on the example of explanation text. 3. Exploring • Teacher gives some stimulating questions and asked some students related to the material • Teacher informs about the lesson that will be given. • Teacher explains about narrative text. 4. Associating • Teacher divides class in pair. • Teacher asks student to	

Phase	Activities	Time allocation
	read the example of narrative text • Teacher gives instruction to answer some questions related to the text that have been read 5. Confirmation • Teacher tells the students about the correct answer • Teacher concludes and review the material	
Closing	1. Conclusion • Students and teacher conclude about the material correctively. 2. Closing • Teacher closes the class and give some motivation to study hard.	**10 minutes**

Meeting 2

Phase	Activities	Time allocation
Opening	1. Orientation • Teacher greets the students • Teacher invites the students to pray before they start to study. • Teacher asks some	10 minuts

	questions about previous material. 2. Motivation • Teacher motivates the students to study hard and sincerely. 3. Apperception • Teacher tells to students about the coverage of the material. • Teacher informs the learning goals, learning activities and assessment to students.	
Main activity	1. Observing • Teacher shows the example of narrative text. • Students observe the example of narrative text. 2. Questioning • Students ask some question to the teacher based on the example of narrative text. 3. Exploring • Teacher gives some stimulating questions and asked some students related to the material • Teacher informs about the lesson that will be given • Teacher reviews about the narrative text and the strategy. 4. Associating • Teacher divides class in pairs	

	• Teacher gives instruction to answer some questions related to the text that have been read.
	• Teacher asks students to change their work with their partner
	5. Communication
	   • Teacher and students discuss together
	   • Teacher reviews and concludes the material	

Closing	1. Conclusion
	   • Students and teacher conclude about the material correctively.
	2. Closing
	   • Teacher closes the class and pray together.	

G. Teaching Method

Method   : Discussion

Approach   : Scientific Approach

H. Media

Laptop, LCD and projector board.

Whiteboard, boardmarker.

English book

I. Asessment

1. Attitude

No	Aspect	Score	Rubric
1.	Active participate in learning activities	3	Always doing task without being reminded of others.
		2	Sometimes the task must be requested in

		1	advance. Never work on given task.
2.	Showing responbility	3	Always
		2	Sometimes
		1	Not yet

3) Skill
   a. Every correct answer scored 1
   b. Maximum score 10x10 = 100
   c. The students score correct answer x100
   d. The students score correct answer x100

Enrichment

Material : Sangkuriang

SANGKURIANG

One upon a time in West Java, lived a writer king who had beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you special present if you are female. I will marry you suddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healty boy.

Sangkuriang like hunting very much, especially deer. He often hunted to the wood using his arrow. When he went hunting, Tumang was always with him.

One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. The Sangkuriang when to the wood with his arrow and his faithful dog. Tumang, but after several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did now know that Tumang was his father. Tumang's heart to her mother. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her motheer in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived. At his own village but he did not ralize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an enternal beauty by God. So she stayed young forever. Both of them did know each other. So they fall in love and they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not believe her.

He wished that they marry soon. So Dayang Sumbi gave very difficult condition. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon. Sangkuriang agreed. With the help of genie and spirits, Sangkuriang tired to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spirits thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finished the boat.

Sangkuriang was angry. He kicked the boat. Then the boat turned upside down, it later became Mounth Tangkuban Perahu which means

an upside-down boat. From a distant her mount really looks like an upside down boat.

Source : http://storyarts.org/library/aesop/stories/wolf.html

Activity :
   a. Geeting :
      - Greeting students
      - Check students to pray
      - Guides the student to pray
      - Tell the students the learning aim
   b. Main activity
      - Student identify generic structure
      - Students ask the generic structure and tense used in narrative text.
      - Students identify the characters and setting.
      - Students change the verb from in the brackets into past tense
      - Students make a moral value of the story by their own words
      - Students share their result in front of the class
   c. Closing :
      - The teacher gives feedback and conclution
      - The teacher closes the class.

Remidial

Material : Malin Kundang story

Malin Kundang

One upon a time, on the north of Sumatra lived a poor woman and his son. The boy was called Malin Kundang. They didn't earn much as fishing was their only source of income. Malin Kundang

grew up as a skillful young boy. He always helps his mother to earn some money. However, as they were only fishermans helper, they still lived in proverty.

"Mother, how if I sail overseas?" asked Malin Kundang one day to his mother. Her mother didn't agree but Malin Kundang made up his mind.

"Mother if I stay here, I'll always be a poor man. I want to be a successful person," urged Malin Kundang. His mother wiped her tears.

"If you really want to go, can't stop you. I could only pray to God for you to gain success in life" said his mother wisely.
"But promise to me, you'll come here".

In the next morning, Malin Kundang was ready to go. Three days ago, he met one of the successful ship's crew. Malim was offered to join him

" Take a good care of your self, son" said Malin Kundang's mother as she gave him some food supplies

" Yes mother" Malin Kundang said

"You also have to take a good care of yourself. I'll keep in touch with you" he continued before kissing his mother's hand. Before Malin stepped into the ship, Malin's mother hugged him tight a if she didn't want to let him go.

It had been three months since Malin Kundang left his mother. As his mother had predicted before, he hadn't contacted her yet. Every morning, she stood on the pier. She wished to see the ship

that brought Malin Kundang home. Every day and night, she prayed to the God for her son's safety. There was so much prayer that had been said due to her deep love for Malin Kundang. Even though it's been a year she had no heard any news from Malin Kundang, she keeps waiting and praying for him.

After several years waiting without any news, Malin Kundang's mother was suddenly surprised by the arrival of a big ship in the pier where she usually stood to wait for her son. Malin Kundang's mother saw a man who looked wealthy stepping down a ladder along with a beautiful woman. She could not be wrong. Her beautiful woman. She could not be wrong. Her blurry eyes still easily recognized him. The man was Malin Kundang, her son.

Malin Kundang 's other went to see her beloved son. "Malin, you're back, my son" said Malin's mother and without hestitation, she came running to hug Malin Kundang, "I miss you so much". But Malin Kundang didn't show any respond. He was ashamed to admit his own mother in front of his beautiful wife. "You're not my mother. I don't know who are you. My mother would never wear such ragged and ugly clothes" said Malin Kundang as he release his mother embrace.

