IMPROVING STUDENT'S READING COMPREHENSION THROUGH CAROUSEL BRAINSTORMINGSTRATEGY

(A Classroom Action Research at theTenth Grade Students of SMAN 7 Bengkulu Selatan Academic Year 2019 / 2020)

THESIS

Submitted As A Partial Requirements For The Degree Of Sarjana In English Education Study Program

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Wassalmu'alaikum Wr.Wb

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PRONOUNCEMENT

Name   : Desy Ari Santi
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I hereby sincerely state that thesis entitled: "THE USE OF REAP (READING, ENCODING, ANNOTATING AND PONDERING) TECHNIQUE TO IMPROVE READING COMPREHENSION AT THE TENTH GRADE STUDENTS OF MA DARUSALLAM KOTA BENGKULU 2019/2020" is my masterpiece. All things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu,   January 2020
Stated by,

~~Desy Ari Santi~~
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MOTTO

"Success is not measured by wealth, but success is an achievement that we must realize"

(Sukses tidak di ukur dengan kekayaan, tetapi sukses itu adalah sebuah pencapain yang harus kita wujudkan)

"(Aknes Liana)"

DEDICATION

This thesis is dedicated to:

- ❖ My greatest God. Allah SWT and Prophet Muhamad SAW. I really thank to you because without your blessing I'm nothing in this world.

- ❖ My beloved Father (Arwis) and Mother (Leniarti) thank you for your prayers, support advice and love. You are the best for me in the world. Love you Forever...!!!

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Bengkulu,   2020

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ABSTRAC

Aknes Liana. NIM. 1516230059. 2020. *Improving Students Reading Comprehension Through Carousel Brainstorming Strategy* (A Classroom action research at tenth grade students of SMAN 7 Bengkulu Selatan In Academic Year 2019/2020

Advisors: 1. Dr. H. Ali Akbarjono, M.Pd, 2. Endang Haryanto, M.Pd

Keywords: Reading Comprehension and Carousel Brainstorming Strategy

The problem of the research was the students' less motivated and learning reading comprehension is bored, only two hours in a week to study English at the school. The purpose of this research explain whether using Carousel Brainstorming Strategy can improve students' Reading comprehension at grade X of SMAN 7 Bengkulu Selatan in Academic year 2019/2020. Therefore, the research method was Classroom Action Research (CAR). The subjects instruments of this research were 30 students, consisted of females 23 and 7 males. The instruments of this research were reading tests, students observation checklists and field notes, teacher observation checklist and fiels notes, and interview. The research was conducted in two cycles which included plan, action,observation, and reflection. The evaluation test was administered at the end of each cycle. The result of students mean score in Pre-assessment and every cycle there are improvement in pre-assessment (50,1), in cycle 1 (62,43), and cycle 2 (75,33). This research shows that using Carousel Brainstorming Strategy has successfully improved the students reading comprehension, the improvement was influenced by the used of interesting material chosen and teacher's participation toward the students.

ABSTRAK

Aknes Liana. NIM. 1516230059. 2020. *Meningkatkan Pemahaman Membaca* Siswa *Melalui Strategi Carousel Brainstorming* (Penelitian Tindakan Kelas pada siswa kelas X SMAN 7 Bengkulu Selatan Tahun Akademik 2019/2020

Pembimbing: 1. Dr. H. Ali Akbarjono, M.Pd, 2. Endang Haryanto, M.Pd

Kata kunci: Kemampuan Membaca dan Carousel Brainstorming Strategi

Masalah dalam penelitian ini adalah, kurangnya motivasi dan sistem belajar yang membosankan belajar bahasa inggris hanya selama dua jam disekolah. Tujuan dari penelitian ini adalah apakah menggunakan Carousel Brainstorming Strategy bisa meningkatkan kemampuan membaca siswa di kelas X SMA 7 Bengkulu Selatan tahun ajaran 2019/2020. Oleh sebab itu, metode penelitian ini adalah tindakan kelas (PTK). Adapun subjek penelitian ini terdiri dari 30 siswa, 23 perempuan dan 7 laki-laki. Instrumen yang digunakan terdiri dari tes membaca, lembar observasi siswa da guru serta catatan lapangan, dan wawancara. Penelitian ini dilakukan dalam dua siklus dan evaluasi siswa selalu dilakukan di tiap-tiap akhir siklus. Dari hasil nilai rata-rata ini setiap siklus ada peningkatan terhadap membaca siswa pada tes awal adalah (50,1)%, di siklus 1 (62,43)%, dan di siklus 2 (75,33)%. Jadi penelitian ini membuktikan bahwa menggunakan Carousel Brainstorming Strategy bisa meningkatkan kemampuan membaca siswa, peningkatan tersebut juga didukung oleh penggunaan materi pelajaran yang menarik bagi siswa serta partisipasi guru terhadap siswa.

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CHAPTER 1

INTRODUCTION

A. Background of The Problem

There are four skills to learn in english, namely speaking, reading, writing, and listening skills. Reading is one of the four skills that have to be mastered by students since it has an important role in human's life.

English is one of the compulsory subjects, which is taught in Indonesia schools from elementary school up to university. The students are expected to be able to get skills in reading, speaking, listening, and writing. Therefore they can communicate with other people from English speaking countries. [1] English teaching is focused on English language skills are taught integrated but stressing in the teaching on reading. We can say that reading is a key to get information from the books, magazines, newspaper and to study science and technology. Reading does but also read word by word in a sentence, but to comprehend the whole ideas composed by the writers through written text .Reading is the key of knowledge. The history of reading goes back to the invention of writing. Reading is of great significance human life, therefore, it is the main factor in the acquisition of expertise and knowledge.[2]

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[1]Wildhan Burhanuddin,2015 (journal Keguruan dan ilmu pendidikan : p.34)
[2] Osama Yousif Ibrahim Abualzain. 2017Exploring the impact of free Voluntary reading in upgrading univercity students' creative writing at al Baha univercity (Saudi Arabia : al Baha univercity).P.189

Smith in Pranata states that, "Reading is a complex process in which the reader uses mental content to obtain the meaning from written materials". Reading is one aspect of the language skills that is very useful activity for everyone, especially for the students, because by reading students can extend the concept of knowledge can improve their language skill and enlarge their insight from the information they get from reading material. In this way, the students not only read but they also able to comprehend the written text or reading material that they read. Realizing of the importance of the reading comprehension, the writer introduces of a strategy to get a student successful in reading namely Carousel Brainstorm Strategy. Jones said that this strategy gives contribution for the student in processing information, communicating, developing thinking review of material and checking prior knowledge. [3]

According to Linse reading is a set of skill that involves making sense a deriving meaning from printed word. For second language learners there are three different elements which impact reading the learner's background knowledge, the learner's linguistic of the target language ,and the strategies of technique the learner's uses to understand the text.[4]

Related to the fact, reading is one of the four major skill that students have to master. In the fact, many students of Senior high school find to difficult to understand English text. Normally the students get stuck because of some problems, such as unfamiliar word, inability in understanding to context, being reluctant,and so forth. Reading is simple activity, which all

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[3] Wildhan Burhanuddin Opcit.hlm.35
[4] Linse in Rika Fidda Yuli,2013 (*Using Carousel Brainstorming :* Jounal of English Language Teaching) p.418

English learner's can do easily, However, it is no an easily skill to master. A complex process which require specialized skill of the reader and need a comprehension. It can be concluded that reading is a process of reacting and understanding a written text as a piece of communication.

The real problems happen, the research choose SMAN 7 Bengkulu Selatan because the students are very noisy when their teacher teaching at the class, the students attention very low to English teacher.

Based on the observation at SMAN 7 Bengkulu Selatan on January 4th, 2019, I got some information about the situation activities students. First, the school is wide and the building is good for students to learn, such as ;comfortable and large library rooms, canteen, and also many class divided into some departments, a total of seventeen classrooms with a total of 498 students and a total of 59 teachers.[5] Second, researchers also found adequate media such as infocus, tables, chairs, blackboards, markers, so we can see this school is a good infrastructure. The problems is that the teaching strategies uses English teacher in the classroom are monotonous. often the teacher repeat the same word so that students feel bored during the learning process.

Based on Dody Haryadi (English teacher) he said that students still guidance while they are reading a text especially narrative text, some of students had difficulties in reading the text.[6] The teacher often help the students by discussing the text together before students read the text. The interview was use for obtaining the first data about some information such as

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[5] Observation of activities of students SMAN 7 Bengkulu Selatan on December 4th, 2019.
[6] Dody Haryadi, teacher at SMAN 7 Bengkulu Selatan. Interviewed On January 4th, 2019.

the students point in reading and the students reading problems. The researcher choose this school and this class because the students problems in reading comprehension, especially in reading narrative text. Moreover, the mean score most of the students' reading only 60, whereas the minimum standard score of this school is 75. Based on explanation above I got information there were found many problems in reading at class Tenth of SMAN 7 Bengkulu Selatan. There were some problems students reading comprehension. Less motivated and learning reading comprehension is bored. when the students read a text, they had difficulties in understanding the characterictics of the text including the social function, generic structure and language feature. They also had problems to get main idea of text. There were some students tried to comprehend the text but they needed long times and in the end they were still failed. On the other hand, teacher sometime gave too difficulties materials for them. Those all made the ir achievments become low and cause failure in the teaching and learning procsess.

Then, the research also interviewed the students. They said that English were boring lesson because the activities only do exercise in the textbook. The students feel boring because they do the same activities in English class. They need enjoyable and fun classroom activities in learning English. The students also argued that the teacher did not treat the students very well.[7] Therefore, they are not very interested in learning English.

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[7] Aisyah Putri Agustina, Muhamad Rizki, The Tenth Grade Students of SMAN 7 Bengkulu Selatan, Interviewed On January 4th , 2019.

The next casuses come from outside of the teacher and the students. It was not intersting because the technique and the atmosphere of the class. The technique was not interesting because the tehnique that was used by the teacher to teach the students was monotonous. It made the students feel bored and hard to learn. Beside, the unsupported classroom atmosphere was negative contribution to students learning. The pre-observation and interview were done in pre-research, the researcher found the fact that the Tenth grade students of SMAN 7 Bengkulu Selatan had a problem with reading that was the achievment in reading comprehension.

The research intends to overcome the problem and improve students reading comprehension by using carousel brainstorming strategy. Based on the pre-research found that the students motivation in reading were low because when the students found the text in LKS they do not understands to content of the text. Therefore, carousel brainstorming are appropriate solotion to improve the students abilities in comprehending the text.

According to Rubel, carousel brainstorming provides an opportunity to generate lots of ideas in response to different prompts as well as to the thingking of the other group. Point out that carousel brainstorming allow a teacher to have students pull out and thingking about what they know about subtopic whitin a large topic in reading.[8] She adds that this strategy is also activating background knowledge and to check understanding after studying a

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[8] Rubel, Mcknigth in Rika Fidda Yuli, 2013 (*Using Carousel Brainstorming :* Journal of English Language Teaching)p.418.

general topic. McKnight says carousel brainstorming is a graphic organizer that can be used for brainstorming a topic to improve reading skill.

From the phenomena of the problems, it is clear that reading comprehension of the tenth grade of SMAN 7 Bengkulu selatan still have some problems. So the writer tries to apply one of strategies that increase students reading comprehension Carousel Brainstorming Strategy. This strategy can be viewed as a suitable strategy used in the teaching reading. By using this strategy, Corousel Brainstorming strategy is appoprite strategy in teaching reading comprehension. It requires students to accsess background knowledge or review what they have learned by thingking about subtopic within a boarder topic.This strategy also increase students' reading skill.

Carousel Brainstorming strategy can be used in teaching reading .In this strategy students are talking or having discussion about what they are reading, and consequently developing their comprehension of infomattional. This is an awesome way get students interested in content, focused on what they are reading and focused them monitor their comprehension .The aim of a Carousel Brainstorming program is to help students to enjoy reading .Based on the description and phenomena above, the writer is interested in to carry out a research entitled **"Improving Students Reading Comprehension Through Carousel Brainstorming Strategy"**

B. Identification of The Problems

Based on the background of the problem above, the researcher found information about the problems related to the students' reading comprehension in SMAN 7 Bengkulu Selatan at the tenth grade, there are: Students had difficulties in understanding the characterictics of the text including the social function, generic structure and language feature. They also had problems to get main idea of text. There were some students tried to comprehend the text but they needed long times and in the end they were still failed. On the other hand, teacher sometime gave too difficulties materials for them. Those all made the ir achievments become low and cause failure in the teaching and learning procsess.

C. Limitation of the Problem

This research is limited the first, on the use of carousel brainstorming strategy in teaching reading. Second, this research is focused on reading narrative text at the tenth grade students' of SMAN 7 Bengkulu Selatan in academic year 2019/2020.

D. Research Question How does carousel brainstorming strategy improve students reading achievements of ten grade students of SMAN 7 Bengkulu Selatan in academic year of 2019/2020 ?

E. **Objective of the Study**

Based on the problem above, this study is objective to improve students implementation in carousel brainstorming strategy the ten grade students in reading comprehension .

F. **Significance of The Study**

The research was expected that this research has the benefits both theory and practices.

Theoretically, this study was a useful reference about the use of carousel brainstorming strategy for others who want to reading about this issue. Therefore, it is expected that the findings of this study may give contribution to further understanding of the use of the carousel brainstorming strategy to improve students' reading comprehension achievements at the ten grade students of SMAN 7 Bengkulu Selatan.

Practically, the finding of the research may give benefits for the teachers and for the students. For the students, the researcher hoped that students had a specific strategy to learn Reading comprehension in order that they did not feel bored during lesson. Carousel brainstorming strategy can be an alternative for learning reading comprehension. For the teacher, it is hoped that this research can be inspired many English teacher to specific teaching strategy in teching students English. For the research who had the same problems with SMAN 7 Bengkulu Selatan, it is better to use this teaching strategy to solve the students problems in Reading comprehension matery.

G. Definition of Key Term

Some key term need clarification as frame of reference are define in the following :

1. Carousel brainstorming strategy is approach strategy in teaching reading comprehension. It requires students to accsess background knowledge or review what they have learned by thingking subtopic within a border topics. This strategy also increase students reading skill.

2. Reading comprehension achievements is an active process of thingking depending not only the reader comprehension skill but also on his/ her experience background knowledge.

CHAPTER II

LITERATURE RIVIEW

A. Concept of Reading

Before going on discussion of the aspect related to reading, theresearcher would like to present a verse of the Al-Qur'an verse namely the first and the third verse of Al-alaq;

<div dir="rtl">

ٱقۡرَ بِٱسۡمِ أ رَبِّكَ ٱلَّذِى خَلَقَ(١)

ٱقۡرَ وَرَ أ بُّكَ ٱلۡأَ كۡرَمُ (٣)

</div>

(1) Read in the name of the Lord Who created. (2). Read and your Lord is the Most Bounteous ". (Al-alaq: l, 3). *(www. quranexplorer. Com)*

The first verse shows the requisite of reading; before reading someone must read basmalah to get Gods' mercy and the third verse shows that if someone always repeat his/her reading, the God will give mercy and knowledge for him/her. In conclusion, reading is very important and the people must be read something not only such a text, but also read anything that in which they get information or knowledge.

1. Definition of Reading

Reading is basic to all learning, both in learning in general and acquisition of languages. Reading is a language skill that is owned or needed by a reader to understand the printed page or a text. Reading is of great significance in human life, therefore, it is the main factor in the

acquisition of expertise and knowledge.[9] In the process of reading the reader understands the meaning with his experience in his own knowledge with information obtain in printed text obtain knowledge.

Reading is considered a basic life skill, the lack of which can affect the student's academic growth and success states that "learning to read is critical to students' academic success and has a tremendous impact on their emotional and social development throughout life it is the main foundation upon which, a child's succsess in school and subsequently, throughout life ,depends on. However, many children do not seem tograsp these skill early enough in their lives and as a result, strunggle with rudimentary reading skills. [10] Reading is often used to describe both what beginners do when they are learning to read and what good readers do when they are involved in fluent reading.[11]

Through reading, students can develop their writing with ideas they have and improve language components, such as vocabulary and grammar. Beside that, reading needs to be considered, so that readers and students have good interactions with the text to fully understand what the word mean, and by looking at and adjusting the pictures of the world painted, understanding the arguments, and completing their reading.

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[9]Osama Yousif Ibrahim Abualzain. Exploring the impact of free Voluntary Reading In Upgrading Univercity students' Creative Writing At Al Baha Univercity . (Saudi Arabia : Al Baha University,2017),p. 189

[10]Rania Adel Ibrahim Ahmed,2015 (*Enhanching Elementary Level EFL Students' Reading Comprehension and writing skills through Extensive Reading Enrichement Program:* International Journal of English Language Education *)* p.29

[11] Erbu kaya, 2015 (*The of Reading skills on Reading Comprehension Ability of Turkish EFL Students*). Universitepak Bulten. P. 38

Based on the above definition, it can be conclude that reading is a way to get information from a text or something written. Reading invols the interaction between the reader and reading. So, that's a variety of ways that can be done so that the reader gets a message from the text. Then, reading has a big contribution to students who want to get information and enrich their knowledge. Actually, reading is very important in our life reading comprehension cannot be separated because the purpose or the result of reading activity is to comprenhend what has been read, reading without understanding what has been useless.

2 . Types of reading Skill

According to Richards et al, Maley and Paran there are four types of reading, that is Itensive Reading, Extensive Reading, Scanning, Skimming.[12]

The explanation are as the follows :

a. Itensive Reading, Itensive Reading on the other hand focuses on accuracy rather than fluency by emphasizing detailed study of vocabulary and grammar, intensive reading is the grammar translation approach where the teacher works with the learners, using the first language to explain the meaning of a text sentence by sentence. [13] (b) Extensive Reading, Programme is that students should be reading material which they can understand. If they are strunggling to understand every word, they can

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[12]Richards In Feng Liu,2010(*Internasional Education Studies : Reading Abilities and Strategies : A Short Introduction),*.p.155

[13] I.S.P. Nation.2009. *Teaching ESL/EFL Reading and Writing*. New York: London. P. 25

hardly be reading for pleasure the main goal of this activity. [14] (c) Scanning, Scanning is reading selectively to achieve very specific reading goals, e.g. finding a number, date. It is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of a text or passage. The main feature of scanning is that any part of the text which does not contain the pre-selected piece of information is dismissed. (d) Skimming, Skimming is reading for gist, it is a type of rapid reading which is used when the reader wants to get the main idea or ideas from a passage, Skimming is high-speed reading that can save you lost of time.[15]

3. The Definition of Reading Comprehension

Reading is a complex, purposeful, interactive, comprehending, flexible activity that takes considerable time and resources to develop. Reading is rapid, which means that readers should maintain flow of information at a sufficient rate to make connections and inferences vital to comprehension, The reader has a purpose for reading, a purpose provides motivation an infortant aspect of being a good reader. It is interactive activity the reader make use information from his/her background knowledge as well as information from printed page, reading is also interactive in the sense that many skill work together simultaneously in the

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[14] Harmer,Jeremy. 2005. *The practice of English Language Teaching*. London: Longman. P.210
[15] Beatrice S. Mikulecky and Linda Jeffries. 1996. More Reading Power. of the world language Division: Longman. P. 132

procsess. [16] The reader typically expects to understand what is reading .Reading is flexible, meaning that the reader employs a range of strategies to read efficiently. Finally, reading develop gradually, the reader does not become fluent suddenly, or immediately following a reading development course.