Malin Kundang's mother take a step back, " Malin.. you don't admit me? I'm your mother!" she said sadly. Malin Kundang's face was cold as ice. "Guard, take this old woman out of here" Malin kundang ordered his bodyguard. "Give her some money so she won't disturb again!" Malin Kundang's mother cried as she was dragged by

the bodyguard, "Malin... my son. Why do you treat your mother like this?" Malin Kundang ignored his mother and ordered the ship crews to set sail. Malin Kundang's mother sat alone in the peir. Her heart was so hurt, she cried and cried. "dear God, if he isn't my son, please let him have a save journey. But if he is my son, I cursed him become stone, "She prayed to the God"

In the quiet sea, suddenly the wind blew so hard and a thundersorm came. Malin Kundang's go ship was wrecked. He was thrown by the wave out of his ship, and fell on a small island. Suddenly, his whole body turned into stone. He was punished for not admitting his mother..

Source :
http://kumpulansoalbahasainggrissmpsma.blogspot.com/2015/01/the-cro-and-yster-htm?m=1l

Activity :

a. Greeting
- Greeting students
- Check students' attendance
- Guides the students to pray
- Tell the students the learning aim
b. Main activity
- Students identify generic structures
- Students ask the generic structure and tense used in narrative text.
- Students identify the characters and setting
- Students change the verb from in brackets into past tense
- Students make a moral value of the story by their own words

- Students share their result in front of the class.
c. Clossing :
    - Teacher gives feedback and conclution
    - Teacher close the class.

Appendix 18

Instrument of Pre-Test

Name   :
Class   :
No absen :

Read the following text to answer question number 1 to 4.

The Wolf and The Goat

A wolf saw a got grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner. "My dear friend", said the wolf in his sweetest voice, "aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level grund."No thank you," said the goat.

"Well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area. "No thank you," said the goat. But the grass tastes better down here!" said the exasperated wolf, "why dine alone?" "my dear wolf." The goat finally said, "are you quite sure that it is my dinner you are worrying about and not your own?'

http://storyarts.org/library/aesop/stories/wolf.html

1. What did the wolf ask when he saw the goat grazing at the edge of a high cliff?
   a. To be his friend
   b. To graze on the level ground
   c. To climb up higher
   d. To be his dinner
2. "Aren't you cold up there in the wind?" The word 'there' refers to...
   a. High cliff
   b. Shelter area
   c. Grass
   d. Ground

3. What can we learn from the story above?
   a. Dont't look down to other creatures
   b. Don't easily believe in well behaved creatures
   c. Don't judge others by their appearance
   d. Don't easily beat other creatures
4. From the story we know...
   a. The goat was very hungry
   b. Wolf was a helpful animal
   c. The wolf was eager to eat the goat
   d. The wolf was going to fight with the wolf

Read the following text to answer question number 5 to 7

One day a man stopped at a flower shop to orer some flowers. He wanted to send it to his mother who lived far in another town through a delivery company. Meanwhile he was looking at sad young girl who was sitting in front of the flower shop. He asked her what was wrong and she replied, "I wanted to buy a red rose for my mother but my money is not enough". The man smiled and said, "Come on in with me I'll buy you a rose." He bought that little girl a rose and he ordered for his own mother flowers too.

After buying a rose flower for the girl the man offered the girl a ride to her home. She said "yes please! You can take me to my mother. She directed him to a cemetary. The girl placed the rose on mother's fresh grave. Knowing the girl's mother had died the man realized that he must show his love to his mother while she was still alive. Then the man returned to the flower shop. He cancelled the flower delivery order picked up the rose flower and drove the reach his mother's house.

Adapted from : http://www.moralstories.org/rose-for-mother/html
5. We can learn that we have to...
   a. Show our loves to our mother

b. Buy flowers for our mothers
c. Keep our mother alive
d. Obey to our mother
6. What did the man do after buying the girl a red rose?
   a. He have her a ride to her home
   b. Took the girl to her mother's cemetary
   c. He went to his own
   d. He placed the rose on his mother's grave
7. The main idea of the first paragraph is...
   a. A sad girl was thinking of her mother
   b. A man helped a girl by buying her a flower
   c. A girl needed a man to deliver her a flower
   d. A man bought a flower for a girl

Read the following text to answer question number 8 to 10

A milkmaid had been in the meadow to milk her cows. Now she was returning home with a pail of milk on her hand. She thought, " I will ake cream and butter out of this milk. The after selling them, I will buy eggs. And when they hatch, I shall have a good poultry farm".

She further thought, "I shall sell some of my chicknes and buy a fine dress. Seeing it on my body at the party, all the boys will admire me. But I will turn them away". She went on day dreaming' she forgot about the pail on her head. She moved her head suddenly and the pail of milk came tumbling down. It was broken and all the milk split. "Dear, O dear!" she cried, " I have lost mine all".

Adapted from: http://www.newtimes.co.rw/section/read/106153
8. What did the milk-maid carry on her hand?
   a. Some cream
   b. Some butter

c. A pail of milk
d. A pail of eggs
9. What does the text tell us about?
   a. Split milk
   b. A pail of milk
   c. A hardwroking girl
   d. A day dreaming milk-maid
10. What can we learn from the story above?
    a. Don't cry over the split milk
    b. Con't cry before you are hurt
    c. Don;t dream when you sleep
    d. Don't count your chickens before they are hatched.
11. What is the main idea of the second paragraph...
    a. a pail of milk
    b. a hard working girl
    c. following party
    d. a day dreaming milk-maid

Read the following text to answer question number 11 to 14.

An ant nimbly running in search of food came across a chrysalis that was close its time to change. The chrysalis moved and this attracted the attention of the ant who for the first time realized that it was living thing. "poor, pitiable animal!", cried the ant disdainfully "what a sad fate is yours! While I can run with my pleasure, you lie imprisoned here in your shell". The chrysalis heard all this, but did not try to make any reply.

After a few days, when the ant passed that way again, nothing but the shell remained. Wondering what had happened to its content, he felt himself suddenly shaded and fanned by the gergeous wings of a beautiful butterfly. "behold in me", said the butterfly. "your much pitied, friend!. So, the butterfly rose in the air and lost in the summer breeze.