Reading comprehension is among the skills that students in Indonesia must be skilled at since the recent tests in the Indonesia's national examination more emphasized much on reading This examination is held for students for every transition of schools levels, from elementary to enter junior high, from junior high to enter senior high, and from senior high to enter university. Particularly for the senior high school students, the expectation of their reading skill becomes higher so that they can obtain good scores in English to enter the university (Yusuf & Fauzan).[17]

Reading comprehension is divided into various skills. A well-known statement related to reading proficiency is a reader who wants to have a higher proficiency in reading should be able to define main idea, find detail information, make inference, and have sufficient vocabulary while reading. [18] The nation of general reading comprehension has been internationally save for last in this discussion for two reasons. First it is the most basic purpose for reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is actually

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[12]M.Bojovic 1,2010.Reading Skills and Reading Comprehension in English for Specific Purpose (Agronomy Cacak,Serbia: Univercity of Kragujevac) p.1

[17]Yusuf & Fauzan In Qismullah Yusuf, 2017. (Skimming and Scanning Techniques to Assist EFL Students in Understanding English Reading Texts),p.44

[18]Qismullah Yusuf.Opcit,p. 45

more complex than commonly assumed. Reading for general comprehension, when accomplished by a skilled fluent reader, requieres very rapid and automatic processing of words, strong skills in forming a general meaning representation of ideas, and efficient coordination of many processes under very limited time constraints.[19]

B. Concept of Narrative Text

1. Definition of Narrative Text

Narrative text is kind of text which tells about events, which can make the reader feels that it is real. A narrative tells about something that happened in the past.

According to Pradiyono, narrative text is a kind of text to retell the story that past tense. The purpose and social function of the narrative text is to entertain or to amuse the readers or listeners about the story.[20]

2. The Generic Structure of Narrative Text

Narrative text has three main parts Generic Structure below which these theree sections wasexplained :

(a) Orientation: Sets the scene: and when the story happened and introduces the participants of the story who and what is involved in the story, (b)Complication, Tells the beginning of the problems which leads to the crisis (climax) of the main participants. (c) Resolution, the

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[19] Wiliam Grabe and Fredricka L. Stoller. 2013.*Teaching and Researching Reading* :Routledge Published, London and New York, P. 8.

[20] Pradiyono, as quoted by Nurainun, Improving the students reading comprehension narative text by using concept oriented reading instruction at grade VIII private islamic junior high school Ali imron medan.2017, p.23

problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

As note, the structure of narratives is often called a "story grammar". This term refers to the different elements the reader can expect to find in a story, such as the characters, setting, plot (including a problem that needs to be solved), and a resolution to the problem. Narratives include different types, or genres, that can very somewhat from this basic strory grammar templete. These include realistic fiction, fantasi, fairytales,folktales, mysteries , humor, historical fiction. For example, fables are short stories with a tpiycal story grammar but with the addition of a moral.(Mandler and Deforest, Stein, Nezworski).[21]

3. Strategies of Reading Comprehension

Some strategies are in reading comprehension,namely.[22]Following are 10 such strategies :

a. Identify your purpose in reading a text, (b) Use grapheme rules and patterns to aid in bottom-up decoding (especially in beginning level learners), (c) Use efficient silent reading techniques for relative rapid comprehension (for intermediate to advance level), (d) Skim the text for main idea, (e) Scan the text for specific information, (f) Use semantic mapping or clustering, (g) Guess when do you are not certain, (h)

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[21] Mandler and Deforest, Stein, Nezworski in Janette K. Klingner.2007. *Teaching Reading Comprehension to Students with Learning Diffculties*. New York: London. P.77

[22]H.Douglas Brown. 2004. Teaching by principles An Interactive Approach to language pedagogy.Third Edition. San Francisco. P.366-370

Analyze vocabulary, (i) Distinguish between literal and implied meanings, (j) Capitalize on discourse markess to process relationship.

4. The concept of Corousel Brainstorming

a. Definition of Corousel Brainstorming

According to Rubel, carousel brainstorming provides and opportunity to generate lot of idea in resonse to different prompts as well as to thingking of others in group.[23] Point out that carousel brainstorming allow a teacher to have students pull out and thingking about what they know about subtopic within a large topic in reading. She adds that this strategy is also activating background knowledge and to check understanding after studying a general topic. Carousel brainstorming uses a chart paper with some question that are related to topic one the top of paper and some question. Carousel brainstorming strategy used to get everyone involed in generating ideas. This strategy provides an opportunity to make sure that everyone is aware all the ideas that are generated because it realis on group This strategy also applies to improve reading skill think-Pair-Share.

Think-Pair-Share has theree steps. In 'Think' steps the students are given time to think individually about a topic that is going to be discussed .After that the students come t the next steps that is 'Pair steps. In this steps, the students discuss about what they have thought in thingking step with their partner in the group . They discuss it and decide which one is the

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[23]Rubel In Rika Fidda Yuli,2013 (*Using Carousel Brainstorming :* Jounal of English Language Teaching) p.418

appropriate answer. Then they came to 'Sharing' step.In this steps the teachers asks the students in each group to share their ideas to the whole class and then disscuss it together with their teacher. After the there steps, And then from the chart paper the students have some vocabularies about the topic that they discussed and it make they easy to comprehend the text in reading.

Carousel brainstorming strategy is aproprite strategy in teaching reading comprehension it requires students to acsess background knowledge or review what they have learned by thingking about subtopic within a boarder topic. This strategy also uncrease students reading skill.

The procedure of carousel brainstorming strategy in classroom :

a. Put a different subtopic on each of the groups, (b) Put students in groups. The number of groups should equal the the number of subtopics, (c) Give each group a different material, and have one student in each group serve as the recorder. Explain that the students will have a short time to write down on their chart paper all the terms or phrases they can think of that relate to the topic on their sheet. They are not allowed to add something that has been written by a previous group. This requires each group to read the ideas added by the other groups, (d) Give the students between 30 and 90 seconds to write on their sheets. At the end of that time tell the students to move on or pass their sheet to the next group. By the third or fourth move you may need to give them a little more time as the more obvious terms will have

already been added, (e) After the groups have written on each sheet, collect all sheets and then post them in the classroom, (f) Use the sheets to stimulate discussion of the new content or facilitate a review, (g) You can also have the students, individually or as a whole class, determine the three or four most important terms or ideas that were written. Have the students use these ideas in writing or as notes for review.

2. The Advantages of Carousel Brainstorming

There are some Advantages of Carousel brainstorming reading comprension activity :

a. Activities students prior knowledge by using this strategy students have to think about what have know about the topic even though they unfamiliar with the topic, but they try to recall their knowledge, (b) Allow students to work in group while answer the topic question,the students share their idea in the group and to discuss the answer together in the group, (c) Allow students to move around the classroom in carousel brainstorming the students not only sit on their sheet but also have to go to station for answer the question it maybe more interesting than only sitting all the time in the class, (d) Students think that because creativity is not restricted, (e) It promotion calloboration if students did not know the answer and may be she or he answer the question with their first language e.g Indonesin language, so all the class will collaborate to answer it together in English language with their teacher,

(f) Can improve the ability of creativite thingking of students, (g) Its fun while doing this activity the students not feel bored, (h) Students with low reading proviciency will get aid from the other in the group, (i) Its can increase students motivation, concentration, and participation.

5. Some Related Previous Studies

There are some previous findings related to the use of carousel brainstorming strategy to enchace students reading comprehension that were conducted by some research with different subject of study .

The first study wasconduted by Rikka Fidda Yuli. The title " Teaching reading comprehension by using carousel brainstorming strategy at senior high school .[24] The result using carousel brainstorming strategy can improve student ability to read and understand the contents of reading. The some studies that have been done above, it can conclude that the carousel brainstorming strategy to improve stdentns reading ability, then through this study, research wanted to see the carousel brainstorming strategies can also improve the ability to read the Ten grade students in SMAN 7 Bengkulu selatan.

The second the research by Emi Latifah. The title is " The implementation reading comprehension of the tenth grade students of MAN 3 Kota Cirebon in academic year 2012/2013 taught by using

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[24]Rika Fidda Yuli,2013 (Jounal of English Language Teaching : *Using Carousel Brainstorming)*

carousel brainstorming.[25] Finding this research shows the students' that the technique was implemented appropriately as the students were so excited with this activity. This finding also strength by the students' expression towards the activity. As result of this research, Carousel Brainstorming is an easy technique that used to activate background knowledge of the before reading text. It gives contributions for students in activating and connecting their background knowledge with the text. The disadvantages of using this technique include some results of Carousel Brainstorming that may develop to other point.

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[25] Emi Latifah, 2012. The implementation of carousel brainstorming in teaching reading comprehension at Man 3 Kota Cirebon.

BAB III

RESEARCH METHOD

A. Research Design

In this research, the researcher Classroom Action Research (CAR) with cycle model. This research was expected to improve the ten students ability in reading narrative text by using carousel brainstorming strategy. According to Bogdan and Biklen a Classroom Action Research is systematic collection of information that is design to bring about social change.[26] In line with the ideas, Baskoro Adi Prayitno Action research is a reflective process from a progressive problem solving conducted by individuals collaborated with others, or being a part of " practitioner's community" which strunggle to improve something or solve any problems.[27] Therefore, a classroom action reseacrh is itended to solve problems in a classroom, in this reseacrh the problem encountered by the ten students of SMAN 7 Bengkulu Selatan in reading.

This research was applied with cycle model which each cycle consist of four stage of activities. They were: planning of the action, implementation of action, observing and evaluating, and analyzing the data and reflecting the action, if the first cycle could not achieve the target score, that is 75, this research was continue the second cycle. This research was conducted callaboratively with the English teacher of the ten students.

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[26] Siti Khasinah, Classroom Action Research : *Journal Pionir* , Vol. 1, No 1, juli Desember, 2013. P.108

[27] Purnama Syae Purohman, 2018 (Classroom Action Research Alternative Research Activity for Teachers) P.1

The design of classroom action research was ilustrated in the following:[28]

Figure 3.1. The Design Classroom Action Research

Prelinimanary Study
- ❖ Fact finding
- ❖ Classroom Observation
- ❖ Problem Identification

Planning
- ❖ Designing the lesson plans and materials
- ❖ Preparing the observation guide
- ❖ Designing the reading test
- ❖ Determining the criteria of success

Acting
- ❖ Teaching reading by using carousel   brainstorming strategy

Cycle 1

Reflecting
- ❖ Analysis
- ❖ Reflecting

Observing
- ❖ Observing and collecting data related to the effect of the action
- ❖ Measuring the succsessful implementation

Planning
- ❖ Revising some necessary aspect which make first cycle failed

Acting
- ❖ Presenting revised implementation of carousel brainstorming

Cyecle 2

Reflecting
- ❖ Analysis
- ❖ Reflection

Observing
- ❖ Observing the teaching learning process
- ❖ Collecting data related to the effect the action
- ❖ Measuring the successesful implementation

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[28] *Adapted from Lewin, in Elliot,* 1991.P. 70

B. Setting and subject of the study

This study was conducted at SMAN 7 Bengkulu Selatan, located in Kota Agung Kec. Seginim. This subject of the study was the students of SMAN 7 Bengkulu Selatan, especially X A Ipa 4 class. The number of the students in X A Ipa 4 class are 30. The research choose this class because the students have the problems of reading comprehension in narrative text. Morever, the main score of the students reading was 62; whereas the minimum standard score of this school was be 75. This classroom action research was conducted collaboratively. The English teacher as the collaborator and the research prepared all the procedures in the research. Hopefully, the result of this the research would be able to solve the problems in reading narrative text.

C. Research Procedure

This classroom action research was be implemented in four stages of activities in each cycle, namely (1) planning of of action, (2) implementation of research, (3) observation and evaluation, (4) reflection of the action.

1. Pre- Assessments

The purpose of pre-assessments got the first data about teaching and learning process in classroom. The researcher gave test for the students of reading narrative text and asked students to read it and reseacrcher gave score to know students reading achievement before implementing narrative text through Carousel Brainstorming Strategy. After that, the researcher anlyzed the result or the score of students reading.

2. Preliminary study

This preliminary study was done to get the more authentic data especially about the English teaching and learning process. On January 4th 2019, the researcher conducted the first preliminary study at SMAN 7 Bengkulu Selatan which was done by interviewing the English teacher. Interview was applied for obtaining the supporting first hand data about some infomation that had been done in preliminary study, such as the result of reading test in pre action and the students reading problems. In this case, structured interview was used in which a list of questions is used as a guide while interviewing. The research found most of ten students especially class X A had low ability in reading comprehension of narrative text. The average score of students ability in reading is only 62; whereas the minimum standard score of the school is 75. It could be seen from the data which was obtained from the result of the pre action test to know the students ability in reading narrative text. The English teacher explained that the students had dificulties in starting to reading, generating ideas, identify main idea in paragraph, low vocabulary so that make they do not well read. Almost all of the students did know how to start. They could not read smoothly because they did not know what to read to develop the topic and they got stuck in the middle of reading.

On March 4th 2019, the research conducted the second preliminary study. The research observed the teaching and learning process of reading

comprehension of narrative text. The students in this clas had less motivation in their reading class, especially in reading comprehension of narrative text. It could be seen from the students interaction while they were responding the teacher's explanation in the class. The students tended to be passive in responding to the teacher's explanation and questions.

In adition, based on the classroom observation that was done during the teaching and learning process, the English teacher's way in teaching reading skill to students was monotonous and uninteresting. He only focused on the use of text book material without to involve the students to teaching and learning process. The techer just asked the students to remember their past experience and read them. He also explained the materials of narrative text incompletely. On the other hand, the students looked bored with the teacher's explanation.

It is considerd that the teachers played an important role in teaching and learning process, especially in applying the appropriate strategy in teaching reading.

3. Planning the Action

In this classroom action research, the planning of the action was done after the pre cycle preliminary study. It is intended to plan and prepare everything that was need in all of the steps in implementing the action of the research in order to get the best result. The preparation covered: (1) choosing the theme/sub-theme based on the school- Based Curiculum for the ten students of senior high school, (2) designing the lesson plan for the

action in the first cycle, (3) preparing the material, (4) preparing the observation guide, (5) designing the reading test by using carousel brainstorming strategy, (6) designing the creteria of success of the research.

a. Choosing the Theme

The research consultes with the English teacher to choose the suitable the based on the school- Based Curiculum for the ten students of senior high school. The theme of this study is "Cinderella". The researcher and the English teacher chose this theme because it deals with reading comprehension of narrative text.

b. Design the Lesson Plan

The research design the lesson plans for the first and the second meeting in the first cycle by preparing the teching scenario using the carousel brainstorming strategy in teaching reading comprehension of narrative text. Then, the research consulted with the English teacher about the lesson plans made.

c. Preparing the materials

The learning materials and instruments plays important role in teaching reading narrative text. In this study, the learning materials are preapred based on the learning objective stated in the lesson plan. The materials chosen by the researcher should be realated to theme being discussed that was about narrative text. The researcher was give the example of narrative text entiled " Cinderella" that was taken from "

English in Focus Grade X Senior high school (SMA/MA)", while the example of carousel brainstorming was taken from the internet.

d. Preparing the Observation Guide

The observation guide was used to observe the real condition of teaching and learning reading process in the classroom. It was use to record the students involvement in the teching and learning process whether they are active or passive, especially reading comprehension of narrative text by using carousel brainstorming strategy. The forms of the observation guide were observation checklist that contained the indicators to be observed and field note.

e. Design the Criteria of the Succsess

In this classroom action research, the criteria of succsess was based on score in reading test. The students were considered to be succsessful if 75% of the students had achived the standard average score that was 77 or more. Beside, the students' involvement in teaching learning process was considerd succsessful if there are 75% of the students involved actively in the process of reading activities. These criteria were used as the main consideration to determine wheter the implemention of the research was succsessful or not.

4. Implementation of the Action

Implementation mean: the realization of the action was planed in the planning of the action. The implementation of the action was conducted during the school hours. The research and his collaborator conducted the

action research based on the lesson plans that had been prepared with his collaborator. In this case, the researcher carried out the action by teaching reading using carousel brainstorming strategy to improve the ability of the students in reading narrative text. Meanwhile, the English teacher obsereved and made notes about everything that happened during the teaching learning process.

In the implemention phase, the action cycle are arranged in two meetings. In the first and second meeting, the researcher carried out the action by teaching reading using carousel brainstorming strategy to improve the ability ability of the students in reading narrative text. In this case, the researcher assigned with some exercises to write a narrative text based on their brainstorming . Meanwhile, in the third meeting, the research and the English teacher gave the reading test to the students to measure their reading ability in reading narrative text.

3. **Clasroom Observation and Evaluation**

Classroom observation aimed to observe the students activities during the teaching and learning proccsess of reading by using carousel brainstorming strategy. The researcher and teaher used the observation checklist as the instruments in the observing students active participation. The teacher activity had been observed in form of field note. In this classroom action research the observation was conducted twice in each cycle. The students made their carousel brainstorming by doing some steps: (1) reading the topic in the middle, (2) thingking of as many to put the

words or phrases as they can which are related to the topic, (3) trying to put the words phrases into the bubbles, (4) eliminating the imppropriate words, (5) developing their brainstorming.

Evaluation was inteded to measure wheter the teaching reading by using carousel brainstorming strategy could improve students ability in reading narrative text or not. There are two kinds of evaluations, the first was procsess evaluation and the second was product evaluation. The process evaluation was used to evaluate the teacher's activities and the students active participation during the teaching and reading process. The product evaluation wasused at the end of the meeting in each cycle in the form of students' reading score by using carousel brainstorming strategy.

4. **Reflection of the Action**

Reflection wasdone to reflect the result of the action in each cycle. It was inteded to know wheter the action given is succsessful or not. It was done collaboratively with english teacher to answers the research problem. The result of the reflection wasused as a guide to revise the second cycle if the first cycle did not achive the target.

5. **Data Collection Method**

There are to kinds of data in this classroom action research, namely qualitative data and quantitative data. The qualitative data were gained from the observation about the way the teacher the action. The quantitative and data were gained from the reading test and the result of classroom observation.

6. **Qualitative Data**

   The qualitative data in this research are attained by observbation in implementation of the action. The teacher observed the implementation of the actions in the aspect of opening the lesson, main activites, and closing the lesson. The instruments used in the observation was in a form of a field note. The observer took a note related to questions on what the doer had done in implementing the action.