Adapted from :

12. What happened to the chrysalis after few days?
    a. The chrysalis had gone from the shell
    b. The chrysalis had become a butterfly
    c. The ant felt sad about chrysalis death
    d. The ant felt happy for the butterfly
13. What is the main idea of the first paragrap?
    a. Chrysalis is an animal
    b. The chrysalis lied imprisoned
    c. The ant was feeling sorry for the chrysalis
    d. The ant goes around to have fun
14. The next generaly tells us about...
    a. The adventure of an ant
    b. The ant and the chrysalis
    c. The changing of the chrysalis
    d. The regret of the ant
15. From the text we can learn that...
    a. We have to be arrogant to others
    b. Freedom is everything in life
    c. We have to take revenge
    d. The appearance may be deceptive

Appendix 19

Instrument of Post-Test

Name :	
Class :	
No absen :	

Read the following text to answer questions number 1 to 4

There was a girl named Pina who lived on a fruit plantation with her mother. When her mother worked night and day, little Pina spend all her time playing with her friends. When her mother asked her to do something, she would always reply that she couldn't find things, even if it was layig night in front of her eyes.

One day, her mother fell ill and couldn't even get up to cook some food. So, she asked Pina to cook some rice. How ever, Pina being her lazy self, said "I can find the pot. So where should I put the rice?". Her mother told her where the pot. Then she said, "where is the ladle, how am I going to cook without a ladle?" again, her sick mother had to tell her the exact location. Pina did the same with salt, rice and water! Enraged by Pina behaviour, her mother curse " May you grow a thousand eyes" and went back to sleep.

When she woke up, she could not find her daughter. She searched and searched and so did every single person on plantation. When Pina's mother saw the fruit, she was immediately reminded of Pina's beautiful brown eyes and thus, the fruit with a thousand eyes was named "Pinya", meaning Pineapple in Tagalog.

Adapted from :

http;//gnaginz532ismyblogspot.com/2016/text-narrative-bahasa-inggris-dan.html?=1

1. The best title for the text is...
   a. The fruit with thousand of eyes
   b. A lazy girl in plantation
   c. The origin of Pineapple
   d. A missing girl
2. What happened to the mother when she realized Pina had gone?
   a. She searched for her
   b. She cursed her
   c. She fall asleep
   d. She got sick
3. What is the main idea of paragraph two?
   a. Pine's mother was so angry that she cursed her daughter
   b. Pina was too lazy to cook her own food
   c. Pina's mother was terribly ill
   d. Pina was a really bad cook
4. What can we learn from the story?
   a. Don't be lazy
   b. Don't spend your time for playing
   c. Don't angry to your child
   d. Respect obey your mother

Read the following text to answer questions number 5 to 8.

Once, a lion, a fox, a jackal and a wolf went hunting together. They looked for their prey and killed a deer. After they discussed their death prey, the lion asked to divide the deer into four equal shares. Then the other three animals skinned and cut it into four.

Just when each animal was about to take his portion, the lion stopped them. "wait" roared the lion. "since I am a member of this hunting party, the first quarter would be mine. Then, as I am also the king of beasts, I am to receive the second share. Since am known for

my courage and strenght, I am to receive the third share. As for the fourth share, if you wish to argue with me about its ownership, let's begin, and we will see who will get it".

The wolf got angry but the lion was ready. So, he raised his mighty paw and struck the wolf on the head. The wolf skull was cracked and he died at the same moment. The jackral ran, once he saw the tragedy. He thought of a bad fate that my happened to him.

"Hump", grumbled the fox as he walked away with his tail between his legs, but he spoke in a low grow. "You wanted to share all the hard work but keep all the meat to yourself".

Adapted from :

http://www.itapuih.com/2010/10/kumpulan-narrative-text-sma-dan.html

5. The wolf was angry because...
   a. The jackral ran at once after he saw the tragedy
   b. The lion wanted all of the meat for himself
   c. The lion divided the deer into four equals
   d. The fox walked away from the team
6. What is the reason that the second share will be for the lion, too?
   a. He is the king of the animals
   b. He is the brevest of the animals
   c. He is the strongest of the beasts
   d. He is the first member of the hunting party
7. What can we learn from the story?
   a. Do not believe in a greedy and mean leder
   b. Follow your leader if you want to succed
   c. Lion always become king of all animals
   d. All animals are afraid to the lion

Read the following text to answer questions number 8 to 10

The Crow and The Oyster

A hungry crow saw an oyster on the beach ore day. He wanted o eat the tasty meat inside the shell, so he tried to open the oyster.

First he used his beak, but the shell stayed tightly shut. He even jumped up and hown the oyster, nut still he could not open it.

Another crow came. He saw what the first crow was trying to do and said, "My friend, may I offer you some good advice? I suggest that you pick up the oyster in you break, fly high into the air, and then drop the oyster onto the wide rock bellow, the oyster shell will break open and you will be able to have your meal".

The hungry crow thought that it was a very good idea. He picked up the oyster with his beak, and then he flew as high as he could. When he was sure that he was high enogh, he dropped the oyster onto a wide rock far below.

The oyster shell broke wide open. However, the other crow was waiting nearbly, and he reached the broken oyster first. He enjoyed a tasty meal, while the hungry crow had nothing to eat.

Adapted from :

http://kumpulansoalbahasainggrissmpsma.blogspot.com/2015/01/the-cro-and-yster-htm?m=1l

8. How did the other crow trick the hungry crow?
   a. By giving a suggestion to drop the oyster onto the rock
   b. By telling that he was so hungry and needed some food
   c. By saying that he had a nice and strong beak
   d. By picking up the oyster with his beak
9. Where did the crow drop the oyster?
   a. Onto the sand
   b. Near the water
   c. Near the beach

d. Onto wide rock
10. What is the moral value of the story?
    a. Do not fly high on the sky
    b. It is not easy to fool anybody
    c. Always trust people who offer help
    d. Do not be fooled by people who offer help

Read the following text to answer questions number 11 to 14

A man and his son were going to the market. While they were walking, a country man passed and said, "You fool, what a donkey for but to ride upon?" the man put the boy on the donkey. But soon, some passers by said "see that lazy, young steer. His father walk while he rides."

So, the man ordered his boy to get off and got on himself, but the passer-by said, "shame on... that lazy old man, he lets his poor son walk, while he rides." The man did know what to do. Last, he took his boy on the donkey. Then the passer-by said, "aren't you ashamed of yourself for overloading the poor donkey?"

The man and the boy got off. They cut down a pole, tied the donkey's feet to it and raised the pole to their shoulders. They arrived to a bridge when the donkey, getting one of tis feet loose, kick all out and caused the boy to drop his end of the pole. In the struggle, the donkey fell over the bridge and then it was drowned.

Adapted from :
http;//khizunata.blogspot.com/2015/01/spal-soal-bahasa-inggris.html?m=1

11. Why the did the boy get off from the donkey?
    a. The passer-by needed him
    b. His father asked him to do that
    c. The donkey was tried carrying him

    d.   The boy wanted to be with the donkey.
12. What is the main idea of the last paragraph?
    a.   The man and his son took a rest near the bridge
    b.   The man and his donkey arrived at the market
    c.   The man's behaviour made the donkey alive
    d.   The donkey was carried by its owners
13. What is the moral value of the text?
    a.   You should believe in yourself
    b.   You cannot please everyone
    c.   Do what everyone asked you for
    d.   You must be careful when riding a donkey
14. "... tied the donkey's fee to <u>it</u>..." (last paragraph). The underlined word refers to...
    a.   The market
    b.   The donkey
    c.   The pole
    d.   The river

Appendix 20

The Answer Key of Pre-Test and Post-test

THE ANSWER KEY OF PRE-TEST

NO	ANSWERS	NO	ANSWERS
1	B	9	D
2	A	10	D
3	B	11	B
4	C	12	C
5	A	13	B
6	B	14	D
7	B	15	D
8	C		

THE ANSWER KEY OF POST-TEST

NO	ANSWERS	NO	ANSWERS
1	B	9	B
2	A	10	A
3	B	11	A
4	C	12	D
5	C	13	D
6	A	14	D
7	B	15	D
8	D		

Apendix 21

DOCUMENTATION

Pre test in Control Class

Pre test in Experimental Class

Treatment in Experimental Class

Treatment in Control Class

Post-test in Control Class

Post-test in Experimental Class

Other Events

Appendix 22

Nomor: B -   5878   /Un.10.3/D.1/TL.02/09/2019   2 September 2019
Lamp : -
Hal   : Mohon Izin Riset
a.n.   : Rizka Mualifa
NIM   : 1503046029

Yth.
Kepala MANU 01 Banyuputih
di Batang

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama   : Rizka Mualifa
NIM   : 1503046029
Alamat   : ds. Banaran, kec Banyuputih, kab Batang
Judul Skripsi : **THE EFFECTIVENESS OF USING FIX-UP STRATEGY TO TEACH STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT**

Pembimbing   :

1. Dr. Hj. Siti Maryam, M. Pd. sebagai Pembimbing I

2. Nadiah Ma'mun, M.pd sebagai Pembimbing 2

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 14 hari, mulai tanggal 7 September 2019 sampai dengan tanggal 21 September 2019
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih
Wassalamu'alikum Wr.Wb.

Dekan,
Wakil Dekan Bidang Akademik

JUNAEDI

Appendix 23

9 Maret 2019

Nomor   : B.023/UN.10.3/J.4/PP.00.9/04/2019
Lamp   : -
Hal   : **Penunjukan Pembimbing Skripsi**

Yth:
1. Dr. Hj. Siti Mariam, M.Pd
2. Nadiah Ma'mun, M.Pd

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswa:

Nama   : Rizka Mualifa

NIM   : 1503046029

Judul   : THE EFFECTIVENESS OF USING FIX-UP STRATEGY TO TEACH STUDENTS'

READING COMPREHENSION OF NARRATIVE TEXT

(AN EXPERIMENTAL STUDY OF THE ELEVENTH GRADE AT MANU 01

BANYUPUTIH BATANG)

Dan menunjuk saudara Dr Hj Siti Mariam, M. Pd. sebagai pembimbing I dan saudari Nadiah Ma'mun, M.Pd sebagai pembimbing II dalam skripsi sebagai syarat kelulusan S1.

Demikian penunjukan pembimbing skripsi ini, atas kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

A.n. Dekan,

Ketua Jurusan Pendidikan Bahasa Inggris

Dr. H. Ikhrom, M.Ag.
NIP. 19650329 199403 1 002

Tembusan:
1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
2. Ketua Jurusan Pendidikan Bahasa Inggris
3. Mahasiswa yang bersangkutan
4. Arsip

Appendix 24

LEMBAGA PENDIDIKAN MA'ARIF NU

MA NU 01 BANYUPUTIH

TERAKREDITASI A

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SURAT KETERANGAN

Nomor : 110/035.09/2019

Yang bertanda tangan di bawah ini :

Nama	:	H. Ali Sodiqin, M.Pd.I.
N I P	:	-
Jabatan	:	Kepala Madrasah
Unit Kerja	:	MA NU 01 Banyuputih Kabupaten Batang

dengan ini menerangkan bahwa :

Nama	:	**Rizka Mualifa**
NIM	:	1503046029
Fakultas	:	Fakultas Ilmu Tarbiyah dan Keguruan
		UIN Walisongo Semarang

yang bersangkutan telah melaksanakan penelitian di MA NU 01 Banyuputih sejak tanggal 7 September 2019 sampai dengan 21 September 2019 dalam rangka penyusunan skripsi dengan judul *"The Effectiveness of Using Fix-up Strategy to Teach Students' Reading Comprehension og Negative Text"*.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Batang, 23 September 2019
Kepala,

H. Ali Sodiqin, M.Pd.I.
NIP. –

Name : Shasa
Kelas : 10...

Read the following text to answer questions number 1 to 4

There was a girl named Pina who lived on a fruit plantation with her mother. When her mother worked night and day, little Pina spend all her time playing with her friends. When her mother asked her to do something, she would always reply that she couldn't find things, even if it was lying right in front of her eyes.

One day, her mother fell ill and couldn't even get up to cook some food. So, she asked Pina to cook some rice. How ever, Pina being her lazy self, said "I can find the pot. So where should I put the rice". Her mother told her where the pot. Then she said, "where is the ladle, how am I going to cook without a ladle?" again, her sick mother had to tell her the exact location. Pina did the same with salt, rice and water! Enraged by Pina behaviour, her mother cries "May you grow a thousand eyes" and went back to sleep.

When she woke up, she could not find her daughter. She searched and searched and searched every single corner on plantation. When Pina's mother saw the fruit, she was surprised reminded of Pina's beautiful brown eyes and thus, the fruit with a thousand eyes was named "Pina", meaning Pineapple in Tagalog.