7. **Quantitative Data**

   a. **Observation**

      In this classroom action research the observation was conducted twice in each cycle. This observation was inteded to know the students participation when they were taught reading by using carousel brainstorming strategy. The observation checklist wasused as instruments to record students active participation during the teaching and learning process. The indicators of the active students could be seen in asking question and aswering questions, paying attention during the lesson, using carousel brainstorming in their prereading, proofread their partner's draft, and reading narrative text. If the students fulfilled at the least three indicators they were categorized as active students.This research was succsessfull if about 75% of the students were active in teaching and learning process of reading by using carousel brainstorming strategy.

b. **Reading Test**

In this classroom action research, the reading test wasgiven after the action given that wasin the third meeting in each cycle. This test was intended to know the students' ability in reading narrative text by using carousel brainstorming strategy. In this case, the students were asked to read a carousel brainstorming of narrative text based on the instruction and the score was given based on the scoring rubric.

D. **The Instruments**

The research instruments used in this study were some strategy of data collecting method. The data needed in this classroom action research covered the primary data and the supporting data. The instruments used the collecting primary data were observation checklist, field note, and reading test, while supporting data were gathered through an interview.

1. **Observation Checklist**

In line observation, Arikunto suggest that the best way for doing observation is by using observation checklist, The observation checklist was used to record the students' involments the teaching and learning process wheter they were active or passive.[29] In this research, the english teacher did direct observation in the classroom to know the students' participation when they were taught reading narrative text by the researcher using carousel

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[29] Suharsimi Arikunto. Prosedur Penelitian Suatu Pendekatan Praktik : Jakarta : PT. Rineka Cipta,2014, P. 199

brainstorming strategy. On the other hand, observation was done by English teacher to observe and note all of things happened in the classroom during the teaching and learning process. The indicator of active students could be seen asking questions and answering question, paying attention during lesson, using carousel brainstorming in their prereading , proofread their partner's draft, and reading narrative text. The observation checklist was enclosed in Appendix....

2. **Field Note**

The teacher was observed the implementation of the actions in the aspect of opening the lesson, main activities, and closing the lesson. The instruments that wasused in the observation in the form of a field note. The field note contained some questions that guide the observerin collecting data. The observer takes a note related to the questions on what the was have done in implementing the action. The field note was enclosed in Appendix..

3. **Reading Comprehension Test**

Test was used to know measure the students reading comprehension to the material given. Students test will use to measure the students reading comprehension. The test the students reading comprehension in pre-assessment and each cyle. Before the real test conduced, the research tried test item other school in level senior high school to find out the validity and realibity. In here the research the used written test to know students ability in reading and teacher give to students text narrative to students and then

students indentify main idea sentence in the text narrative. Pre-assessment in the form multiple choice items which is consisted of 40 question. The expected answer were A, B, C And D. Each the correct answer had 1 point and incorrect answers got 0 point. The purpose of the pre-assessment conducted wasfind initial condition of the subject in reading comprehension. Meanwhile the pre-assesments would reflect the improve of Carousel Brainstorming strategy when was applied in grade X IPA 4 of SMAN 7 Bengkulu Selatan. The following is a table of aspect of the assessments of narrative text reading for cycle I and cycle II. (See Appendix)

The researcher uses criteria of scoring reading comprehension in each cycle as mention on the table bellow:[30]

Criteria of scoring reading comprehension

Variable	Sub-Variable	Indicator
Reading comprehension	Main idea	The students can identify the main idea of the reading passage well.
	Understanding text organization	The students can understand well about the organization or the order of the text.
	Inferences	The students can understand where the text is refers to. So,

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[30] Gunadi H. Sulistiyo, Reading For meaning : Theories, Teaching Strategies and Assessment. Malang: Pustaka Kaiswaran.2011. P.138

		they can understand even they vocabulary of the text were changed in its pronouns, etc.
	Predicating	The students can encourage them selves to look at the subject or title of the passage,and to think about the possible content. If doesn't matter if the learner do not predict correctly. The activity still helps prepare them for reading.
	Vocabulary	The students can try and gues the general sense difficult word, and there are a number of activities which help the reader deal with unfamiliar vocabulary without using dictionary or asking the teacher to explain and translate.

for each correct answer given a score of 1, and for each incorrect answer given a score of 0. there are 40 questions, then the maximum number of scores is 40. student scores are taken from the total score (correct answers) multiplied by the total number of questions. 40 multiplied by 2.5 so that the maximum value achieved by students is 100.

4. **Interview**

Arikunto, states the interview is the fastest way for collecting the research data. In this classroom action research, interview wasapplied for obtaining the supporting first and hand data about some information that had been done in preliminary study, such as the result of reading test in pre action and the students' reading problems.[31] The interview wasconducted with the English teacher. In this case, structured interview was used in which a list of questios is used as guide while interviewing.

5. **Documentation**

Documentation is supports research in the form of several photographs while applying technique in reading comprehension. This teachnique is also used as a technique to determine the condition of teacher, students and the location of the school.

8. **Data Analysis Method**

The data colleted in this research, the reading are qualitative data gained from field note and quantitative data are collected from the reading

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[31] Suharsimi Arikunto. Prosedur Penelitian Suatu Pendekatan Praktik : Jakarta : PT. Rineka Cipta,2014, P. 198

achievment test score and the result of observation during the teaching and

learning process. The quantitative data are analyzed the following form.

The categories table can be seen as follow:

Table 3:2

Percentage of students' Score category[32]

Score Interval	Category
80-100	Very Good
70-79	Good
60-69	Moderate
50-59	Low
<49	Failure

The formula bellow is used to find the students' mastery in average.

$$P = \frac{F}{N}\text{x}100\%$$

Note :

P   : The percentage of the students' reading skill

F   : Total score of the students

N   : Total number of the students

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[32] Rosma, Hartini Sam's, (2010). *Metode Penelitian Tindakan Kelas: Teknik Bermain Konstruktif untuk Peningkatan Hasil Belajar Matematika.* Yogyakarta :Teras. P.94

CHAPTER IV

RESULT AND DISCUSSIONS

A. Result

This chapter presents the result from all the parts of the research based on the data collection and data analysis. The result of this research show that the students' ability in comprehending narrative texts of reading comprehension was improved significantly. It can be proved from the comparison between the result of pre-assessment score and the students score in the last cycle (Cycle II). The deatail description can be explained in the following.

1. Pre-Assessment

Pre-assessment in the first step was done by the researcher. It was conducted on August 2th, 2019. It was done to get the students' basic ability in comprehending narrative texts of reading comprehension. The scoring technique in calculating the was based on the explaination in chapter III. The result of pre-assessment test showed that students ability in comprehending narrative text of reading comprehension.

a. Teaching English Condition

The researcher conducted observation agian on August 02, 2019 to observe the English teacher's activities in teaching English in the classroom. The researcher observed tenth grade of SMAN 7 Bengkulu

Selatan Class because the students were the subject analysis of this research.

In this pre-cycle activity of the research, there were some problems found in classroom, especially the teacher's attitude and strategy in teaching learning process. While the teacher was teaching, there were some problems found especially in how to teach English teacher in this class. First, when opening the lesson, the teacher immediately checked the attendance list of students and asked students to open their English textbooks to continue the subject matter without reviewing the lessons learned at previous meeting. Even though the activity of reviewing the lessons learned is one of important activities to help students recall the material that has been taught and its relationship with the next material. Furthermore, the teacher explained the material too quickly so that students have not yet grasped what the teacher has taught, but the teacher has continued the material to the next discussion. The teacher does not give students the oppotunity to ask whether they understand or not with the material being taught. He immediately asked students to do the exercises in the English textbooks and collect them when the lesson was over.

In closing activity, the teacher brought the students's assignments and corrected them at home and wasshared with the students at the next meeting. Thus, the students did not know the mistakes they have made in the assignments because it was not discussed by the teacher.

b. Students' Learning Habit

Since the teacher's way in teaching procsess only explained the material, it made students look bored when learning. Most of the students did not pay serious attention to the teacher. They did other activities in learning. Some of them were chatting with their peers, some were even busy playing with their gadgets. Their learning motivation was low. This was seen when the teacher asked them for Reading Comprehension in front of the class; many of them complained and claimed they were not ready to explain the material. As the result, only about 1-2 students wanted to come forward, even then with their poor Reading Comprehension.

c. The Result of Pre-Assessments Test

To get students' basic skill in Reading Comprehension of describing narrative text before getting action, the researcher conducted pre-assessments test by giving instruction the prepared instrument to the students on August 02, 2019. The detail caclulation can be seen in appendix about the students score in pre-assessment test. The descrption can be explained based on the following chart:

Chart 4 : 1The Result of Pre-Assessment Test
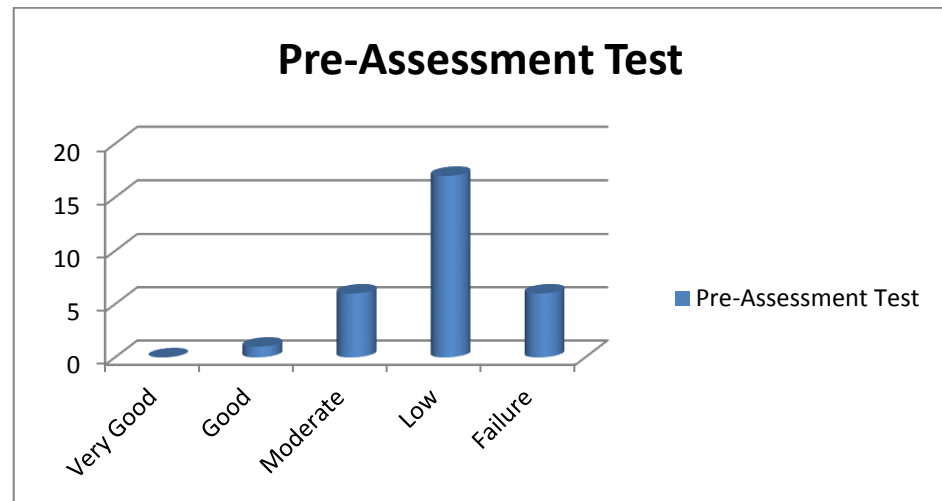
Chart 1 above show that the students got 25 as the lowest score and 75 as the highest score. The students average ability in comprehending narrative texts of reading comprehension was included moderate category. For the detail explanation about students' percentage of qualification, see the following table :

Table 4:1 The Percentage of Pre Assessment Test

No	Score Interval	Qualification	Number of the students	Percentage (%)
1	80-100	Very Good	-	-
2	70-79	Good	1	3.33 %
3	60-69	Moderate	6	20 %
4	50-59	Low	17	56.66 %
5	<49	Failure	6	20 %

From the table above, the students' ability in comprehensing narrative texts of reading comprehension was: students **(0 %)** were included into "Very Good" category; 1 student **(33.33 %)** were included into "Good" category; students **(20 %)** were included into "Moderate" category; 17 students **(56.66 %)** were included into "Low" category; 6 students **(20 %)** were included into "Failure" category. The calculation showed that students average ability in comprehending narrative text of reading cmprehending was "Low" category with average score **(50,1)**. For the detail calculation, see appendix about the result of pre-assessment test. Based on the data above, it is important for research to give the action in Cycle 1 and II the in order to improve students ability in comprehending narrative texts of reading comprehending.

2. Cycle I

Cycle I was conducted based on the result of pre-assessment test in order to give improvement to the students abilty in comprehending narrative text of reading comprehension. In this step, the researcher and callaborator implemented their planning about teaching narrative texts by using Carousel Brainstorming Strategy. The teaching proccess in classroom was based on teaching planning on the prepared syllabus and lesson plan.

a. **Planning**

Planning is a step to prepare the classroom instructional strategy to be developed in the research to solve the students' problems. The teaching material based on strategy used was prepared. The teacher must prepare Carousel Brainstorming strategy which covered preparation, revison, and tried them again until being effective to solve the students' problems. In order to reach the succsess, the researcher and the collaborator discussed about the topic that would like to give the students and prepared lesson plan as a guide to explain the material.

b. **Implementation of Action**

The implementation of cycle I was conducted in 4 meetings. Each meeting consisted of 2 x 40 minutes. Cycle I meeting was conducted on 5th August 2019; cycle I meeting 2 was conducted on 8th August 2019; Cycle I meeting 3 was conducted on 12th August 2019; Cycle I meeting 4 was conducted on 15th August 2019. These meetings were conducted based on strategy that had been planned. In this step, the researcher had mastered the teaching planning and activities before starting the implementation in class. By process, the collaboraror observed the implementation of the plan to see how the strategy can solve the classrooom problems. In the implementation of cycle I meeting I, researcher apllied the lesson plan that has desained before :

1. **Pre-Learning Activities**

    At the beginning activity, the teacher prepared the students and checked their attandance. Therefore, in this stage, the researcher did the following activities:

1) Organized the students in order to sit with group

2) Checked the students' attendance

3) Informed the students about aims of learning instruction. In this case, the objectives of Carousel Brainstorming Strategy.

4) Motivated the students in learning English, especially Reading Comprehension in describing narrative text.

5) Introduction students about the Carousel Brainstorming Strategy.

2. **While-Learning Activities**

    While learning Activities can be said as score activities. These are the teaching procedure or the activites in teaching Reading comprehension Carousel Brainstorming Strategy in describing local tourism objects:

1) The teacher gave brainstorming and asking the students about the lesson.

2) The teacher asked the students to discuss of the lesson that they are going to learn of narrative.

3) The teacher gave students stimuli by some questions about the lesson.

4) The teacher explained to students that there are four tpye of questions they would encounter.

5) The teacher read a short passage aloud to the students.

6) When the teacher had finished reading, read the question aloud to students and the teacher decide which type of question have been asked to answer.

7) The teacher showed to students how to find information to answer the quetion of narrative text (i,e, the text, from your own experience.)

8) The teacher invited students to read another passage on their own, using a partner to determine the type of question and how to find the answer.

9) After students had practiced this process for several type of question and over several lessons, the teacher invite students to read passage and try to create different type of question for reading.

10) The teachers divided classroom into several groups. In group consist of 4-6 students

11) Teachers gave students worksheet that cotain the text of narrative and the question that should be answered by the discples.

12) The students made a small note individually about what they know and do not know from the worksheet that is give.

13) After that, the students discussed with their group to discuss the contents of the make they made.

14) After studnets finished discussion, the teacher ask students to develop their interest experience in simple writing of reacout text on the paper.

15) Finnally, the teacher asked the students to finish it if they are not finished yet.

3. Post-Learning Activities

At the last part of the lesson, the activities were:

1) The teacher helped the students to make conclusion of the lesson.

2) The students expressed thier feeling about the lesson.

3). The teacher asked the students to learn more about the learning

material at home and did more practice.

After implementing *Carousel Brainstorming Strategy* in cycle I, the researcher conducted Cycle I test for investigation students' progrees. The Cycle I test was conducted on August 16, 2019.

The following day, the research conducted cycle I meeting 2 it was conduted on 8 August 2019. The teaching procedures in cycle I meeting 2 was the same as the procedures in cycle I meeting I. The differences lie on the material and teacher ways in collaborating Carousel Brainstorming Strategy. In cycle I meeting 2, the teacher teach about narrative text. Then teacher gave stressing for the students about their weeakness in cycle I meering I especially which concerned with the rules of the strategy. In other words,this meeting was conducted to improve students' understanding about CB Strategy. The use of it instrument,and introduces material about narrative text. However, in this cycle, the teacher focused on giving the students emphasis of improtant things CB Strategy. In this

cycle, the teacher also introduces the students about short message as a new material. This text wiil be used to apply Carousel Brainstorming Strategy in order to give some understanding for the students about the strategy.

Cycle I meeting 3 was conducted on 12th August 2019. And Cycle I meeting 4 was conducted on 15th 2019. It this step the teacher stressed the material by viewing the students' exercicse in meeting 1 and 2 to strengthen their understanding about the Carousel Brainstorming strategy and narrative text which they have learned. The teacher, gave the students' evaluation test of cycle I to see their improvement in reading comprehension after action in cycle . 1. The result of the test of cycle I in this research can be seen on the following chart:
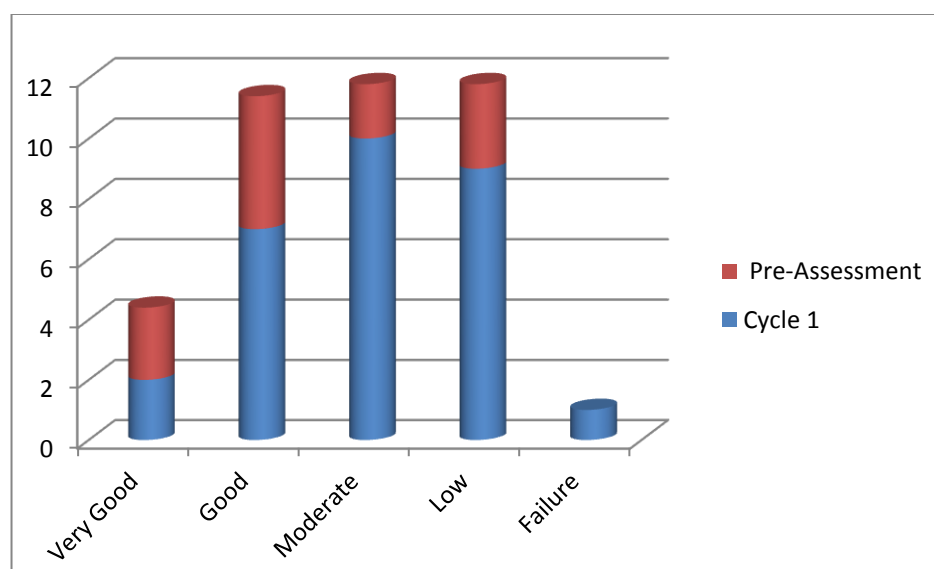
Chart 4:2 The Result of Cycle I Test

Chart 4 above shows that the students got 40 as the lowest score and 86 as the highet score. The students average ability in comprehending narrative text of reading cpmprehension was included moderate and good category. For the detail explanation about students' percentage of qualification, see the following table

Table 4: 2The Percentage of Cycle I Test

No	Score Interval	Qualification	Number of the students	Percentage (%)
1	80-100	Very Good	2	6.66 %
2	70-79	Good	7	23.33%
3	60-69	Moderate	10	33.33 %
4	50-59	Low	9	30 %
5	<49	Failure	1	3.33%

Based on the data in the table 3 above, the students' ability in comprehending Narrative text of reading comprehension were : 1 students' **(6.66 %)** included into "Very good" category; 7 **(23.33 %)** included into "Good" category; 10 students' **(33.33 %)** included into "Moderate" category; 9 students' **(30 %)** included into " Low" category; and 1 students' **(3.33 %)** included into "Failure". The calculation shows that the students ability in comprehending narrative text of reading comprehension after giving first action was" Moderate" category. The average score in cycle I showed a significant progress **(62.43)**. For the calculation of data, see appendix

c. Observation

Observation was conducted by researcher and collaborator. All of the data and information needed were collected as well as the implementation of the cycle I. In this step, the strategy could be implemented well. The students showed significant progress of their ability in comprehending narrative text of reading comprehension. It means that this strategy in appropriate and potential to apply in order to solve the students' problem in comprehending narrative text of reading comprehension. In the teching and learning procsess in classroom the students seemed to fun and comfortable in learning in learning narrative text of reading comprehension by apply Carousel Brainstoming Strategy.

d. Reflection

Based on the data, which were collected in the process of the four meeting of cycle I, researcher found that almost all the students' basically have good basic skill of reading comprehension, and they have good motivation in learning Engish, especially reading comprehension. However, the students looked unfamiliar in implementing Carousel Brainstorming Strategy. It may cause that they just found the strategy in learning reading comprehension at that time. It needed to make them familiar with strategy. The result of the cycle I showed signifcant improvement of the students' ability in comprehending Narrative texts of reading comprehension, but the target of the research has not achieved

yet. It is important to conduct Cycle II. For the next cycle, the teacher should give a certain emphasis in some steps of the strategy which considered as the students' weakness in the previous cycle.

3. **Cycle II**

Cycle II was conducted based on the problems found in the cycle I in order that the teacher gave more specific information in the previous problems in order to reach significant improvement in this cycle. The cycle II was conducted as following procedures.

a. **Planning**

In this step, the researcher and the collaborator discussed about reading material and prepared lesson plan as good as possible in order to reach teaching goals. The researcher tried to give more effective actions and more stressing in some parts of the procsess based on the students' problems in cycle I to solve the problems. The lesson plan in this cycle was made based on the problem found in cycle I, and the researcher conducted it was the same ways as in cycle I.

b. **Implementation of Action II and Result.**

Cycle II was conducted in four meetings. Cycle II meeting was conducted on 19th August 2019; Cycle II was counducted on 22th August 2019; Cycle III was conducted on 26th August 2019; Cycle IV was conducted on 29th August 2019. Cycle II meeting was guided by

the lesson plan that has been prepared in order to make thr action well-plan and reach the research goals with the following procedures.

1. Pre-Learning Activities

At the beginning activity, the teacher prepared the students and checked their attandance. Therefore, in this stage, the researcher did the following activities:

1) Organized the students in oerder to sit with group

2) Checked the students' attendance

3) Informed the students about aims of learning instruction. In this case, the objectives of Carousel Brainstorming Strategy.

4) Motivated the students in learning English, especially Reading Comprehension in describing local torism object.

5) Introduction students about the Carousel Brainstorming Strategy.

2. While-Learning Activities

While learning Activities can be said as score activities. These are the teaching procedure or the activites in teaching Reading comprehension Carousel Brainstorming Strategy in describing local tourism objects:

1) The teacher gave brainstorming and asking the students about the lesson.

2) The teacher asked the students to discuss of the lesson that they are going to learn of narrative.

3) The teacher gave students stimuli by some questions about the lesson.

4) The teacher explained to students that there are four tpye of questions they would encounter.

5) The teacher read a short passage aloud to the students.

6) When the teacher had finished reading, read the question aloud to students and the teacher decide which type of question have been asked to answer.

7) The teacher showed to students how to find information to answer the quetion of narrative text (i,e, the text, from your own experience.)

8) The teacher invited students to read another passage on their own, using a partner to determine the type of question and how to find the answer.

9) After students had practiced this process for several type of question and over several lessons, the teacher invite students to read passage and try to create different type of question for reading.

10) The teachers divided classroom into several groups. In group consist of 4-6 students

11) Teachers gave students worksheet that cotain the text of narrative and the question that should be answered by the discples.

12) The students made a small note individually about what they know and do not know from the worksheet that is give

13) After that, the students discussed with their group to discuss the contents of the make they made.

14) students finished discussion, the teacher ask students to develop their interest experience in simple writing of reacout text on the paper.

15) Finnally, the teacher asked the students to finish it if they are not finished

yet.

3. Post-Learning Activities

At the last part of the lesson, the activities were:

3) The teacher helped the students to make conclusion of the lesson.

4) The students expressed thier feeling about the lesson.

3) The teacher asked the students to learn more about the learning

material at home and did more practice.

After implementing *Carousel Brainstorming Strategy* in cycle II, the researcher conducted Cycle I test for investigation students' progrees. The Cycle II test was conducted on August 29, 2019.

Then the researcher conducted cycle II meeting 2 on 22th August 2019. The teaching procedures in cycle II meeting 2 were the same as the procedures in cycle I and meeting 2. The differences lie on the material and the teacher ways in collaborating Carousel Brainstorming Strategy. In cycle I meeting 2, the teacher teach about Narrative text. Then, techer gave stressing for the students about their weakness in cycle I meeting I especially which concerned with the rules of the strategy. In other words, this meeting was conducted to improve students' understanding about Carousel Brainstorming Strategy, the use of its instrument, and introduces material about narrative text. However, in this cycle, the teacher focused on giving the students emphasis of improtants things Carousel Brainstorming Stratregy. In this cycle, the teacher also teacher also introduces the students about short message as a new material, This text wasused

to aplly Carousel Brainstorming Strategy in order to give some understanding for the students about strategy.

Cycle II meeting 3 was conducted on 26th August 2019. And Cycle II meeting IV was conducted on 29th August 2019. It this step, the techer stressed the material by reviewing the students' exercise in meeting 1 and 2 strengthen their understanding about the Carousel Brainstorming Strategy and narrative text which ther they learned.

The Students' Improvement in Reading Comprehension in Describing Carousel Brainstorming Strategy

This part describes the students' improvement quantitatively and qualitatively during the action in pre-assessment, cycle I and cycle II. Then, the procsess of teaching and learning of Carousel Brainstorming Strategy. It can be legitimate that this strategy could improve the tenth grade students of X IPA 4 Department of SMAN 7 Bengkulu Selatan in academic year 2019/2020. It was a recomended teaching strategies to English teachers who have the same problems with the tenth grade students X IPA 4 class of SMAN 7 Bengkulu Selatan in academic year 2019/2020.

The progress of students can be seen as the following chart:

Chart 4:3

Students' Improvment in Reading Comprehension in Describing

Carousel Brainstorming Strategy
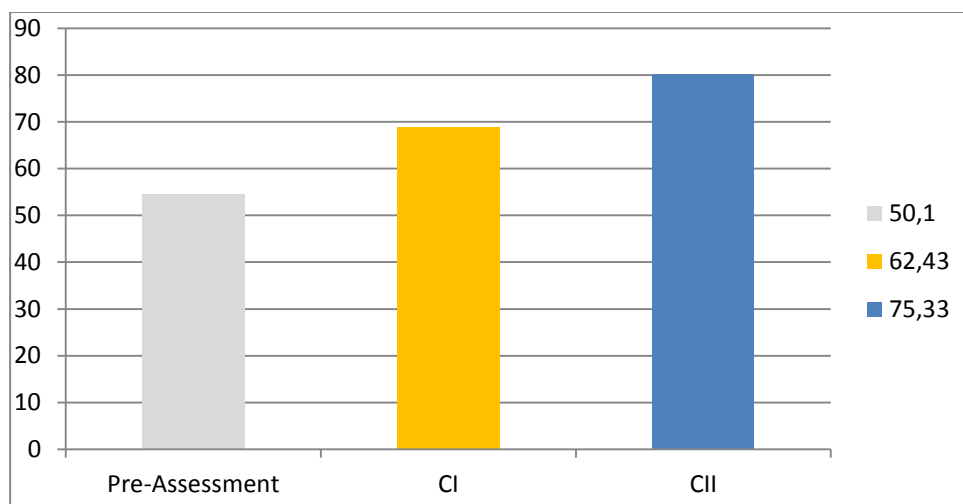
Chart 3 above shows that the students' average score from pre-assessment until cycle II improved significantly. In pre-assessment, the students got (50,1) average score score that included into "Moderate" category. Then, in cycle I, after getting intial actions, the students average score was improved. They got (62,43) that was included into "Moderate" category. In cycle II, the students got significant improvement in their average score. They got (75,33) that was included into "Good" category. In this stage, the researcher stopped to give the students actions because they had reached the research target.The teacher gave the students' evaliation test of cycle II to see their improvement in reading comprehension ater getting actions in cycle II. The result of test of cycle II in theis research can be seen on the following Chart:

Chart 4:4 The Result of Cycle II
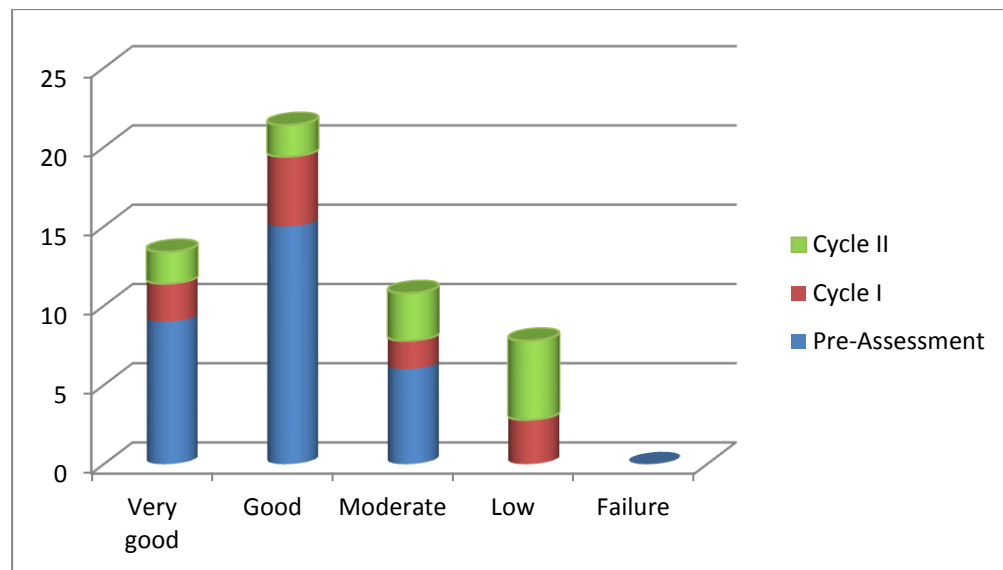
Chart 4 above shows that the students got 60 as the moderate score and 90 the highest score. The students' average abilty in comprehending narrative texts of reading comprehension was included very good category. For the detail explanation about students' percentage of qualification, see the following table.

Table 4: 4 The Percentage of Cycle II Test

No	Score Interval	Qualification	Number of the students	Percentage (%)
1	80-100	Very Good	9	30 %
2	70-79	Good	15	50%
3	60-69	Moderate	6	20%
4	50-59	Low	-	-
5	<49	Failure	-	-

Based on the data in the table 4 above, the students' ability in comprehending Narrative texts of reading comprehension were: 9 students' **(30 %)** included into "Very Good" category; 15 students'**(50,1%)** included into "Good" category; 6 students' **(20 %)** included into "Moderate" category and there was no students' who included into "Low and "Failure". The calculation shows that students' ability in comprehending Narrative text of reading comprehension after giving first action was "Good" category. The average score in cycle I showed a significant progres **(75.33).** For the calculation of data, see appendix

a. Observation

Observation was conducted by the researcher and collaborator. All of the data and information needed were collected as well as the implementation of cycle II. In this step, the strategy could be implemented well. The students showed progress of their ability in comprehending narrative text of reading comprehension. It means that strategy was to solve the students' problem in comprehending narrative text. of reading comprehension. In the teaching and learning process in classroom the students seemed to fun and comfortable in learning narrative text of reading comprehension by apply Carousel Brainstorming Strategy.

b. Reflection

Based on the data, which were collected in the process of four meeting of cycle II, the research found that in this cycle, the students had been succeeded in comprehending narrative text of reading comprehension. Most of the

students' had understod about the process and implementation of Carousel Barainstorming Strategy. They looked very enthusiam in improving their reading comprehension skill. Finally, from the students distribution score in cycle II, it was obvious that there was very significant improvments made by students' in comprehending Narrative texts of reading comprehesion.

Between the students' average score in Cycle II and Pre-Assessment test. It mean that Carousel brainstorming Strategy is one of the strategies to apply by teachers to improve students' ability in comprehending narrative texts of reading comprehension. To describe the student's improvement from pre-assessments test, cycle I and cycle II. The target of this research was (75) based on the passing standard of SMAN 7 Bengkulu Selatan. Because the target of the research has reached, the researcher stopped giving the students action the researcher had reached itd goals.

c. **Discussion**

After completing the research, it showed that the students' ability in comprehending narrative texts of reading comprehension was improved significantly after the research gave the students actions for two cycle which consisted of four meeting in every cycle. From the result of this research, it indicated that Carousel Brainstorming Strategy is one of appropriate teaching strategy to improve stuedents ability in comprehending narrative texts of reading comprehension such as expressed by experts.

According to Rubel, carousel brainstorming provides and opportunity to generate lot of idea in resonse to different prompts as well as to thingking of others in group. Point out that carousel brainstorming allow a teacher to have students pull out and thingking about what they know about subtopic within a large topic in reading. She adds that this strategy is also activating background knowledge and to check understanding after studying a general topic. Carousel brainstorming strategy is aproprite strategy in teaching reading comprehension it requires students to acsess background knowledge or review what they have learned by thingking about subtopic within a boarder topic. This strategy also uncrease students reading skill. [33] This strategy provides an opportunity to make sure that everyone is aware all the ideas that are generated because it realis on group This strategy also applies to improve reading skill.

Firstly, the researcher conducted pre-assessments test to know the students' basic skill in comprehending narrative texts of reading comprehension. The result shows that the students' avarage ability in comprehending narrative texts of reading comprehension was included into "poor" category with average **(50,1).** The students got (26) as lowest score and (75) as the highest score. The caluculation showed that the students' average ability in comprehending narative text of reading comprehension was : 0 students **(0%)** were included into "Very good"

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[33] Rubel In Rika Fidda Yuli,2013 (*Using Carousel Brainstorming :* Jounal of English Language Teaching) p.418

category; 1 student **(3.33 %)** were included into "Good" category; 6 students **(20 %)** were included into "Moderate" category; 17 students **(56.66 %)** were included into "Low" category; 6 students **(20 %)** were included into "Failure" category "Low" category with average score **(50,1).**

Secondly, the results of cycle I show that the students' ability in comprehending narrative texts of reading comprehension was included into "Moderate" category with average score **(62.43).** it show significant improvement after the fisrt cycle given. The students lowest score was (40), and higher score was (86). There were 2 students' **(6.66 %)** included into "Very good" category; 7 students' **(23.33 %)**. Included into "Good" category; 10 students' **(33.33 %)** included into "Moderate" category; 9 students' **(30 %)** included into "Low" category; 1 student **(3.33 %)** included into "Failure". Thre calculation shows that the students ability in comprehending Narrative text of reading comprehension after giving first action was "Moderate" catergory. The average scire in cycle I showed a significant progres **(62.33).** In this step, the researcher found that almost all of the students'basically have good basic skill of reading comprehension at that time. It needed time to make them familiar with the strategy. The result of the cycle I showed significant improvement of the students ability in comprehending narrative texts of reading comprehension, but the target of the research has not achieved yet.

Thirdly, cycle II showed that four was a significant improvements made by the students' in comprehending narrative texts of reading comprehension. The students' average score was **(75.33).** There were: 9 students' **(30 %)** included into "Very good" category; 15 students' **(50%)** included into "Good" category; 6 students' **(20 %)** included into "Moderate" category. Who imcluded into " Low and there was no included Failure". The calculation show that the students ability in compreheding Narrative text of reading comprehension after giving first action was "Very good" category. The average score in cycle II showed a significant progresss **(75.33).**

Finally, after giving the actions from cycle I, cycle II, the teacher succeeded improving the students' ability in comprehending narrative texts of reading comprehension. It can be proved by the comparison result between students' ability comprehending narative text of reading comprehension in pre-assessment test and cycle II showed significant improvement. In pre-assessment, the students' average was included "poo" category with average score **(50,1).** In cycle II, the students' average score was included "Good" category with average score **(75.33).**

From the discussion above, it is obvious that Carousel Brainstorming Strategy is an effective strategy to apply by teachers in order to help students in improving their ability in comprehending narrative texts of reading comprehension at Tenth Grade of SMAN 7 Bengkulu Selatan. In addition, the

process of Carousel Brainstorming Strategy was regarded as innovative activity in teaching reading texts for students'.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After completing and calculating the data, the result of the research showed that Carousel Brainstorming Strategy can be improve students' ability in comprehending narrative texts of reading comprehension. The result of this research showed that the students reading comprehension of narrative text in every cycle was significant improve. The students mean score of pre-assessment was **50,1.** Then in test cycle I students got mean score **62.43,** in cycle II students got mean score **75.33.** The mean score from each cycle showed that students reading comprehension was improve. It is also suppoted by results of observational data, and documentation that shows that there is an increase in students motivation and involvement in the process of learning and teaching . It can be seen from the students score in pre-assessment test and cycle II. In pre-assessment test the students'average was included "Poor" category with average score **(50,1).** In cycle II, the students' average score was included "Good" category with average score **(75.33).** It mean that Carousel Brainstorming Strategy gave many contributions for students' ability in comprehending narrative texts of reading comprehension at Tenth Grade of SMAN 7 Bengkulu Selatan.

B. Suggestion

After conducting this research, the researcher would like to suggest to both students' and teachers' that :

1. It is essential for students to find the best strategy to apply in order to improve their reading comprehension skill especially in explanation information of narrative texts which become mains kinds of English texts in Senior high School level.

2. For the English teacher who has the some problems with the Tenth grade students' of SMAN 7 Bengkulu Selatan, It is suggested to apply Carousel Brainstorming Strategy to solve the problem.

3. For SMAN 7 Bengkulu Selatan, it is improtant to give a chance to another research to apply new teaching strategies at this school in order to find the best solotion to solve the students' problems in learning English for all English skill.

4. For other researchers, it is suggested to conduct other research about the use of English teaching strategies to improve students ability in English skill. The strategies wasvery helpful to solve the students' problems in learning English.