Adapted from:
http://pinapinst57.blogspot.com/2016/teat-narrative-bahasa-inggris-dan.html?m=1

1. The best title for the text is it.
 a. The fruit with thousand of eyes
 b. A lazy girl in plantation
 c. The origin of Pineapple ✗
 d. A missing girl

2. What happened to the mother when she realized Pina had gone?
 a. She searched for her
 b. She cursed her ✗
 c. She fall asleep
 d. She got sick

3. What is the main idea of paragraph two?
 a. Pina's mother was so angry that she cursed her daughter ✗
 b. Pina was too lazy to cook her own food
 c. Pina's mother was terribly ill
 d. Pina was a really bad cook

4. What can we learn from the story?
 a. Don't be lazy
 b. Don't spend your time for playing
 c. Don't angry to your child
 d. Respect obey your mother ✗

Read the following text to answer questions number 5 to 8

Once, a lion, a fox, a jackal and a wolf went hunting together. They looked for their prey and killed a deer. After they discussed their death prey, the lion asked to divide the deer into four equal shares. Then the other three animals skinned and cut it into four.

Just when each animal was about to take his portion, the lion stopped them. "wait" roared the lion. "since i am a member of this hunting party, the first quarter would be mine. Then, as i am also the king of beasts, i am to receive the second share. Since i am known for my courage and strenght, i am to receive the third share. As for the fourth share, if you wish to argue with me about its ownership, let's begin, and we will see who will get it".

The wolf got angry but the lion was ready. So, he raised his mighty paw and struck the wolf on the head. The wolf skull was cracked and he died at the same moment. The jackal ran, once he saw the tragedy. He thought of a bad fate that my happened to him

"Hump", grumbled the fox as he walked away with his tail between his legs, but he spoke in a low grow. "You wanted to share all the hard work but keep all the meat to yourself".

Adapted from :

http://www.ibapusb.com/2010/10/kumpulan-narrative-text-sma-dan.html

5. The wolf was angry because...
 a. The jackal ran at once after he saw the tragedy ✗
 b. The lion wanted all of the meat for himself
 c. The lion divided the deer into four equals
 d. The fox walked away from the team

6. What is the reason that the second share will be for the lion, too?
 a. He is the king of the animals
 b. He is the bravest of the animals ✗
 c. He is the strongest of the beasts
 d. He is the first member of the hunting party

7. What can we learn from the story?
 a. Do not believe in a greedy and mean leder ✗
 b. Follow your leader if you want to succeed
 c. Lion always become king of all animals
 d. All animals are afraid to the lion

Read the following text to answer questions number 8 to 10

The Crow and The Oyster

A hungry crow saw an oyster on the beach one day. He wanted to eat the tasty meat inside the shell, so he tried to open the oyster.

First he used his beak, but the shell stayed tightly shut. He even jumped up and down on the oyster, but still he could not open it.

Another crow came. He saw what the first crow was trying to do and said, "My friend, may I offer you some good advice? I suggest that you pick up the oyster in you beak, fly high into the air, and then drop the oyster onto the wide rock bellow, the oyster shell will break open and you will be able to have your meal".

The hungry crow thought that it was a very good idea. He picked up the oyster with his beak, and then he flew as high as he could. When he was sure that he was high enough, he dropped the oyster onto a wide rock far below.

The oyster shell broke wide open. However, the other crow was waiting nearby, and he reached the broken oyster first. He enjoyed a tasty meal, while the hungry crow had nothing to eat.

Adapted from :

http://bongolpumpunl.bahasinggrismpspnsa.blogspot.com/2015/01/the-crow-and-oyster-him?m=11

11. How did the other crow trick the hungry crow?
   a. By giving a suggestion to drop the oyster onto the rock
   b. By telling that he was so hungry and needed some food
   c. By saying that he had a nice and strong beak
   d. By picking up the oyster with his beak

12. Where did the crow drop the oyster?
   a. Onto the sand
   b. Near the water
   c. Near the beach
   d. Onto wide rock

13. What is the moral value of the story?
   a. Do not fly high on the sky
   b. It is not easy to fool anybody
   c. Always trust people who offer help
   d. Do not be fooled by people who offer help

Read the following text to answer questions number 11 to 14

A man and his son were going to the market. While they were walking, a country man passed and said, "You fool, what a donkey for but to ride upon?" the man put the boy on the

---

donkey. But soon, some passers by said "see that lazy, young steer. His father walk while he rides."

So, the man ordered his boy to get off and got on himself, but the passer-by said, "shame on... that lazy old man, he lets his poor son walk, while he rides." The man did know what to do. Last, he took his boy on the donkey. Then the passer-by said, "aren't you ashamed of yourself for overloading the poor donkey?"

The man and the boy got off. They cut down a pole, tied the donkey's feet to it and raised the pole to their shoulders. They arrived to a bridge when the donkey, getting one of tis feet loose, kick all out and caused the boy to drop his end of the pole. In the struggle, the donkey fell over the bridge and then it was drowned.

Adapted from :

http://kkisonuta.blogspot.com/2015/01/spal-soal-bahasa-ingrsis.html?m=1

11. Why did the boy get off from the donkey?
   a. The passer-by needed him
   b. His father asked him to do that
   c. The donkey was tried carrying him
   d. The boy wanted to be with the donkey.

12. What is the main idea of the last paragraph?
   a. The man and his son took a rest near the bridge
   b. The man and his donkey arrived at the market
   c. The man's behaviour made the donkey alive
   d. The donkey was carried by its owners

13. What is the moral value of the text?
   a. You should believe in yourself
   b. You cannot please everyone
   c. Do what everyone asked you for
   d. You must be careful when riding a donkey

14. ... tied the donkey's fee to it..." (last paragraph). The underlined word refers to...
   a. The market
   b. The donkey
   c. The pole
   d. The river

Read the following text to answer questions number 15 to 17

One upon a time, there was a kingdom in java that was attacked by another kingdom. The king asked his Queen to save her life. Alas! In the middle of the jungle, the enemy killed all her guards. However, the Queen was lucky because she changed herself into a golden snail and survived.

Appendix 27

Read the following text to answer questions number 1 to 4

There was a girl named Pina who lived on a fruit plantation with her mother. When her mother worked night and day, little Pina spend all her time playing with her friends. When her mother asked her to do something, she would always reply that she couldn't find things, even if it was layig right in front of her eyes.

One day, her mother fell ill and couldn't even get up to cook some food. So, she asked Pina to cook some rice. How ever, Pina being her lazy self, said "I can find the pot. So where should I put the rice?". Her mother told her where the pot. Then she said, "where is the ladle, how am I going to cook without a ladle?" again, her sick mother had to tell her the exact location. Pina did the same with salt, rice and water! Enraged by Pina behaviour, her mother curse " May you grow a thousand eyes" and went back to sleep.