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Appendix 1

The Result of Pre - Assessment Test

No	Names of the Students	The Students score	The Students Category
1	Agi Rahmadani	50	Low
2	Ainun Azizah	32	Failure
3	Annisa Arliyanti	50	Low
4	Annisah Safitri	67	Moderate
5	Aulia Rahmadania	75	Good.
6	Bella Suci Rahayu	52	Low
7	Dewan Aji Pranata	65	Moderate
8	Delviani Aprilia	50	Low
9	Edwin Saputra	45	Low
10	Endah Febrianti	32	Failure
11	Ezi Isma Wirdanata	50	Low
12	Fitri Anita	45	Low
13	Huda Aulia	45	Low
14	Indah Siti Khadijah	60	Moderate.
15	Izzah Nurazizah	40	Low
16	Kuswanto	47	Low
17	Lili Rahmawati	52	Low
18	Lucia Herliani	45	Low
19	Meiza Cindy Putri	35	Failure
20	Monica Mariana	67	Moderate
21	Nersita Oktari	57	Low
22	Nisa Alkhonsa	67	Moderate.
23	Nali Ratih Teja K	52	Low
24	Nurhidayah	37	Failure
25	Reji Saputra	57	Low
26	Renza Gustiawan	47	Low
27	Salsa Welda Tunnisa	25	Failure
28	Trigina Norma Densi	35	Failure
29	Virgin Denada Amelia	65	Moderate
30	Winto	57	Low
	Average Score	**50,1**	

Appendix 2

The Result of Cycle I Test

No	Names of the Students	The Students score	The Students Category
1.	Agi Rahmadani	60	Moderate
2.	Ainun Azizah	67	Moderate
3.	Annisa Arliyanti	57	Low
4.	Annisah Safitri	75	Moderate
5.	Aulia Rahmadania	85	Very Good
6.	Bella Suci Rahayu	75	Good
7.	Dewan Aji Pranata	65	Moderate
8.	Delviani Aprilia	75	Good
9.	Edwin Saputra	60	Moderate
10.	Endah Febrianti	40	Low
11.	Ezi Isma Wirdanata	75	Good
12.	Fitri Anita	57	Low
13.	Huda Aulia	70	Good
14.	Indah Siti Khadijah	75	Good.
15.	Izzah Nurazizah	75	Good
16.	Kuswanto	67	Moderate
17.	Lili Rahmawati	52	Low
18.	Lucia Herliani	60	Moderate
19.	Meiza Cindy Putri	40	Low
20.	Monica Mariana	67	Moderate
21.	Nersita Oktari	55	Low
22.	Nisa Alkhonsa	80	Very Good
23.	Nali Ratih Teja K	52	Low
24.	Nurhidayah	40	Failure
25.	Reji Saputra	60	Moderate
26.	Renza Gustiawan	60	Moderate
27.	Salsa Welda Tunnisa	45	Low
28.	Trigina Norma Densi	52	Low
29.	Virgin Denada Amelia	72	Good
30.	Winto	60	Moderate
	Average Score	**62,43**	

Appendix 3

The Result of Cycle II Test

No	Names of the Students	The Students score	The Students Category
1	Agi Rahmadani	77	Good
2	Ainun Azizah	67	Moderate
3	Annisa Arliyanti	70	Good
4	Annisah Safitri	75	Godd
5	Aulia Rahmadania	90	Very Good
6	Bella Suci Rahayu	80	Very Good
7	Dewan Aji Pranata	77	Good
8	Delviani Aprilia	85	Very Good
9	Edwin Saputra	75	Good
10	Endah Febrianti	70	Good
11	Ezi Isma Wirdanata	85	Very Good
12	Fitri Anita	67	Moderate
13	Huda Aulia	75	Good
14	Indah Siti Khadijah	80	Very Good
15	Izzah Nurazizah	70	Good
16	Kuswanto	75	Good
17	Lili Rahmawati	67	Moderate
18	Lucia Herliani	75	Good
19	Meiza Cindy Putri	67	Moderate
20	Monica Mariana	77	Good
21	Nersita Oktari	70	Good
22	Nisa Alkhonsa	90	Very Good
23	Nali Ratih Teja K	77	Good
24	Nurhidayah	60	Moderate
25	Reji Saputra	80	Very Good
26	Renza Gustiawan	85	Very Good
27	Salsa Welda Tunnisa	77	Good
28	Trigina Norma Densi	60	Moderate
29	Virgin Denada Amelia	77	Good
30	Winto	80	Very Good
	Average Score	**75,33**	

Appendix 4

INTERVIEW

Sumber: Guru Bahasa Inggris kelas X IPA 4 SMAN 7 Bengkulu Selatan

1. Metode apakah yang bapak terapkan dalam pembelajaran bahasa inggris?
   Jawab : Metode diskusi

2. Alat peraga apakah yang bapak gunakan dalam pembelajaran bahasa inggris?
   Jawab : benda-benda yang ada disekitar

3. Apakah bapak membuat RPP dalam melaksanakan pembelajaran bahasa inggris?
   Jawab : iya

4. Bagaimanakah sistem evaluasi pembelajaran bahasa inggris?
   Jawab : setiap menjalankan materi/berkala

5. Bagaimana aktivitas siswa dalam kelas?
   Jawab : kadang-kadang tertib atau ramai sesuai dengan materi yang diberikan

6. Bagaimana cara mengatasi masalah dikelas?
   Jawab : guru harus menguasai kelas dan membuat materi semenarik mungkin sehingga murid memperhatikan guru

7. Bagaimanakah prestasi siswa dalam pembelajaran bahasa inggris?
   Jawab : ada beberapa siswa yang kurang senang belajar bahasa inggris, tapi lebihbanyak siswa senang belajar bahasa inggris.

8. Usaha apa yang dilakukan supaya siswa menyenangi bahasa inggris?
   Jawab : dengan membuat materi semenarik mungkin seperti menggunakan gambar, games dan song.

9. Bagaimana partisipasi orang tua dalam pembelajaran bahasa inggris?
   Jawab : tidak terlalu banyak yang terlibat, akan tetapi ada sebagian orang tua mendukung dengan membelikan buku bahasa inggris dan kamus.

Appendix 5

INTERVIEW

Sumber : Siswa kelas X IPA 4 SMAN 7 Bengkulu Selatan

1. Bagaimana perasaan kalian saat belajar bahasa inggris dengan strategi

   carousel brainstoming strategy?

   Jawab : Siswa 1   : senang

        Siswa 2   : senang

        Siswa 3   : Lumayan

2. Senangnya yang mana, melalui strategi carousel brainstorming (CBS) atau

   seperti biasa ?

   Jawab: Siswa 1   : paham

        Siswa 2   : Paham

        Siswa 3   : Lumayan Paham

3. Kenapa senang dengan strategi carousel brainstorming strategi ?

   Jawab: siswa 1   : Melalui carousel brainstorming strategy

        Siswa 2   : Melalui carousel brainstorming strategy

        Siswa 3   : Melalui carousel brainstorming strategy

4. Masih mau atau tidak belajar bahasa inggris dengan strategi carousel

   brainstorming strategi ?

   Jawab: siswa 1   : Masih mau

        Siswa 2   : Masih mau

        Siswa 3   : Masih mau

Appendix 6

Reading Comprehension Test For Pre Assessment

Instruction : Read the text and choose the right answer based on the text

Text 1 for questions number 1-4

The Lion and The mouse

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

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

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

1.What is the moral lesson from the text?
   a.Don't look at someone because of his clothes.
   b,It is best to prepare for the days of necessity
   c.Common people may prove great ones
   d.United we stand, divided we fall

2. Paragraph three mainly tells that….
   a.the little mouse asked forgiveness
   b.the hunters carried the lion alive to the king
   c.the lion was tied to a tree by the hunters
  d.the little mouse could prove that he could help the lion.

3. What did the little mouse do to prove his words?
   a.He would never forget the lion
   b.He tried hard to help the lion free.
   c.He ran up and down upon the lion
   d.He asked for apology to the king of the beast

4. The word "huge" (p.1) means very…..
   a. old   b. large.   c. tall   d.Tiny   e .giant

Text 2 for questions number 5-8

Ant and Dove

An ant went to the river to get a drink. The water rushed so fast that he was washed off from the bank into the river.
"I shall drown" he cried. "Help! Help! Help!", but his voice was so tiny that it couldn't be heard.
A dove was sitting on the tree hanging over the water. She saw the ant struggling and quickly nipped off a leaf and let it fall into the water. The ant climbed upon it and floated down the river until the leaf was washed upon the bank of the river.
The ant called out in its tiny voice. 'Thank you, kind dove, you have saved my life", but of course the dove couldn't hear him.
Several days after ward, the dove was again sitting on the tree, a hunter crept carefully up to the tree. His gun was pointed at the dove and he was about to shoot, when he was bitten in the leg by an ant.
He cried out with pain and dropped his gun. This frightened the dove, and she flew away. "thank you, kind ant" cooed the dove. The ant heard it and happy that he could help her.

5. Why did the hunter cry out with pain?
   a. His gun was dropped down
   b. His gun was exploded
   c. His leg was bitten by the ant.
   d. His head was bitten by the dove

6. What is the main idea of the fourth paragraph?
   a. The dove saved the ant's life
   b. The ant called the dove
   c. The ant was thankful to the dove.
   d. The dove couldn't hear the ant

7. What does the text (generally) tell us about?
   a. The ant and the dove.
   b. The ant near the river
   c. The dove on the tree
   d. The hunter and the dove

8. What can we learn from the story?
   a. Thanking each other for kindness is dangerous.
   b. Helping each other is the best way in life.
   c. Supporting each other in the crime
   d. Sharing each other, making wealthy life

Text 3 for questions number 9-11

Cinderella

Once upon a time, there was a beautiful girl called Cinderella. She lived with her stepsister & stepmother. They were very bossy. She had to do all the housework.

One day, an invitation to the ball came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince, who fell in love with her, then later he married her. They lived happily ever after.

9.Which of the following is NOT TRUE according to the text?
   a. Cinderella lived with her stepsister
   b. Cinderella felt happy with her husband
   c. Cinderella felt annoyed with her stepsister
   d. Cinderella was helped by her stepsister to do all the housework.

10.The communicative purpose of the text is to ……….

   a.entertain the readers with a fairy tale.
   b. describe how Cinderella went to the ball
   c. persuade the readers to read the story
   d. inform the readers about Cinderella's marriage

11."They were very bossy." (Paragraph 1)
   The word 'bossy' means ……
    a.furious
   b.arrogant
   c.sensitive
   d. domineering.

Text 4 for questions number 12-15

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no other parrot like it.

It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

12. Where does the story take place?

    a. Indonesia
    b. Brazil
    c. Puerto Rico.
    d. New York

13. From the text we learn that…

a. We have to follow others
b. We have to respect pet owner
c. We have to imitate others
d. We are not allowed to force others.

14. Which statement is false according to the text?

a. Catano was the name of the city where the parrot came from
b. The man got angry at the parrot
c. The parrot couldn't say Catano.
d. The man killed the parrot

15 "It was very, very smart"

The underlined word refers to…

a. The chicken
b. The man
c. The Catano
d. The bird.

Text 5 for questions number 16-25

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.
One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."
So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.
Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there,

they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

Read the text, then choose the best choice to each questions.

16. What separated between one village to another a long time ago in the New Territories ?
    a. Another village
    b. Mountains
    c. Forests .
    d. Hills ve. Towers and logs

17. Who was Ah Tim ?
    a. The young woman's brother
    b. The young woman's son
    c. The young woman's brother and nephew
    d. The young woman's brother's son

18. Who walked in front when they were in the forest ?
    a. Ah Tm.
    b. The woman
    c. The woman's son
    d. Her brother's nephew
    e. The baby and his mother

19. How could the wolves catch Ah Tim ?
    a. He was afraid
    b. He was stumbled by a stone .
    c. He ran slowly
    d. The wolves were good runners

20. The woman gave her son to the wolves because
    a. She loved her nephew than her son.
    b. She thought about how her brother would be
    c. She wanted her son was eaten by the wolves
    d. She was crazy

21. What did the villagers bring sticks for ?
    a. For the weapon to beat the wolves
    b. To bring the woman's nephew
    c. For the fire woods.
    d. For play

22. " all men in the village fetched thick stick … " the word " fetched" has a similar meaning to :
    a. Received

    b. Caught
    c. Got .
    d. Hit
    e. Lifted

23. From the passage we learn that the villages were ….
    a. Located in one huge area
    b. Situated in a large district
    c. Separated by untamed jungles.
    d. Wild and unsafe

24. The brother let her son go with his aunt as she left home because ….
    a. Ah Tim wanted to see the wolves
    b. His aunt wanted him to come long
    c. Ah Tim was bored to live with his parents
    d. Ah Tim would be a guardian for them .

25. What is the purpose of the writer by writing the story above ?
    a. To describe the danger of the villages
    b. To entertain the readers of the story .
    c. To tell the villagers' relationship
    d. To explain how important a relative is

Text 6 for questions number 26-31

Snow white

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.
One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.
Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.
Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.
The dwarfs said, "What is your name?"
Snow White said, "My name is Snow White."
Then, Snow White told the dwarfs the whole story.
The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."
Finally, Snow White and the seven dwarfs lived happily ever after.

26. What type of the text is used by the writer?
    A. Narrative**.**
    b. report
    c. anecdote
    d. Comparative

27. To tell the plot, the writers uses…
    a. a rhetorical question and an exclamation
    b. time sequences
    c. contrastive evidences
    D. Past Tense**.**

28. Why Snow White ran away to the woods?
    a. Her parents passed away
    b. Her uncle was angry with her
    c. Her uncle and aunt would go to America**.**
    d. Snow White was happy to run away

29. When did Snow White run away to the woods?
    a. In the afternoon
    b. In the morning.
    c. In the evening
    d. In the full moon

30. Where did Snow White live after she ran away to the woods?
    a. She lived in the cave
    b. She lived in the lion nest
    c. She lived everywhere in the woods
    d. She lived in the dwarfs' cottage.

31. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?
    a. because she loved them very much
    b. as a result of forcing attitude from them
    c. because her parents were dead**.**
    d. because she were afraid of the dwarfs

Text 7 for questions number 32-36

Once upon a time, there lived a happy family in a village. A man and his wife lived happily on a little farm, breeding their flock of geese and selling their eggs at the market. They were not rich, but they were happy with their life together.

Then one day, a new goose flew in among their flock. The couple was surprised to find a shiny golden egg in her nest. Each and everyday after that, the goose laid another egg of solid gold.

The couple was soon richer than they had ever dreamed of but they were not happy. They grew impatient with only one golden egg a day. The farmer said to his wife, "our goose must be full of gold. Why should we wait to have more egg?"

"If we cut her open," his wife agreed, "we can get all the eggs at once." So they killed the goose! They were very surprised to find that it was just like any other goose inside. Even worse, there would never be any more golden egg.

32.How did the man and his wife make their living?

   a. By planting rice

   b. By breeding geese

   c. By selling eggs

   d. By selling geese

33.How many golden eggs did the couple get each day?

   a. One

   b. Two

   c. Three

   d. Four

34.They grew <u>impatient</u> with only one golden egg a day (paragraph three). The opposite of the underlined word above is …

a. Patient

b. Generous

c. Wise

d. Greedy

35.They were not <u>rich</u> (paragraph one). The opposite of the underlined word above is …

a. Simple

b. Poor

c. Cruel

d. Arrogant

36.What moral value can we learn from the story?

a. We must be impatient to be richer

b. We should not work hard to get richer

c. We must be patient, we must not be greedy to be richer

d. We should be impatient, we should not be greedy to be richer

Text 8 for questions number 37-40

Once upon a time, there lived an old lady crow who was mean and ugly. One day, Miss Crow had stolen a big piece of cheese. And then, she flew on to a branch to enjoy it.

On the other place, under the tree, a sly creature, Mr. fox, who wanted the cheese for himself, came up and spoke politely to her.

"Oh. Miss Crow, how beautiful you are! What a lovely beak, what lovely feathers you have! What pretty eyes! If you only could sing, you would be the most beautiful bird in the world!"

Very pleased to hear all of this about herself, Miss Crow gave a loud croak to show that she could, sing. Of course, the moment she opened her beak, the cheese fell down, and Mr. fox ran away with it, laughing loudly.

37. What is the best title of the story?

a. Old Lady Crow

b. Beautiful Miss Crow

c. The Fox and The Crow

d. Ugly Mr. fox

38. Why did the crow gave a loud croak? Because it wanted …

a. To show her pretty eyes

b. To show her beautiful beak

c. To show her lovely feathers

d. To show that she could sing

39 "…Very <u>pleased</u> to hear all of this…." (paragraph 4). What is the same meaning of the underlined word?

a. Guilty

b. Happy

c. Angry

d. Worry

40. "… an old lady crow who was mean and <u>ugly</u>." The opposite of the underlined word is …

a. Bad

b. Poor

c. Beautiful

d. Rich

Appendix 7

Reading Comprehension Test For Cycle 1

Instruction : Read the text and choose the right answer based on the text

Text 1 for questions number 1-5

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good", said the fox. "It's the best water I've tasted in all my life. Come down and try it yourself. "The goat thought of nothing but how thirsty he was. So he jumped into the well. When he had drunk enough he looked around but there was no way to get out. Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there I'll step on your horns, and I can get out. And when I'm out I'll help you out of the well." The goat did as he was asked and the fox got on his back and so out of the well. Then he coolly walked away. The goat called out loudly after him out. The fox merely turned to him and said, "If you only has as much sense in your head as you have hairs in your beard you wouldn't have jumped into the well without making sure that you could get out again.

1. What is the type of the text above ?
   a. Recount
   b. Narrative
   c. Procedure
   d. Report

2. What is the setting for this story .....

   a. It is a well
   b. It is a city
   c. It is a goat
   d. It is a fox

3. Why did the goat jump into the well? because

   a. It was hungry
   b. It was sad
   c. It was thirsty
   d. It was good

4. What is the type of the text ?

a. Myths
b. Plays
c. Folk tales
d. Modern fantasy

5. Why did the fox get the goat into the well? because....
   a. The fox was very hungry and thirsty
   b. The goat was very hungry and thirsty
   c. The fox promised that it would help to get out of the well
   d. The fox needed the goat to get out of the well

Text 2 for questions number 6-12

SANGKURIANG

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

One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor. Once when it fell she exclaimed she would marry the one who gave it back to her. At that very moment her dog Tumang, a demigod possessing magic powers, came up to her with the shuttle in his mouth. Dayang Sumbi had to marry him.

They lived happily together, and Dayang Sumbi gave birth to a baby boy, human in appearance but endowed with his father's magic powers. She named him Sangkuriang. As the boy grew up, he was always guarded by the faithful dog Tumang, whom he knew only as a companion and not as his father, Sangkuriang became handsome and brave.

One day his mother asked him to go hunting with the dog and bring her venison for a feast. After hunting all day without success, Sangkuriang worried about facing his mother empty-handed. Desperate, he took an arrow and shot the dog. He returned home and handed over the meat to his pleased mother. Soon after the feast, however, Dayang Sumbi questioned her son about the absence of Tumang. At first he evaded her queries but finally told her what had happened. She was horrified and struck her son so hard on the temple that he collapsed. For that, the old king banished his daughter from the court and she was made to roam around the kingdom. Sangkuriang recovered with a large scar on his temple, and he too left the court to wander about the world.