When she woke up, she could not find her daughter. She searched and searched and so did every single person on plantation. When Pina's mother saw the fruit, she was immediately reminded of Pina's beautiful brown eyes and thus, the fruit with a thousand eyes was named "Pinya", meaning Pineapple in Tagalog.

Adapted from :

http://ignazinz332ismyblogspot.com/2016/text-narrative-bahasa-inggris-dan.html?=1

1. The best title for the text is...
   a. The fruit with thousand of eyes
   b. A lazy girl in plantation
   ✗ c. The origin of Pineapple
   d. A missing girl

2. What happened to the mother when she realized Pina had gone?
   ✗ a. She searched for her
   b. She cursed her
   c. She fall asleep
   d. She got sick

3. What is the main idea of paragraph two?
   ✗ a. Pina's mother was so angry that she cursed her daughter
   b. Pina was too lazy to cook her own food
   c. Pina's mother was terribly ill
   d. Pina was a really bad cook

4. What can we learn from the story?
   a. Don't be lazy
   b. Don't spend your time for playing
   c. Don't angry to your child
   ✗ d. Respect obey your mother

Read the following text to answer questions number 5 to 8

Once, a lion, a fox, a jackal and a wolf went hunting together. They looked for their prey and killed a deer. After they discussed their death prey, the lion asked to divide the deer into four equal shares. Then the other three animals skinned and cut it into four.

Just when each animal was about to take his portion, the lion stopped them. "wait" roared the lion. "since I am a member of this hunting party, the first quarter would be mine. Then, as I am also the king of beasts, I am to receive the second share. Since I am known for my courage and strenght, I am to receive the third share. As for the fourth share, if you wish to argue with me about its ownership, let's begin, and we will see who will get it".

The wolf got angry but the lion was ready. So, he raised his mighty paw and struck the wolf on the head. The wolf skull was cracked and he died at the same moment. The jackal ran, once he saw the tragedy. He thought of a bad fate that my happened to him.

"Hump", grumbled the fox as he walked away with his tail between his legs, but he spoke in a low grow. "You wanted to share all the hard work but keep all the meat to yourself".

Adapted from :

http://www.inapuh.com/2010/10/kumpulan-narrative-text-sma-dan.html

5. The wolf was angry because...
   ✗ a. The jackal ran at once after he saw the tragedy
   b. The lion wanted all of the meat for himself
   c. The lion divided the deer into four equals
   d. The fox walked away from the team

6. What is the reason that the second share will be for the lion, too?
   a. He is the king of the animals
   b. He is the bravest of the animals
   c. He is the strongest of the beasts
   ✗ d. He is the first member of the hunting party

7. What can we learn from the story?
   a. Do not believe in a greedy and mean leder
   b. Follow your leader if you want to succeed
   ✗ c. Lion always become king of all animals
   d. All animals are afraid to the lion

Read the following text to answer questions number 8 to 10

One day, an old woman saw the snail and took it home. She looked after it. Whenever the old woman was not at home, the snail turned into a human being. She cooked and did the household chores. When the old woman got home, the Queen quickly changed into snail again. It happened several times and made the old woman curious.

One day, the old woman peeped and saw what was going on. She broke in, immediately. She asked, "why did you change yourself into a snail?". The Queen told her what happened. The old woman was suprised to know that the snail was a Queen.

Later, from the head of the village they discovered that the king had won the battle and he was looking for his wife. Then the village head sent a message to the king telling him that his wife was safe.

Several days later, the King and his guards came for the queen. They thanked the villagers for their kindness and brought the old women to their palace.

Adapted from:

http://maulketerov.blogspot.com/2009/10/narrative-text.html?=1

15. What happened when the told woman found the snail?
a. She reported it to the head of village
b. She helped it to find the queen's husband
c. It helped cleaning and cooking in her house
d. She brought it to her house and took care of it

16. What does the second paragraph tel you about?
a. The queen lived as a golden snail
b. The enemy who attacked the kingdom
c. The old woman who looked after a snail
d. The king's guard who were killed by enemy

17. In the end of the story, the old woman lived in...
a. The king's palace
b. A small village
c. The village heads
d. The middle of the jungle

Read the following text to answer questions number 18 to 20

In ancient times, the king placed a boulder on a roadway. The he hid a watched to see if anyone would remove the huge rock. Some of the king's wealthiest merchants and courtiers came by and simply walked around it.

Many loudly blamed the king for not keeping the roads clear, but none did anything to get the big stone out of the ways. Then a peasant came along, carrying a load of vegetables. On approaching the boulder, the peasant laid down his burden and tried to move the stone to the side of the road. After lots of pushing and straining, he finally succeeded. As the peasant picked up his load of vegetables, he noticed a purse lying on the road where the boulder had been.

The purse countained a lot of gold coins and a note from the king indicating that the gold was for the person who removed the boulder from the roadway. The peasant learned what many others never undestand.

Adapted from:

http://guildingechoes.com/life-lesson-the-king-and-the-boulder/

18. What does the last paragraph tell us?
a. The roads that people built with the king
b. The person who liked keeping the roads well
c. The purpose of putting the boulder and purse
d. The way the peasant removed the boulder on the road

19. From the story, we know that...
a. Many people liked the peasant
b. Many peasant was a good man
c. The boulder was really small
d. The king was very stingy

20. What can we learn from the story?
a. A problem may be a blessing in disguise
b. There are so many problems in life
c. An obstacle may make us stronger
d. We have to avoid any problem in our life.

The Crow and The Oyster

A hungry crow saw an oyster on the beach one day. He wanted o eat the tasty meat inside the shell, so he tried to open the oyster.

First he used his beak, but the shell stayed tightly shut. He even jumped up and hown the oyster, nut still he could not open it.

Another crow came. He saw what the first crow was trying to do and said, "My friend, may i offer you some good advice? I suggest that you pick up the oyster in you break, fly high into the air, and then drop the oyster onto the wide rock bellow, the oyster shell will break open and you will be able to have your meal".

The hungry crow thought that it was a very good idea. He picked up the oyster with his beak, and then he flew as high as he could. When he was sure that he was high enough, he dropped the oyster onto a wide rock far below.

The oyster shell broke wide open. However, the other crow was waiting nearbly, and he reached the broken oyster first. He enjoyed a tasty meal, while the hungry crow had nothing to eat.