Years later, Sangkuriang met a beautiful woman and instantly fell in love with her. It was his own mother-they did not recognize each other. He pro posed to her and she agreed to marry him. On the day before the wedding, as she was caressing her fiancee's hair, Dayang Sumbi detected the scar on the temple. Horror struck her, for she was about to marry her own son, Sangkuriang. Without revealing the whole truth to him, she tried unsuccessfully to dissuade him. Desperate to avoid the marriage, she set conditions she thought impossible to meet. Sangkuriang had to make a lake that filled the whole valpley and build a boat for the couple to sail in, all before dawn.

Sangkuriang started to work. His love gave him extraordinary strength, and he used his magic powers to summon the spirits to help him. With boulders and mud they dammed the river in the valley and the water rose and began to form a lake. In the early morning hours he chopped down a huge tree in the forest and began hollowing it out to make a boat. When Dayang Sumbi saw that he was about to accomplish what she has thought impossible, she called on the gods to bring the sun up early and thwart Sangkuriang.

The cock crowed, the sun rose much earlier than usual, and Sangkuriang realized he had been deceived. In a fit of fury he caused Dayang Sumbi and kicked the half-finished boat back into the forest. There it lies upside down today, forming the mountain Tangkuban Perahu (Upturned Boat). Not far away is the stump of the tree Sangkuriang had felled, now called Bukit Tinggi. The dam Sangkuriang had built caused the valley to become a lake, where both Sangkuriang and Dayang Sumbi drowned themselves. They were never heard of again.

(taken from All Around Bandung – Gottfrid Roelcke, Gary Crabb).

6. Who was Dayang Sumbi's husband ?
    a. The King
    b. Sangkuriang
    c. Tumang
    d. Her fiancee

7. Why did she marry her dog, Tumang ? because...
    a.   She exclaimed to marry one who gave it back her shuttle
    b.   It was a companion Sangkuriang
    c.   She fell in love with it
    d.   It was a demigod possessing magic powers

8. Why did Sangkuriang kill his dog ? because....
    a.   It had married his mother
    b.   He wanted to take Tumang's powers

c. Sangkuriang loved Dayang Sumbi
d. He took an arraw and shot the dog

9. What did Dayang Sumbi do after she knew about Tumang ?
   a. She married Sangkuriang
   b. She struck her son so hard
   c. She exclaimed she would marry him
   d. She asked Sangkuriang to make a lake

10. Why did Dayang Sumbi avoid to marry Sangkuriang ? because .....
    a. Sangkuriang had shot her dog
    b. She didn't love him
    c. Dayang Sumbi elected the scar on her fiancee's head
    d. Sangkuriang was not a king

11. What did Sangkuriang have to do to mary Dayang Sumbi ?

    a. He had to make a lake and built a boat before dawn
    b. He had to make a lake and built a temple after dawn
    c. He had to make a palace and built a boat before dawn
    d. He had to be a king and built a boat before dawn

12. What did Sangkuriang do after he realized that he had been deceived ?
    a. He took an arrow and shot Dayang Sumbi
    b. He struck Dayang Sumbi
    c. He Chopped down a huge tree in the forest
    d. He Cursed Dayang Sumbi and kicked the half-finished boat back into the

Text 3 for questions number 13- 17

The Legend of Aji Saka : Java, Indonesia

In the Kingdom of Medang Kamulan, in Java, came a young when man, by the name of Aji Saka to fight Dewatacengkar, the cruel King of The Country who had a habit to eat human flesh of his own people. Aji Saka himself he came from Bumi Majeti.

One day he told his two servants, by the name of Dara and Sembodo, that he was going to java. He told them that while he was away, both of them have to guards his Heirloom / Pusoko. No one except Aji Saka himself not a allowed to take the Pusoko. In the big battle, Aji Saka could successfully push Dewata Cengkar to fall to the South Sea. Dewata Cengkar did not die, he became a Bajul Putih (White Crocodile). Aji Saka became a ruler of Medangkamulan.

Meanwhile a woman of the village of Dadapan, found an egg. She put the egg in her Lumbung (Rice Barn). After a certain period the egg vanished, instead a snake found in the rice barn. The villagers would like to kill the snake, but the snake said : "I'm the son Aji Saka, bring me to him".

Aji Saka told the snake, that he would be recognized as his son, if the could kll the Bajul Putih in the South Sea. After a long stormy battle which both sides demonstrating physical strength and showing skillfull ability of fighting, the snake could kill Bajul Putih.

As had been promised the snake was recognized as Aji Saka's son and he was given a name Jaka Linglung (a stupid boy).

In the palace Jaka Linglung greedily ate domestic pets of the palace. He was punished by the King, expelling him to live in the Jungle of Pesanga. he was tightly roped until he could not move his head. He was instructed only to eat things which fall to his mouth.

One day, a group of 9 (nine) village boys were playing around in that Jungle. Suddenly it was raining heavily. They had to find a shelter, luckily there was a cave. Only 8 (eight) boys went inside the cave, the other one who was suffering from very bad skin disease, sting and dirty, he had to stay out of the cave. All of a sudden, the cave was falling apart. The 8 (eight) boys vanished, only the one who stayed outside was safe. The cave in fact was the mouth of Jaka Linglung.

13. Who was Dewatacengkar ?

    a. a young wise man
    b. The cruel king
    c. White crocodile
    d. Bajul Putih

14. Where did the woman put the egg ?

    a. a.In a rice barn
    b. b.In the south sea
    c. c.In the palace
    d. d.In the jungle of pasanga

15. Where did Aji Saka come from ?

    a. Medang Kamulan
    b. b.South Sea
    c. c.Jungle of Pesanga

d.   d.Bumi Majeti

16. Who was Jaka Linglung ?

a. A greedy pet belong to Aji Saka
b. The cruel king
c. A stupid boy
d. The snake was recognized as Dewaracengkar's son

17. Why did the king punish Jaka linglung to live in the jungle of Pesanga? because ......

a. Jaka linglung greedily ate human flesh of the village
b. Jaka linglung greedily ate domestic pets of the palace
c. Jaka linglung put the egg in the rice born
d. Jaka linglung could kill Bajul Putih

Text 4 for questions number 18-22

Once upon a time there were four little rabbits. Their names were Flopsy, Mopsy, Cotton-tail and Peter. One morning they were allowed to play outside. Their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there.

Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. But Peter was naughty. He ran straight away to Mr. McGregor's garden. He ate some lettuces, French beans, and radishes. Suddenly, he met Mr. McGregor. Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running. Peter never stopped running or looked behind him till he got home. During the evening, he was sick because he was so tired. He had to drink some medicine while three of his brother had bread, mild and blackberries for supper.

18. Who was the naughtiest rabbit ?
a.   Flopsy
b.   Mopsy
c.   Cotton-tail
d.   Peter

19. What did Flopsy, Mopsy and Cotton-tail eat?
a. carrot
b. blackberries
c. lettuce

    d. strawberry

20. What did Peter lose while he was running?
    a. one of his shoes
    b. a book
    c. vegetable
    d. medicine

21. Why did Peter get sick? Because ….
    a. He was so tired
    b. He did not eat
    c. He caught a cold
    d. He was eating to much

22. Whom did Peter meet at the garden?
    a.   his mother
    b.   Flopsy
    c.   Mr. McGregor
    d.   Mrs. McGregor

Text 5 for questions number 22-29

BLUE-TONGUE LIZARD

Blue-Tongue Lizard and his wife camped near a swamp long ago. One day Blue-Tongue Lizard went to get some food, and while he was down at the swamp, he left his wife sitting under a shady tree. He had not been gone very long when Taipan the Snake passed by Blue-Tongue Lizard's camp. Taipan saw Blue-Tongue Lizard's wife sitting under the tree, and he decided he would steal her away from Blue-Tongue Lizard. He made her come with him and together they ran a long way away.

Taipan the Snake did not know that Black Bird had been watching him, and as soon as he ran away with Blue-Tongue Lizard's wife, Black Bird began singing out to Blue-Tongue Lizard. 'Your wife is gone, Taipan has taken her away', he cried. Blue-Tongue Lizard was still at the swamp getting food when he heard Black Bird's call. He went back to the shady tree where he had left his wife and saw she was gone. He put down his bag which was full of food and made a fire. He cooked his food and after he had finished eating it, he went to get his spears.

He found they had all been broken by Taipan. Then he found the tracks of his wife and Taipan, and he followed them. Blue-Tongue Lizard followed their tracks until he came to a tree in which a freshly killed emu had been hung. It had been killed by Taipan and left there to be eaten that night. Blue-Tongue Lizard knew that Taipan and his wife must be nearby and he soon found them near a river.

When Taipan saw Blue-Tongue Lizard he ran to get his spears but Blue-Tongue Lizard had already broken them.

'We can fight with our teeth', said Blue-Tongue Lizard. Taipan agreed and the two of them fought wildly, each of them trying to get a hold of the other. Until finally Blue-Tongue Lizard caught hold of Taipan's body in his powerful jaws, and bit him in half. With Taipan the Snake dead, Blue-Tongue took back his wife and together they returned to the swamp.

23. Who are the main characters in this folktale?
    a. Blue-Tongue Lizard and Black Bird
    b. Blue-Tongue Lizard and Taipan the Snake
    c. Snake and Blue-Tongue Lizard
    d. Taipan and Snake and Black Bird

24. Who passed by Blue-Tongue Lizard's camp?
    a. Black Bird did
    b. Blue-Tongue Lizard did
    c. Blue-Tongue Lizard's wife did
    d. Taipan the Snake did

25. Who was watching when Taipan took Blue-Tongue's wife?
    a. Black Bird
    b. Taipan
    c. Lizard
    d. The s wamp

26. Who are the supporting characters?
    a. Blue-Tongue Lizard and Black Bird
    b. Blue-Tongue Lizard and Taipan the Snake
    c. Snake and Blue-Tongue Lizard
    d. Taipan the Snake and Black Bird

27. What was Blue-Tongue Lizard doing when Taipan took his wife?
    a. He was sleeping
    b. He was swimming
    c. He was going to get some food
    d.He was going to get some money

28. Why do you think Blue-Tongue Lizard ate a meal before going to look for his wife?
    a. so he would be strong enough to fight
    b. so he would be full enough to fight
    c. so he would be large enough to fight
    d. so he would be strong enough to walk

29. One sentences below show things that animals in real don't do. Choose one.
    a. One day Blue-Tongue Lizard went to get some food
    b. The two of them fought wildly
    c. He put down his bag which was full of food and made a fire
    d. Blue-Tongue and his wife camped near a swamp

Text 6 for questions number 30-40

The Princess and the Pea

Once upon a time there was a prince he wanted to get himself a princess, but she had to be real princess. So he traveled all over the world to find one, but in every case something was the matter. There were lots of princess, but he could never quite make out whether they were real or not. So he came home feeling very unhappy, for really wanted to find a true princess.

One evening a terrible storm came; lightening flashed, thunder rolled, and the rain poured down in torrents-it was simply awful ! suddenly there was a knock at the city gate, and the old king went out to answer it.

There was a princess standing outside, but what a sight the rain and the bad weather had made of her ! The water streamed down her hair and her clothes, and yet she said she was a real princess.

"It won't take long to find that out," thought the old Queen. Without saying anything, she went into bed chamber, took off all the bedclothes, and places one pea on the bottom boards of the bed. Then she took twenty mattresses and put them on top of the pea, and after that she put twenty feather-pillows on top of the mattresses.

That was where the princess was to spend the night.

In the morning they asked her how she had slept.

"Oh, dreadfully! said the princess. "I hardly slept a wink all night. Whatever could have been in the bed ? I was lying on something so hard that I'm black and blue all over."

So of course they could see that she was a real princess, since she had felt the pea through twenty mattresses and twenty feather-pillows. No one but a real princess could have such a tender skin as that.

So the prince took her for his wife, and they lived happily ever after.

30. What kind of the text is it?
    a. report
    b. recount
    c. narrative
    d.descriptive

31. The generic structure of the text is…….
    a. Orientation > Complication > Resolution > Re-Orientation
    b. Orientation > Events > Re- Orientation
    c. General Classification > Description

    d. Identification > Description

32. What is the purpose of the text ?
    a. to inform about princess and the pea
    b. to describe the story of the princess and the pea
    c. to give information that the prince looked for the real princess
    d. to amuse the reader with the story of the princess and the pea

33. What is the dominant structure used in the text ?
    a. the simple present tense
    b. the simple past tense
    c. the present continuous tense
    d. passive voice

34. No one but a real princess could have such a tender skin as that. The SYNONYM of 'tender' is …
    a. hard
    b. light
    c. weak
    d. strong

Text 7 for questions number 35-39

Once upon a time there was a poor widow who had an only son named Jack. They were so poor that they didn't have anything except a cow. When the cow had grown too old, his mother sent Jack to the market to sell it. On the way to the market, Jack met a butcher who had some beautiful beans in his hand. The butcher told the boy that the beans were of great value and persuaded the silly lad to sell the cow for the beans.

Jack brought them, happily. When he told his mother about this, his mother became so angry that she threw the beans out of the window.

When Jack woke up in the morning, he felt the sun shining into a pan of his room, but all the rest was quite dark and shady.

So he jumped to the window. What did he see? The beanstalk grew up quite close past Jack's window. He opened the window and jumped to the beanstalk which ran up just like a big ladder

He climbed and climbed till at last he reached the sky. While looking around, he saw a very huge castle. He was very amazed.

Then Jack walked along the path leading to the castle. There was a big tail woman on the doorstep. Jack greeted her and asked for the giantess mercy to give him breakfast, because he fell very hungry. Although the giantess grumbled at first, finally she gave Jack a hunk of bread and cheese and a jug of milk.

Jack hadn't finished when the whole house began to tremble with the noise of someone's coming. "Oh! It's my husband!" cried the giantess. "What on earth shall I do?"
Hastily the giantess opened a very big cupboard and hid Jack there.

35. Where did Jack sell his cow ?
    a. at a castle
    b. at the market
    c. at the giants castle
    d. at the butchers house

36. what is the story about
    a. jack and a butcher
    b. jack and the giantess
    c. a poor widow and his son
    d. Jack and the bean stalk

37. Oh ! It's my husband !" cried the giantess (paragraph 7) from the sentence we know that the giantess is … her husband
    a. afraid of
    b. angry with
    c. fed up with
    d. annoyed with

38. Jack's mother looked very furious when jack told that
    a. the beans were precious
    b. the butcher bought his cow
    c. he traded his cow for the beans
    d. he had sold his cow to a butcher

39. Jack's mother was a furious mother
    a. Poverty makes people hopeless
    b. The giantess pity on jack
    c. Jack was innocent boy
    d. Sincerity makes jack get something precious

40. What kind of the text is that ?
    a. recount
    b. narrative
    c. procedure
    d. report

Reading Comprehension Test For Cycle 2

Instruction : Read the text and choose the right answer based on the text

 Text 1 for questions number 1-4

Batara Guru Sahala

Once upon a time, there was a fisherman named Batara Guru Sahala who lived in Batak land. One day, he caught a fish that could talk. The fish begged Sahala to set it free and he did accordingly.

As soon as the fish was free, it changed into a woman. She was so beautiful that Sahala fell in love with her at once. He asked her to marry him. The woman agreed to marry Sahala, but in one condition: he had to keep the secret that she was once a fish. Sahala promised her that he would not tell anyone about it.

They were happily married and had two daughters. Every morning Sahala went out fishing. His daughters would bring him his lunch. One day, however, instead of bringing the food to their father, the two girls ate it.When Sahala knew what they had done with the meal, he got very angry. He shouted at them saying, "You behaved exactly like the daughters of a fish."

The girls did not understand what their father meant. They went home and asked their mother about it. Their mother was very annoyed. Although Sahala apologized to her later, she would not forgive him for breaking his promise.

From that moment on, Sahala took a lesson that he should not have broken his own promise. Sahala was so grief-striker that he decided to wander for the rest of his life.

1. What is the communicative purpose of the text?
    a. to persuade the readers
    b. to describe Sahala's life
    c. to retell the events happened in Sahala's life
    d. to entertain the readers

2. Why couldn't Sahala keep his promise? Because he …..
    a. was very angry
    b. was very hungry
    c. did not love his wife
    d. did not like his daughters

3. What moral lesson can we take from the story?
    a. A husband should be loyal to his wife
    b. Children should pay respect to their parent
    c. A man should keep his promise well

    d.   A man should take care of his family well

4. They went home and asked their mother about it. (Paragraph 5).
    What does the underlined word refer to?
    a.   The fish
    b.   Sahala and his wife girls
    c.   The parents
    d.   The daughters

Text 2 for questions number 5-9

Queen Aji Bidara Putih

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

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

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

He quickly left the boat and returned to the palace. He reported that the prince must have been a phantom, not a human. He believed that the phantom could be in a human's form only during the daytime. The queen was so surprised and got angry. On the next day, she refused his proposal.

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

5. The text tells about …
   a. Queen Aji Bidara Putih
   b. The Mahakam River
   c. The Prince's Proposal95
   d. The Sunken Ship

6. How was Queen Bidara Putih like?
   a. beautiful, sensible, and sensitive and indifferent ensible
   b. beautiful, uncaring, and sensitive unconcerned
   c. pretty, wise, and indifferent
   d. beautiful, wise, and preety

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

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

64.

9. Which statement is not true according to the text?
   a. The prince wanted to marry the queen.
   b. The prince had gold and porcelain to announce the marriage proposal.
   c. The prince ordered his troops to attack Muara Kaman.
   d. The prince won the battle.

Text 3 for questions number 10 - 16

Once upon a time, there was an old woman who lived in a very old hut near a forest with her only daughter. The daughter's name is Misna. She is beautiful but she had envious heart. One day she saw girl of her age passing by her hut. The girl was joining her father hunting. She dressed in beautiful cloth. His father's assistants respected her. Misna could not sleep when she was remembering this. She was very angry with her condition. She hated her hopeless mother.

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

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

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

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

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

11. When did she ask her mother a beautiful dress?
    a. After she saw another girl with beautiful dress
    b. on the way home she met a handsome prince
    c. after her mother sold a piece of her land
    d. when a heavy rain and big thunders came

12. How could her mother buy her a beautiful dress?
    a. from her saving
    b. by asking her relative some money
    c. by robbed a bank
    d. from her salary

13. What made her mother cried aloud?
    a. she told everyone that she was her maid
    b. she told the prince that her mother had died
    c. she told the prince that she was her maid
    d. she wanted her mother to buy the most beautiful gown

14. What happened at last?
    a. Misna got married to a prince
    b. Misna was wet in rain
    c. Her mother bought her the most beautiful gown
    d. A thunder hit Misna to dead

15. She is beautiful but she had <u>envious</u> heart
    What is the synonym of the underlined word?
    a. Ambigious
    b. Jealous
    c. Fierce
    d. d Festive

16. What is the orientation of this text?
    a. One upon a time, there was an old women who lived In a very old hut near a forest with her only daughter. the daughter name is misna. she is beautiful but she had envious heart name is misna. she is beautiful but she had envious heart
    b. suddenly there was a heavy rain accompanied with big thunders everyone ran away to save themselves
    c. on the way home misna met a handsome prince. he was interested in her to marry her
    d. she decided to sell a piece of land, the only valuable thing that she had. she bought her beloved daughter a very beautiful dress

Text 4 for questions number 17 - 21

The Rabbit Revenge

Long, long ago a rabbit and lion were neighbors. The lion was very proud, and was fond of boasting about his strength. And thought they were such close neighbors, the lion look down upon the rabbit, and use to bully and frighten her. Finally, the rabbit could stand it no longer and wanted to get her own back.