Adapted from :

http://bumpulanyoalbahasuinggrissmpsmia.blogspot.com/2015/01/the-cro-and-yster-html?m=11

8. How did the other crow trick the hungry crow?
   a. By giving a suggestion to drop the oyster onto the rock
   b. By telling that he was so hungry and needed some food
   c. By saying that he had a nice and strong beak
   d. By picking up the oyster with his beak

9. Where did the crow drop the oyster?
   a. Onto the sand
   b. Near the water
   c. Near the beach
   d. Onto wide rock

10. What is the moral value of the story?
   a. Do not fly high on the sky
   b. It is not easy to fool anybody
   c. Always trust people who offer help
   d. Do not be fooled by people who offer help

Read the following text to answer questions number 11 to 14

A man and his son were going to the market. While they were walking, a country man passed and said, "You fool, what a donkey for but to ride upon?" the man put the boy on the donkey. But soon, some passers by said "see that lazy, young steer. His father walk while he rides."

So, the man ordered his boy to get off and got on himself, but the passer-by said, "shame on... that lazy old man, he lets his poor son walk, while he rides." The man did know what to do. Last, he took his boy on the donkey. Then the passer-by said, "aren't you ashamed of yourself for overloading the poor donkey?"

The man and the boy got off. They cut down a pole, tied the donkey's feet to it and raised the pole to their shoulders. They arrived to a bridge when the donkey, getting one of tis feet loose, kick all out and caused the boy to drop his end of the pole. In the struggle, the donkey fell over the bridge and then it was drowned.

Adapted from :

http://kbinmata.blogspot.com/2015/01/spal-soal-bahasa-inggris.html?m=1

11. Why did the boy get off from the donkey?
   a. The passer-by needed him
   b. His father asked him to do that
   c. The donkey was tried carrying him
   d. The boy wanted to be with the donkey.

12. What is the main idea of the last paragraph?
   a. The man and his son took a rest near the bridge
   b. The man and his donkey arrived at the market
   c. The man's behaviour made the donkey alive
   d. The donkey was carried by its owners

13. What is the moral value of the text?
   a. You should believe in yourself
   b. You cannot please everyone
   c. Do what everyone asked you for
   d. You must be careful when riding a donkey

14. "... tied the donkey's fee to it..." (last paragraph). The underlined word refers to...
   a. The market
   b. The donkey
   c. The pole
   d. The river

Read the following text to answer questions number 15 to 17

One upon a time, there was a kingdom in java that was attacked by another kingdom. The king asked his Queen to save her life. Alas! In the middle of the jungle, the enemy killed all her guards. However, the Queen was lucky because she changed herself into a golden snail and survived.

The Crow and The Oyster

A hungry crow saw an oyster on the beach one day. He wanted o eat the tasty meat inside the shell, so he tried to open the oyster.

First he used his beak, but the shell stayed tightly shut. He even jumped up and hown the oyster, nut still he could not open it.

Another crow came. He saw what the first crow was trying to do and said, "My friend, may i offer you some good advice? I suggest that you pick up the oyster in you break, fly high into the air, and then drop the oyster onto the wide rock bellow, the oyster shell will break open and you will be able to have your meal".

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The oyster shell broke wide open. However, the other crow was waiting nearbly, and he reached the broken oyster first. He enjoyed a tasty meal, while the hungry crow had nothing to eat.

Adapted from :

http://bumgulansoalbahasainggrissmpsma.blogspot.com/2015/01/the-crow-and-oyster-htm?m=11

11. How did the other crow trick the hungry crow?
a. By giving a suggestion to drop the oyster onto the rock
b. By telling that he was so hungry and needed some food
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12. Where did the crow drop the oyster?
a. Onto the sand
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c. Always trust people who offer help
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Read the following text to answer questions number 11 to 14

A man and his son were going to the market. While they were walking, a country man passed and said, "You fool, what a donkey for but to ride upon?" the man put the boy on the donkey. But soon, some passers by said "see that lazy, young steer. His father walk while he rides."

So, the man ordered his boy to get off and got on himself, but the passer-by said, "shame on... that lazy old man, he lets his poor son walk, while he rides." The man did know what to do. Last, he took his boy on the donkey. Then the passer-by said, "aren't you ashamed of yourself for overloading the poor donkey?"

The man and the boy got off. They cut down a pole, tied the donkey's feet to it and raised the pole to their shoulders. They arrived to a bridge when the donkey, getting one of its feet loose, kick all out and caused the boy to drop his end of the pole. In the struggle, the donkey fell over the bridge and then it was drowned.

Adapted from :

http://kkizunata.blogspot.com/2015/01/spal-soal-bahasa-inggris.html?m=1

11. Why the did the boy get off from the donkey?
a. The passer-by needed him
b. His father asked him to do that
c. The donkey was tried carrying him
d. The boy wanted to be with the donkey.

12. What is the main idea of the last paragraph?
a. The man and his son took a rest near the bridge
b. The man and his donkey arrived at the market
c. The man's behaviour made the donkey alive
d. The donkey was carried by its owners

13. What is the moral value of the text?
a. You should believe in yourself
b. You cannot please everyone
c. Do what everyone asked you for
d. You must be careful when riding a donkey

14. "... tied the donkey's fee to it..." (last paragraph). The underlined word refers to...
a. The market
b. The donkey
c. The pole
d. The river

Read the following text to answer questions number 15 to 17

One upon a time, there was a kingdom in java that was attacked by another kingdom. The king asked his Queen to save her life. Alas! In the middle of the jungle, the enemy killed all her guards. However, the Queen was lucky because she changed herself into a golden snail and survived.

Appendix 28

Nama : Galang Dani P.
Kelas : XI Bahasa.

Malin Kundang

One upon a time, on the north of Sumatra lived a poor woman and his son. The boy was called Malin Kundang. They didn't earn much as fishing was their only source of income. Malin Kundang grew up as a skillful young boy. He always helps his mother to earn some money. However, as they were only fishermans helper, they still lived in proverty.

"Mother, how if I sail overseas?" asked Malin Kundang one day to his mother. Her mother didn't agree but Malin Kundang made up his mind.

"Mother if I stay here, I'll always be a poor man. I want to be a successful person," urged Malin Kundang. His mother wiped her tears.

"If you really want to go, can't stop you. I could only pray to God for you to gain success in life" said his mother wisely.

"But promise to me, you'll come here".

In the next morning, Malin Kundang was ready to go. Three days ago, he met one of the successful ship's crew. Malim was offered to join him

" Take a good care of your self, son" said Malin Kundang's mother as she gave him some food supplies

" Yes mother" Malin Kundang said

"You also have to take a good care of yourself. I'll keep in touch with you" he continued before kissing his mother's hand. Before Malin stepped into the ship, Malin's mother hugged him tight a if she didn't want to let him go.

It had been three months since Malin Kundang left his mother. As his mother had predicted before, he hadn't contacted her yet. Every morning, she stood on the pier. She wished to see the ship that brought Malin Kundang home. Every day and night, she prayed to the God for her son's safety. There was so much prayer that had been said due to her deep love for Malin Kundang. Even though it's been a year she had no heard any news from Malin Kundang, she keeps waiting and praying for him.

After several years waiting without any news, Malin Kundang's mother was suddenly surprised by the arrival of a big ship in the pier where she usually stood to wait for her son. Malin Kundang's mother saw a man who looked wealthy stepping down a ladder along with a beautiful woman. She could not be wrong. Her beautiful woman. She could not be wrong. Her blurry eyes still easily recognized him. The man was Malin Kundang, her son.

Malin Kundang 's other went to see her beloved son. "Malin, you're back, my son" said Malin's mother and without hestitation, she came running to hug Malin Kundang, "I miss you so much". But Malin Kundang didn't show any respond. He was ashamed to admit his own mother in front of his beautiful wife. "You're not my mother. I don't know who are you. My mother would never wear such ragged and ugly clothes" said Malin Kundang as he release his mother embrace.

Malin Kundang's mother take a step back, " Malin.. you don't admit me? I'm your mother!" she said sadly. Malin Kundang's face was cold as ice. "Guard, take this old woman out of here" Malin kundang ordered his bodyguard. "Give her some money so she won't disturb again!" Malin Kundang's mother cried as she was dragged by the bodyguard, "Malin... my son. Why do you treat your mother like this?" Malin Kundang ignored his mother and ordered the ship crews to set sail. Malin Kundang's mother sat alone in the peir. Her heart was so hurt, she cried and cried. "dear God, if he isn't my son, please let him have a save journey. But if he is my son, i cursed him become stone, "She prayed to the God"

In the quiet sea, suddenly the wind blew so hard and a thundersorm came. Malin Kundang's go ship was wrecked. He was thrown by the wave out of his ship, and fell on a small island. Suddenly, his whole body turned into stone. He was punished for not admitting his mother.

ESSAY

Choose the True one between these choice.

1. What is the story about?
   A. A wrath son
   B. West Java's tale
   C. Tumang d Dog husband
   D. The legend of Tangkuban Perahu
   E. Dayang Sumbi's rejection to marry Sangkuriang
2. According to the story, Tumang was...
   A. Actually a handsome prince
   B. Married to Dayang Sumbi
   C. Sangkuriang pet dog
   D. Good at hunting deer
   E. In fact Dayang Sumbi's father
3. What did Dayang Sumbi look like?
   A. She liked weaving clothers
   B. She looked for the hearth of a deer
   C. She was beautiful
   D. She was looking at her fallen tool
   E. She and her son were alike
4. What made Dayang Sumbi stay young?
   A. She set up conditions in doing things
   B. A young man fall in love with her
   C. She married a dog
   D. She knew how to take care her body
   E. God gave her an eternal beauty
5. Who are many characters in the story?
   A. The king, Dayang Sumbi, the dog and Sangkuriang
   B. Dayang Sumbi and Sangkuriang
   C. The king, Dayang Sumbi, the dog, Sangkuriang, the genie, and the spirits
   D. The king, Dayang Sumbi, the dog, Sangkuriang, the mount, the boat, the genie and the spirits
   E. The king, Dayang Sumbi, sister, daughter, the dog, a young man, Sangkuriang, the mount, the genie, the boat, the spirits and God.

Fill in the blanks based on the story.

1. What kind of the text?
2. Why was Sangkuriang expelled by his mother?
3. What a moral value we can learn from the story?
4. How are the characteristic of Sangkuriang?
5. The complication starts when...

1. ~~De~~ The legend of ~~the~~ Tangkuban Perahu Narntive text

2. ~~Sangkuriang~~ cause he killed tumang

3. to always respect parents

4. brave and stubbron

5. ~~since since~~ sangkuriang killed tumang

RIZKYA MIFTA AMALIA
XI IBB.

SANGKURIANG

One upon a time in West Java, lived a writer king who had beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you special present if you are female, I will marry you suddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healty boy.

Sangkuriang like hunting very much, especially deer. He often hunted to the wood using his arrow. When he went hunting, Tumang was always with him.

One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. The Sangkuriang when to the wood with his arrow and his faithful dog, Tumang, but after several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did now know that Tumang was his father. Tumang's heart to her mother. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her motheer in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived. At his own village but he did not ralize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an enternal beauty by God. So she stayed young forever. Both of them did know each other. So they fall in love and they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not believe her.

He wished that they marry soon. So Dayang Sumbi gave very difficult condition. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon. Sangkuriang agreed. With the help of genie and spirits, Sangkuriang tired to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spirits thooght that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finished the boat.

Sangkuriang was angry. He kicked the boat. Then the boat turned upside down, it leter became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant he mount really looks like an upside down boat.

ESSAY

Choose the True one between these choice.

1. Who is Malin?
    a. A son who love his mother
    b. A son who care with his mother
    c. A son who betray his mother
    d. A son who always with his mother .
2. What is Malin's mother does to Malin?
    a. Leave Malin alone
    b. Accompany alin until the end of the time
    c. Curse Malin into a rock
    d. Apologize Malin
3. What malin said to his mom before he went to the city?
    a. Malin never be back
    b. He promises to be back
    c. He will forget his mom
    d. He will give his mom much money
4. Who is the main actor of that story?
    a. Malin kundang
    b. Malin's mom
    c. Malin's wife
    d. Malin's society
5. What do you learn from the story of Malin Kundang?
    a. Never be a cruel son/daughter
    b. Leave our old mom
    c. give our mom money
    d. Meet our mom

Fill in the blanks based on the story.

1. What is the moral value of Malin Kundang?
2. Who are the actors of Malin Kundang story?
3. How are the characteristic of Malin Kundang?
4. Is Malin Kundang succes now? Why?
5. How Malin Kundang's Mother cursed him? Tell it.

1. Don't betray with our mother

2. malin kundang
   malins mother
   malins wife

3. malin kundang is betray
4. Yes because malin go to of city
5. she pray to the go and cursed malin
   became story

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