One day she went to the lion and said," Good day, respected elder brother. Image it, I met an animal over there who looked exactly like you, and he said to me, 'Is there anyone in the world who dares stand up to me? If there is, let me come and have a duel with me. If there is no one, all of you have to submit to my rule and be my servants!" "Oh, he was an intolerable braggart! He is so puffed up with pride that his eyes can't even light on anymore!" added the rabbit.

"Oho," the lion said. "Didn't you mention me to him?"

"Yes, indeed, "the rabbit replied. "But it would have been better if I hadn't. When I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn't take you for his attendant!" The lion flew into a rage and roared, "Where is he? Where is he?" Soon the rabbit took the lion a hill and, not going to near herself, pointed to a well from a distance, and said,"He is down there, in the well."

The lion hastened to the well and glared angrily into it. Yes there was his rival who even glared back at him angrily. The lion roared, and his enemy roared back. The lion become so furious that his hair stood on end. So did his enemy on the well. The lion show his teeth and lashed out with his paws to scare his rival and his enemy in the well retaliated! In a fit of anger the lion sprang into the air

with all his might and then flung himself at the enemy in the well. The result was that the proud lion was instantly drowned.

17. What do you thing of the animal on the well?
    a. The image of the lion himself.
    b. An intolerable braggart.
    c. A stronger animal.
    d. Another lion.
18. The lion was proud of his…
    a. hair
    b. teeth
    c. paws
    d. strength

19. What can we learn from the story?
    a. Be a good neighbor.
    b. Don't be so arrogant.
    c. We must help each other.
    d. An enemy can be a good friend.

20. What is the type of the text above?
    a. Report
    b. Desc riptive
    c. Narrative
    d. Recount

21. The generic structure of the text is…….
    a. Orientation > Complication > Resolution > Re-Orientation
    b. Orientation > Events > Re- Orientation
    c. General Classification > Description
    d. Identification > Description

    http://andriantanjungenglish.blogspot.com/2012/05/soal-soal-narrative-pilihan- ganda.html.

Text 4 for questions number 22-

THE WOLF AND THE STORK

There was once a wolf who felt so hungry. He gulped down all his food as though his life depended on   it. No wonder he had a chicken bone stuck in his

throat! Luckily for him, a stork who happened to be passing nearby, heard his shrieks of pain, and **she** stopped, always ready to help wherever she could. Just one look was enough for her to guess what had happened. At once, without saying a word or wasting anytime she site to work. It was going to be a very long and a very difficult job. But how could the stork help the greedy wolf?At last, with the aid of her long beak, she got hold of the bone and pulled it out of the wolf's throat.

Now, any other animal would have been glad to pay the stork for what she did. And, when the wolf began walking away, without even thanking her, she said as much. "You think I would pay you?" cried the wolf, finding his voice. "After digging into my throat with your long beak? You should be glad I don't eat you, you ungrateful bird! Go away, and don't get under my paws again!"

22.Where was the stork when she heard the wolf's shrieks of pain?

    a.   She was behind the wolf.
    b.   She was far from the wolf
    c.   She was near from the wolf.
    d.   She was not close from the wolf

23.What did the stork do to help the wolf from a chicken bone that stuck in his throat?

    a.   She got hold of the bone with her short beak.
    b.   She pushed the chicken bone with the aid of her long beak.
    c.   She took the chicken bone with the aid of her short beak.
    d.   She pulled the chicken bone with the aid of her long beak.

24.What is the moral value of the text?

    a.   Don't be an ungrateful people.
    b.   No one can do something perfectly
    c.   Don't blame yourself for something bad
    d.   Think first deeply before taking an action

The Legend of Nyi Roro Kidul

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It means The goddess of sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

The King decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The King did not agree.

Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita's beautiful body full of ulcer. Then, Kadita's body was full of ulcer. It smelled bad. The beautiful princess cried. The King was very sad. No one could cure his daughter's illness. The King did not want her daughter to be a rumor so he sent his daughter away. The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother.

She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She jumped into the water and swam.

Suddenly, there was a miracle. The ocean water cured her illness. She became more beautiful than before. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.

25. What cured the princess from her illness?

    a. The ocean.
    b. Her noble heart.
    c. The black wizard.
    d. The Queen of the Ocean.

26.Kadita's beautiful body full of **ulcer**. (par. 2)

What does the underlined word mean?

    a. Fragrance
    b. Perfume
    c. Smell
    d. Sore.

27. Why did the send his daughter away?

    a. His son wanted to be a king.

b. Her daughter's body smelled bad.
c. He did not want her to be a rumor.
d. The princess had a power to command the sea.

28. What do we learn from the story?

a. A good heart will guide us to get blessing life.
b. The south ocean water will cure our illness.
c. Be careful, others may trick us in our life.
d. To get success we must walk far away.

Sand and Stone

Ikhwan and Arif were walking through the desert. During some point of the journey, they had an argument and Ikhwan slapped Arif in the face. Arif was hurt, but he said nothing and wrote in the sand: "TODAY MY BEST FRIEND SLAPPED ME IN THE FACE."

They kept on walking and finally found an oasis. They decided to take a bath. Suddenly, Arif slipped on moss, hit his head and started drowning, but Ikhwan saved him. After Arif gained his consciousness, he carved on a stone" "TODAY MY BEST FRIEND SAVED MY LIFE."

Ikhwan asked Arif, "After I hurt you, you wrote in the sand and now, you carvedon a stone, why ?

Arief replied, "when someone hurt us, we should write it down in sand wherewinds of forgiveness would blow it away and when someone does something good for us, we must engrave it in stone where no wind can ever erase it.

29. Why did Arif carve on a stone? Because ……………

a. they have an argument
b. his friend had hurt him
c. he wanted to forget it
d. he wanted to remember it**.**

30. What is the main idea of the second paragraph?

    a. They kept on walking until they found an oasis.
    b. Arif slipped on moss and started drowning.
    c. They slipped on moss and started drowning.
    d. They like to write on the stone and sand.

31. What can you learn from the text above?

    a. Forgive people and remember one's kindness.
    b. Learn to carve your benefits in stone
    c. Learn to write your hurts in the sand
    d. Do everything well for everyone

32″………. but Ikhwan saved **him**." (paragraph 2)

The underlined word refers to …………

    a. the friend of the writer
    b. the friend who saved his friend
    c. the one who had been slapped.
    d. one of the reader's friends

The Legend of Toba Lake
There was a handsome man named Batara Guru Sahala, who enjoyed fishing so much. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.

Batara Guru Sahala could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. Batara Guru Sahala fell in love with that fish-woman and wanted to marry her. Batara Guru Sahala promised to keep the secret that she had been a fish and would never tell anybody about it.

They were married happily. They had two daughters. One day Batara Guru Sahala got very angry with his daughters. He could not control his temper. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They found their mother and told her about it.

The mother was, very angry. Batara Guru Sahala broke his promise. The mother was shouting angrily, then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Today the lake is known as Toba lake.

33. From the text, we know-that .

    a. Sahala's daughters were a captured fish

b. Sahala changed into fish too
c. Sahala broke his promise to his wife.
d. the daughters and father are fish

34. What can you learn from the text above? We should …………..

a. promise to our wife
b. promise to our husband
c. break our promise
d. keep our promise.

A Dream of Nanke

(ÄÏ¿ÂÒ»ÃÎ)In Tang Dynasty, there lived a person called Chun Yufen, who thought himself a wise man but was not recognized by people then. So he often felt sad and drank down to pass his time.One day, he was drinking under an old pagoda tree, to the south of his house. he soon fell asleep and had a dream.

In his dream, Chun Yufen met with an atomy who introduced himself to Chun Yufen that he came to invite him to the great Kingdom of Pagoda. Chun Yufen gladly went there with him. He found himself into a fairy world with many red gates, magnificent palaces, luxuriant pavilions and beautiful gardens; in a word, it couldn't be found in the real world.

The king appreciated him very much so that he was named the head of Nanke. Soon after, he married the king's pretty daughter. Chun Yufen was so happy with the life there that he totally forgot his hometown and his family.

But it was not long before the kingdom was invaded by another country and Chun Yufen had to lead the troops to hold out the enemies. Unfortunately, his troops were defeated and his wife died. Chun Yufen was badly hit and he felt very disappointed to himself, so he decided to leave the Kingdom of Pagoda. In the end, he was sent home by the atomy. As soon as he arrived home, he woke up to realize what had happened was just a dream, which only took him a short time to have. There lay the half glass of alcohol on the ground in front of him. And there was an ant creeping on one of his feet. Looking down from the little creature he found an ant nest in the old pagoda tree. "Oh, it must have been the ant nest that I entered and took for that kingdom in my dream." he murmured.

35. According to the text, Chun Yufen is ….

a. wise

b. foolish**.**
c. bothering
d. annoying

36. "How fabulous the kingdom is" is the main idea of paragraph ….

a. 1
b. 2
c. 3.
d. 4

37. What is the best title of the text above?

a. Nanke's Kingdom
b. A dream of Nanke.
c. The Tang Dynasti
d. Yufen's daughter

38. What can we learn from the story?

a. It's not good for people to live in their dream world.
b. Living in a luxurious kingdom will certainly interesting.
c. It is advisable for people to live in a very glamorous surrounding.
d. The King of Pagoda invited Chun Yufen to marry his pretty daughter

39. "Unfortunately, his troops <u>were defeated</u> and his wife died."What does the

underlined phrase mean?

a. were conquered.
b. were praised
c. were known
d. were killed

40. What can we learn from the story?

a. Do not hurt other people's feeling.
b. Everyone can get angry, so be careful.
c. Do not be angry, because it hurts our heart.
d. Making someone angry will hurt you

http://bumagda.com/english-corner/2018/03/soal-soal-narrative-text/

Appendix 8

ANSWER SHEET
READING COMPREHENSION TEST FOR PRE-ASSESSMENT

NAME :

CLASS :

NO	A	B	C	D
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D

NO	A	B	C	D
21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D
26.	A	B	C	D
27.	A	B	C	D
28.	A	B	C	D
29.	A	B	C	D
30.	A	B	C	D
31.	A	B	C	D
32.	A	B	C	D
33.	A	B	C	D
34.	A	B	C	D
35.	A	B	C	D
36.	A	B	C	D
37.	A	B	C	D
38.	A	B	C	D
39.	A	B	C	D
40.	A	B	C	D

ANSWER SHEET
READING COMPREHENSION TEST FOR PRE-ASSESSMENT

NAME :

CLASS :

NO	A	B	C	D
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
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10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D

NO	A	B	C	D
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24.	A	B	C	D
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31.	A	B	C	D
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33.	A	B	C	D
34.	A	B	C	D
35.	A	B	C	D
36.	A	B	C	D
37.	A	B	C	D
38.	A	B	C	D
39.	A	B	C	D
40.	A	B	C	D

ANSWER SHEET
READING COMPREHENSION TEST FOR PRE-ASSESSMENT

NAME :

CLASS :

NO	A	B	C	D
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
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17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D

NO	A	B	C	D
21.	A	B	C	D
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24.	A	B	C	D
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27.	A	B	C	D
28.	A	B	C	D
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30.	A	B	C	D
31.	A	B	C	D
32.	A	B	C	D
33.	A	B	C	D
34.	A	B	C	D
35.	A	B	C	D
36.	A	B	C	D
37.	A	B	C	D
38.	A	B	C	D
39.	A	B	C	D
40.	A	B	C	D

ANSWER SHEET
READING COMPREHENSION TEST FOR PRE-ASSESSMENT

NAME :

CLASS :

NO	A	B	C	D
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
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8.	A	B	C	D
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19.	A	B	C	D
20.	A	B	C	D

NO	A	B	C	D
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23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D
26.	A	B	C	D
27.	A	B	C	D
28.	A	B	C	D
29.	A	B	C	D
30.	A	B	C	D
31.	A	B	C	D
32.	A	B	C	D
33.	A	B	C	D
34.	A	B	C	D
35.	A	B	C	D
36.	A	B	C	D
37.	A	B	C	D
38.	A	B	C	D
39.	A	B	C	D
40.	A	B	C	D

ANSWER SHEET
READING COMPREHENSION TEST FOR PRE-ASSESSMENT

NAME :

CLASS :

NO	A	B	C	D
1.	A	B	C	D
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4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
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8.	A	B	C	D
9.	A	B	C	D
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11.	A	B	C	D
12.	A	B	C	D
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14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D

NO	A	B	C	D
21.	A	B	C	D
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23.	A	B	C	D
24.	A	B	C	D
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27.	A	B	C	D
28.	A	B	C	D
29.	A	B	C	D
30.	A	B	C	D
31.	A	B	C	D
32.	A	B	C	D
33.	A	B	C	D
34.	A	B	C	D
35.	A	B	C	D
36.	A	B	C	D
37.	A	B	C	D
38.	A	B	C	D
39.	A	B	C	D
40.	A	B	C	D

ANSWER SHEET
READING COMPREHENSION TEST FOR PRE-ASSESSMENT

NAME :

CLASS :

NO	A	B	C	D
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D

NO	A	B	C	D
21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D
26.	A	B	C	D
27.	A	B	C	D
28.	A	B	C	D
29.	A	B	C	D
30.	A	B	C	D
31.	A	B	C	D
32.	A	B	C	D
33.	A	B	C	D
34.	A	B	C	D
35.	A	B	C	D
36.	A	B	C	D
37.	A	B	C	D
38.	A	B	C	D
39.	A	B	C	D
40.	A	B	C	D

ANSWER SHEET
READING COMPREHENSION TEST FOR PRE-ASSESSMENT

NAME :

CLASS :

NO	A	B	C	D
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
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6.	A	B	C	D
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14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D

NO	A	B	C	D
21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D
26.	A	B	C	D
27.	A	B	C	D
28.	A	B	C	D
29.	A	B	C	D
30.	A	B	C	D
31.	A	B	C	D
32.	A	B	C	D
33.	A	B	C	D
34.	A	B	C	D
35.	A	B	C	D
36.	A	B	C	D
37.	A	B	C	D
38.	A	B	C	D
39.	A	B	C	D
40.	A	B	C	D

ANSWER SHEET
READING COMPREHENSION TEST FOR PRE-ASSESSMENT

NAME :

CLASS :

NO	A	B	C	D	NO	A	B	C	D
1.	A	B	C	D	21.	A	B	C	D
2.	A	B	C	D	22.	A	B	C	D
3.	A	B	C	D	23.	A	B	C	D
4.	A	B	C	D	24.	A	B	C	D
5.	A	B	C	D	25.	A	B	C	D
6.	A	B	C	D	26.	A	B	C	D
7.	A	B	C	D	27.	A	B	C	D
8.	A	B	C	D	28.	A	B	C	D
9.	A	B	C	D	29.	A	B	C	D
10.	A	B	C	D	30.	A	B	C	D
11.	A	B	C	D	31.	A	B	C	D
12.	A	B	C	D	32.	A	B	C	D
13.	A	B	C	D	33.	A	B	C	D
14.	A	B	C	D	34.	A	B	C	D
15.	A	B	C	D	35.	A	B	C	D
16.	A	B	C	D	36.	A	B	C	D
17.	A	B	C	D	37.	A	B	C	D
18.	A	B	C	D	38.	A	B	C	D
19.	A	B	C	D	39.	A	B	C	D
20.	A	B	C	D	40.	A	B	C	D

ANSWER SHEET
READING COMPREHENSION TEST FOR PRE-ASSESSMENT

NAME :

CLASS :

NO	A	B	C	D
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
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6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
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11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D

NO	A	B	C	D
21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D
26.	A	B	C	D
27.	A	B	C	D
28.	A	B	C	D
29.	A	B	C	D
30.	A	B	C	D
31.	A	B	C	D
32.	A	B	C	D
33.	A	B	C	D
34.	A	B	C	D
35.	A	B	C	D
36.	A	B	C	D
37.	A	B	C	D
38.	A	B	C	D
39.	A	B	C	D
40.	A	B	C	D

Appendix 10

No	Names of the Students	Gender (L/P)
1	Agi Rahmadani	P
2	Ainun Azizah	P
3	Annisa Arliyanti	P
4	Annisah Safitri	P
5	Aulia Rahmadania	P
6	Bella Suci Rahayu	P
7	Dewan Aji Pranata	L
8	Delviani Aprilia	P
9	Edwin Saputra	L
10	Endah Febrianti	P
11	Ezi Isma Wirdanata	L
12	Fitri Anita	P
13	Huda Aulia	P
14	Indah Siti Khadijah	P
15	Izzah Nurazizah	P
16	Kuswanto	L
17	Lili Rahmawati	P
18	Lucia Herliani	P
19	Meiza Cindy Putri	P
20	Monica Mariana	P
21	Nersita Oktari	P
22	Nisa Alkhonsa	P
23	Nali Ratih Teja K	P
24	Nurhidayah	P
25	Reji Saputra	L
26	Renza Gustiawan	L
27	Salsa Welda Tunnisa	P
28	Trigina Norma Densi	P
29	Virgin Denada Amelia	P
30	Winto	L

List of the Action Research Students

Appendix 11

No	Names of the Students	Pre-Assessment	Cycle 1				Cycle 2			
1.	Agi Rahmadani									
2.	Ainun Azizah									
3.	Annisa Arliyanti									
4.	Annisah Safitri									
5.	Aulia Rahmadania									
6.	Bella Suci Rahayu									
7.	Dewan Aji Pranata									
8.	Delviani Aprilia									
9.	Edwin Saputra									
10	Endah Febrianti									
11.	Ezi Isma Wirdanata									
12.	Fitri Anita									
13.	Huda Aulia									
14.	Indah Siti Khadijah									
15.	Izzah Nurazizah									
16.	Kuswanto									
17.	Lili Rahmawati									
18.	Lucia Herliani									
19.	Meiza Cindy Putri									
20.	Monica Mariana									
21.	Nersita Oktari									
22.	Nisa Alkhonsa									
23.	Nali Ratih Teja K									
24.	Nurhidayah									
25.	Reji Saputra									
26.	Renza Gustiawan									
27.	Salsa Welda Tunnisa									
28.	Trigina Norma Densi									
29.	Virgin Denada Amelia									
30.	Winto									

Students' Attendance List

Appendix 12

Students' Observation Cheecklist and Field Notes

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : X IPA 4/ I

Sekolah   : SMAN 7 Begkulu Selatan

Hari/Tanggal   :

Cycle   : 1 (Meeting 1,2,3 and 4)

No	Aspek yang di observasi	Ya	Tidak	Komentar
1.	Siswa mempersiapkan diri untuk belajar dan mempersiapkan segala hal yang diperlukan dalam kegiatan pembelajran (buku dan kamus)			
2.	Minat siswa terhadap penggunaan Carousel Brainstorming Strategy.			
	Siswa tidak ribut selama proses belajar mengajar			
	Respon siswa tentang materi			
3.	Partisipasi siswa selama pelajaran			
	Siswa membaca teks narratif.			
	Siswa berdiskusi dengan teman sebangkunya tantang materi			
	Keaktifan siswa dalam menanggapi materi.			
4.	Kemampuan siswa dalam mengerjakan tugas yang diberikan guru.			
	Siswa mengerjakan tugas.			

	Siswa menjawab pertanyaan			
4.	Siswa mempresentasikan tugasnya			

Catatan :

Pengamatan ini dilakukan untuk mengamati guru selama proses belajar mengajar.

Bengkulu,   2019
Researcher

Aknes Liana
NIM. 1516230059

Students' Observation Cheecklist and Field Notes

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : X IPA 4/ I

Sekolah   : SMAN 7 Begkulu Selatan

Hari/Tanggal   :

Cycle   : 2 (Meeting 1,2,3 and 4)

No	Aspek yang di observasi	Ya	Tidak	Komentar
1.	Siswa mempersiapkan diri untuk belajar dan mempersiapkan segala hal yang diperlukan dalam kegiatan pembelajran (buku dan kamus)			
2.	Minat siswa terhadap penggunaan Carousel Brainstorming Strategy.			
	Siswa tidak ribut selama proses belajar mengajar			
	Respon siswa tentang materi			
3.	Partisipasi siswa selama pelajaran			
	Siswa membaca teks narratif.			
	Siswa berdiskusi dengan teman sebangkunya tantang materi			
	Keaktifan siswa dalam menanggapi materi.			
4.	Kemampuan siswa dalam mengerjakan tugas yang diberikan guru.			
	Siswa mengerjakan tugas.			
	Siswa menjawab pertanyaan			

| 4. | Siswa mempresentasikan tugasnya | | | |

Catatan :

Pengamatan ini dilakukan untuk mengamati guru selama proses belajar mengajar.

Bengkulu,   2019

Researcher

Aknes Liana
NIM. 1516230059

Teacher' Observation Cheecklist and Field Notes

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : X IPA 4/ I

Sekolah   : SMAN 7 Begkulu Selatan

Hari/Tanggal   :

Cycle   : 1 (Meeting 1,2,3 and 4)

No	Aspek yang di observasi	Ya	Tidak	Komentar
1.	Kesiapan guru untuk membuka pelajaran			
	Menarik perhatian			
	Menimbulkan Motivasi			
	Menujukan kaitan			
2.	Penguasan Materi ajar			
	Orientasi, motivasi dan bahasa(sederhana dan jelas)			
	Sistematika dan variasi penjelasan dalam menggunakan strategi Carousel Brainstorming Strategy.			
	Penguasan materi ajar dengan menggunakan strategi Carousel Brainstorming Strategy			
3.	Strategi yang digunakan			
	Ketetapan strategi dengan tujuan pembelajaran			
	Kesuksesan strategi dalam langkah-			

	langkah pembelajaran dengan menggunakan Carousel Brainstoming Strategy			
4.	Perfomance			
	Suara, dan intonasi dengan siswa			
	Pola interaksi dengan siswa			
5.	Bertanya			
	Pertanyaan jelas dan konkrit			
	Memberikan waktu berpikir untuk menjawab pertanyaan.			
	Pemerataan pertanyaan pada siswa			
	Pertanyaan sesuai materi pembelajaran			
6.	Menutup pembelajaran			
	Menarik kesimpulan			
	Mengevaluasi			

Catatan :

Pengamatan ini dilakukan untuk mengamati guru selama proses belajar mengajar.

Bengkulu,   2019

Researcher

Aknes Liana
NIM. 1516230059

Teacher' Observation Cheecklist and Field Notes

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : X IPA 4/ I

Sekolah : SMAN 7 Begkulu Selatan

Hari/Tanggal :

Cycle : 2 (Meeting 1,2,3 and 4)

No	Aspek yang di observasi	Ya	Tidak	Komentar
1.	Kesiapan guru untuk membuka pelajaran			
	Menarik perhatian			
	Menimbulkan Motivasi			
	Menujukan kaitan			
2.	Penguasan Materi ajar			
	Orientasi, motivasi dan bahasa(sederhana dan jelas)			
	Sistematika dan variasi penjelasan dalam menggunakan strategi Carousel Brainstorming Strategy.			
	Penguasan materi ajar dengan menggunakan strategi Carousel Brainstorming Strategy			
3.	Strategi yang digunakan			
	Ketetapan strategi dengan tujuan pembelajaran			
	Kesuksesan strategi dalam langkah-			

	langkah pembelajaran dengan menggunakan Carousel Brainstoming Strategy			
4.	Perfomance			
	Suara, dan intonasi dengan siswa			
	Pola interaksi dengan siswa			
5.	Bertanya			
	Pertanyaan jelas dan konkrit			
	Memberikan waktu berpikir untuk menjawab pertanyaan.			
	Pemerataan pertanyaan pada siswa			
	Pertanyaan sesuai materi pembelajaran			
6.	Menutup pembelajaran			
	Menarik kesimpulan			
	Mengevaluasi			

Catatan :

Pengamatan ini dilakukan untuk mengamati guru selama proses belajar mengajar.

Bengkulu,   2019

Researcher

Aknes Liana
NIM. 1516230059

Appendix 13

<div align="center">

LESSON PLAN

CYCLE 1

</div>

SMA	**: SMAN 7 Bengkulu Selatan**
Class / Semester	**: X / 1**
Standard Competence	**: Memahami makna dalam esei sederhana berbentuk narrative text untuk berinteraksi dengan lingkungan sekitar**
Basic Competence	**: Merespon makna dalam text tulis fungsional pendek sederhana dengan lingkungan sekitar**
Kind Text	**: (Narrative Text)**
Aspect / Skill	**: Reading Comprehension**
Time Allocation	**: 4 x 45 minute**

1. Teaching Objective
   a. To increase reading comprehension through Carousel Brainstorming Strategy.
2. Indicators
   a. applying Carousel Brainstroming Strategy in reading comprehension
   b. reading narrative text with right intonation
   c. find similarity meaning in narrative text
   d. reading and indentifying main idea of narrative text
3. Learning material
   a. Meeting 1 : A Bear and a Rabbit story
   b. Meeting 2 : The goose and the Golden Eggs
   c. Meeting 3 : The Princess and the Pea
   d. Meeting 4 : Test

4. Learning Method : Carousel Brainstorming Strategy

5. Tools of learning process : Book, boardmaker, whiteboard, text narrative

Meeting 1

A Bear and a Rabbit story

Once upon a time, there lived a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy and could not use the arrow.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows.

The rabbit was fearing to arouse the bear's anger so he could not refuse it. He went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there were lots of meats left after. However the bear did not want the rabbit to get any of the meat. The rabbit could not even taste the meat. The poor rabbit would have to go home hungry after his hard day's work.

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

In this way, the poor rabbit would get his meal.

https://freeenglishcourse.info/narrative-text-the-bear-and-the-rabbit/

Meeting 2

The goose and the Golden Eggs

One day a countryman going to the nest of his goose found there an egg all yellow and glittering. When he picked it up it was very heavy and he was going to throw it away, because he thought a trick had been played on him.

But he decided to take it home and soon discovered that it was an egg of pure gold.

Every morning the same thing occurred, and he grew rich by selling his eggs. As he grew rich he grew greedy; and thinking to get all the gold the goose could give, he killed it and opened it only to find nothing.

https://www.dltk-teach.com/fables/goose/mstory.htm

Meeting 3

The Princess and the Pea

Once upon a time there was a prince he wanted to get himself a princess, but she had to be real princess. So he traveled all over the world to find one, but in every case something was the matter. There were lots of princess, but he could never quite make out whether they were real or not. So he came home feeling very unhappy, for really wanted to find a true princess.

One evening a terrible storm came; lightening flashed, thunder rolled, and the rain poured down in torrents-it was simply awful ! suddenly there was a knock at the city gate, and the old king went out to answer it.

There was a princess standing outside, but what a sight the rain and the bad weather had made of her ! The water streamed down her hair and her clothes, and yet she said she was a real princess.

"It won't take long to find that out," thought the old Queen. Without saying anything, she went into bed chamber, took off all the bedclothes, and places one pea on the bottom boards of the bed. Then she took twenty mattresses and put them on top of the pea, and after that she put twenty feather-pillows on top of the mattresses. That was where the princess was to spend the night.In the morning they asked her how she had slept. "Oh, dreadfully! said the princess. "I hardly slept a wink all night. Whatever could have been in the bed ? I was lying on something so hard that I'm black and blue all over."   So of course they could see that she was a real princess, since she had felt the pea through twenty mattresses and twenty feather-pillows. No one but a real princess could have such a tender skin as that. So the prince took her for his wife, and they lived happily ever after.

Meeting 4

The teacher gives test

Evaluation

Type   : Narrative text

Form   : Multiple choice

Scoring   :

No	Explanation	Score
1-40	True answer	2.5
	Not answer	0

Maximal Score Number = 40 x 2.5 = 100

Collaborator,   Bengkulu,   2019
                                              Researcher

                                              Aknes Liana
                                              NIM : 1516230059
Dody Haryadi, SP.d

LESSON PLAN

CYCLE 2

SMA	**: SMAN 7 Bengkulu Selatan**
Class / Semester	**: X / 1**
Standard Competence	**: Memahami makna dalam esei sederhana berbentuk narrative text untuk berinteraksi dengan lingkungan sekitar**
Basic Competence	**: Merespon makna dalam text tulis fungsional pendek sederhana dengan lingkungan sekitar**
Kind Text	**: (Narrative Text)**
Aspect / Skill	**: Reading Comprehension**
Time Allocation	**: 4 x 45 minute**

6. Teaching Objective

   b. To increase reading comprehension through Carousel Brainstorming Strategy.

7. Indicators

   e. applying Carousel Brainstroming Strategy in reading comprehension

   f. reading narrative text with right intonation

   g. find similarity meaning in narrative text

   h. reading and indentifying main idea of narrative text

8. Learning material

   e. Meeting 1 : Queen Aji Bidara Putih

   f. Meeting 2 : Mouse Deer and Mr. Crocodile

   g. Meeting 3 : Blue Tongue Lizard

   h. Meeting 4 : Test

9. Learning Method : Carousel Brainstorming Strategy

10. Tools of learning process : Book, boardmaker, whiteboard, text narrative.

Meeting 1

Queen Aji Bidara Putih

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

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

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

He quickly left the boat and returned to the palace. He reported that the prince must have been a phantom, not a human. He believed that the phantom could be in a human's form only during the daytime. The queen was so surprised and got angry. On the next day, she refused his proposal.

The enraged prince ordered his troops to raid Muara Kaman. The battle was won by the prince's huge band of troops. As they drew near to the palace,

Queen Aji Bidara Putih chewed a leaf of betel vine and sang a mantra while holding it. When she threw it at the Chinese troops, it turned to giant centipedes. The Chinese troops started to retreat but three centipedes chased them and sank the boat. The site of the sunken ship is now known as Danau Lipan (Lake of Centipedes), with Chinese treasures hidden on the lake's bed.

Meeting 2

Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it!"
Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air,'aha.: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile.
"Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly.They approached the edge of the river.
"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly,"said the mouse deer.
"Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer

requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

Meeting 3

BLUE-TONGUE LIZARD

Blue-Tongue Lizard and his wife camped near a swamp long ago. One day Blue-Tongue Lizard went to get some food, and while he was down at the swamp, he left his wife sitting under a shady tree. He had not been gone very long when Taipan the Snake passed by Blue-Tongue Lizard's camp. Taipan saw Blue-Tongue Lizard's wife sitting under the tree, and he decided he would steal her away from Blue-Tongue Lizard. He made her come with him and together they ran a long way away.

Taipan the Snake did not know that Black Bird had been watching him, and as soon as he ran away with Blue-Tongue Lizard's wife, Black Bird began singing out to Blue-Tongue Lizard. 'Your wife is gone, Taipan has taken her away', he cried. Blue-Tongue Lizard was still at the swamp getting food when he heard Black Bird's call. He went back to the shady tree where he had left his wife and saw she was gone. He put down his bag which was full of food and made a fire. He cooked his food and after he had finished eating it, he went to get his spears.

He found they had all been broken by Taipan. Then he found the tracks of his wife and Taipan, and he followed them. Blue-Tongue Lizard followed their tracks until he came to a tree in which a freshly killed emu had been hung. It had been killed by Taipan and left there to be eaten that night. Blue-Tongue Lizard knew that Taipan and his wife must be nearby and he soon found them near a river. When Taipan saw Blue-Tongue Lizard he ran to get his spears but Blue-Tongue Lizard had already broken them.

'We can fight with our teeth', said Blue-Tongue Lizard. Taipan agreed and the two of them fought wildly, each of them trying to get a hold of the other. Until

finally Blue-Tongue Lizard caught hold of Taipan's body in his powerful jaws, and bit him in half. With Taipan the Snake dead, Blue-Tongue took back his wife and together they returned to the swamp.

Meeting 4

The teacher gives test

Evaluation

Type : Narrative text

Form : Multiple choice

Scoring :

No	Explanation	Score
1-40	True answer	2.5
	Not answer	0

Maximal Score Number = 40 x 2.5 = 100

Collaborator, Bengkulu, 2019
 Researcher

 Aknes Liana
 NIM : 1516230059

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Appendix 14

SILABUS PEMBELAJARAN

Sekolah : **SMAN 7 Bengkulu Selatan**
Kelas : **X (Sepuluh)**
Mata Pelajaran : **Bahasa Inggris**
Semester : **1 (satu)**
Kompetensi Inti :

- **KI-1 dan KI-2:Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta	• Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru • Struktur Teks - Memulai - Menanggapi (diharapkan/di	- Menyimak dan menirukanbeberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungakapan-ungkapan penting dan perbedaan antara beberapa cara yang ada - Menanyakan hal-hal yang tidak

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive) 4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	luar dugaan) • Unsur Kebahasaan - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan - Verba: *be*, *have*, *go*, *work*, *live* (dalam *simple present tense*) - Subjek Pronoun: *I, You, We, They, He, She, It* - Kata ganti possessive *my*, *your*, *his*, dsb. - Kata tanya *Who*? *Which*? *How*? Dst. - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI	diketahui atau yang berbeda. - Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal. - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapinya, sesuai dengan konteks penggunaannya	• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain. • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan memberikan ucapan selamat dan memuji bersayap (*extended*), dan menanggapinya - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan	- Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (*extended*) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar - Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar
4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI	
3.3 Menerapkan fungsi sosial, struktur teks,	• Fungsi Sosial Menyatakan	- Mencermati beberapa contoh interaksi terkait niat melakukan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran

dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan be going to, would like to)	rencana, menyarankan, dsb.
	
	• Struktur Teks
	  - Memulai
	  - Menanggapi (diharapkan atau di luar dugaan)
	• Unsur Kebahasaan
	  - Ungkapan pernyataan niat yang sesuai, dengan modal *be going to*, *would like to*
	  - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
	  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
		suatu tindakan/kegiatan dalam/dengan tampilan visual(gambar, video)
		
		- Mengidentifikasidengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya
		
		- Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan
		
		- Bermain game terkait dengan niat mengatasi masalah
		
		- Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.
		
		- Melakukan refleksi tentang proses dan hasil belajar.

4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niatyang dapat menumbuhkan perilaku yang termuat di KI	
3.4 Membedakan	• Fungsi Sosial	- Menyimak dan menirukan guru

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan - Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal	membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenaldengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati danbertanya jawab tentang contoh menganalisisdeskripsi dengan alat seperti tabel, *mind map*, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarahsetempat.
4.4 Teks deskriptif 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana,	- Adverbia terkait sifat seperti *quite, very, extremely, dst.* - Kalimat dekalraif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan	- Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran
	terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI	
3.5	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya	• Fungsi Sosial Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah • Struktur Teks - Istilah khusus terkait dengan jenis pemberitahuannya - Informasi khas yang relevan - Gambar, hiasan, komposisi warna • Unsur Kebahasaan	- Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (*announcement*) dengan intonasi, ucapan, dan tekanan kata yang benar. - Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya - Mencermati danbertanya jawab tentang contoh menganalisisdeskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain
4.5	Teks pemberitahuan (announcement)		- Membuat teks pemberitahuan (*announcement*) untuk kelas atau teman - Melakukan refleksi tentang proses dan hasil belajar.
4.5.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (announcement	- Ungkapan dan kosa kata yang lazim digunakan dalam *announcement* (pemberitahuan) - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca,	

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
) 4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	dan tulisan tangan • Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia *Layout* dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik.	
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan	• Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb. • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Kalimat deklaratif dan interogative dalam s*imple past tense, present perfect tense*. - Adverbial dengan *since, ago, now*; klause dan adveribial penunjuk waktu - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb.	- Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudianbertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut - Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait. - Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung - Diberikan suatu kasus, peserta didik

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
simple past tense vs present perfect tense)	- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan	membuat satu teks pendek dengan menerapkan kedua tense tersebut
4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkanperilaku yang termuat di KI	- Melakukan refleksi tentang proses dan hasil belajar
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa	• Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan • Struktur Teks Dapat mencakup: - orientasi	- Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks - Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan

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bersejarah sesuai dengan konteks penggunaannya 4.7 Teks recount – peristiwa bersejarah 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah 4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	- urutan kejadian/kegiatan - orientasi ulang • Unsur Kebahasaan - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan - Adverbia penghubung waktu: *first, then, after that, before, when, at last, finally*, dsb. - Adverbia dan frasa preposisional penujuk waktu - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI	unsur kebahasaan dalam teks - Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan	• Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur,	- Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya - Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-

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dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	mengambil teladan • Struktur Teks Dapat mencakup: - Orientasi - Komplikasi - Resolusi - Orientasi ulang • Unsur Kebahasaan - Kalimat-kalimat dalam *simple past tense, past continuous*, dan lainnya yang relevan - Kosa kata: terkait karakter, watak, dan setting dalam legenda - Adverbia penghubung dan penujuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI	masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada - Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi - Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan - Melakukan refleksi tentang proses dan hasil belajar.
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat		
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK 4.9 Menangkap makna terkait	• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan - Kosa kata dan tata bahasa dalam lirik	- Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Mengambil teladan dari pesan-pesan dalam lagu - Menyebutkan pesan yang terkait

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fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI	dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya