

Appendix 1

GRID OF ENGLISH FORMATIVE TEST EVEN SEMESTER ACADEMIC YEAR 2012/2013

Name of School : SMA M I Babat
 Program : IPA
 Subject : English
 A Source Curriculum : KTSP &
 English Syllabus
 Time Allocation : 90 minutes
 Total of Question : 28
 Class/Semester: XI/2
 Academic Year: 2012/2013
 Author : Retno. EW, S.S

Standard of Competency	Basic Competence	Materials	Item Type	Indicator	Number of question
11. Reading Understanding the meanings in short functional texts and essays in forms of <i>narrative</i> , spoof, hortatory expositions in daily life contexts and capable of accessing scientific knowledge.	11.2. Accurately, fluently and correctly responding to the meanings of and steps in rhetoric written essays in daily life contexts capable of accessing scientific knowledge in texts in forms of <i>narrative</i> .	1. The Smartest parrot	Multiple Choice Matching Essay Multiple choice matching Essay	1. Students can identify the main idea of the paragraphs. 2. Students can identify the topic of the text. 3. Students can identify detailed information. 4. Students can identify the synonyms of some words used in the text. 5. Students can deduce the unfamiliar lexical words. 6. Students can use	1, 2, 3. 4, 5, 6, 7. 21, 22, 23, 24, 16, 17. 13, 14, 15. 25.

			True/false	grammatical same item.	8,9,10,11
			Matching	7. Students can infer the text	,12.
			Essay	8. Students can understand the meaning from the picture.	18, 19, 20.
			Essay	9. Students can infer the text.	26.
			Essay	10. Student can evaluate the text.	27.
			Essay	11. Students can appreciate the text.	28.

Appendix 2

(For Pilot Group)

READING COMPREHENSION TEST

NAME: _____

Class: _____

Basic Competences : 11.2. Accurately, fluently and correctly responding to the meanings of and steps in rhetoric written essays in daily life contexts and capable of accessing scientific knowledge in texts in forms of *narrative*.

Time Allocation : 90 minutes

The smartest Parrot



Whilst Reading Activity

Read this text carefully.

Once upon time, a man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very very smart. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano. The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word.

At the first, the man was very nice to the bird but then he got very angry. "You stupid bird!" pointed the man to the parrot. "Why can't you say the word? Say Catano! Or I will kill you" the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; "Say Catano or I'll kill you". The bird kept not to say the word of Catano.

One day after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner “You are as stupid as the chickens. Just stay with them” Said the man angrily. Then he continued to humble; “You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot”. After that he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; “Say Catano or I’ll kill you”.

(sumber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)
(<http://www.belajarbahasainggris.us/2012/03/5-contoh-singkat-narrative-text.html>)

Your Skill in Finding Main Idea

Exercise 1

1. Choose the main idea of paragraph 1.

Once upon time, a man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very very smart. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano. The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word.

- a. A man in Puerto Rico had a wonderful parrot.
- b. Wonderful parrot could not say Catano.
- c. Parrot was born in Catano
- d. Parrot could say every word
- e. Parrot was wonderful parrot.

2. Choose the main idea of paragraph 2.

At the first, the man was very nice to the bird but then he got very angry. “You stupid bird!” pointed the man to the parrot. “Why can’t you say the word? Say Catano! Or I will kill you” the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; “Say Catano or I’ll kill you”. The bird kept not to say the word of Catano.

- a. The man taught parrot to say Catano angrily.
- b. The man would kill the parrot.
- c. The man was nice to the bird.
- d. The man pointed parrot.
- e. The man say stupid to parrot.

3. Choose the main idea of **paragraph 4**.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; "Say Catano or I'll kill you".

- The man was surprised
- The men go to chicken house
- The man killed the chicken
- The man killed parrot
- Parrot killed the three chickens and screamed "Say Catano or I'll kill you".

Your Skill in Finding the Topic

Exercise 2

Read through then match the incomplete sentences in column **A** with information in column **B**.

NO	COLUMN A	Option	COLUMN B
4	The story is about	A	Parrot ability in saying Catano
5	Paragraph 1 tells us about	B	The owner's anger
6	Paragraph 3 tells us about ...	C	The weakness of wonderful parrot
7	Paragraph 4 tells us about ...	D	A parrot and the owner

Your Skill in Inferring

Exercise 3

Read the text and decide true or false for the following statements. Give check (✓) to the right.

NO	STATEMENTS	TRUE	FALSE
8	The man had a remarkable parrot		
9	The story took place in London.		
10	At the end of the story parrot could not say Catano.		
11	Parrot was thrown to chicken home		
12	Parrot killed four chicken		

Your Skill in Deducing the unfamiliar Lexical Words.

Exercise 4

Complete the sentence with the provided words.

13. The man like parrot because of
14. Parrot could not say Catano because Catano is his place
15. The man was shocked when he saw three chickens on the floor.

a. Death b. smartness c. birth d. smart

Your Skill in Findina the Meanina of Words in the Context

Exercise 5

Read these sentences and try to get the meaning of underlined words by choosing the right option.

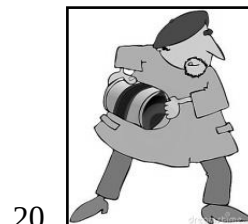
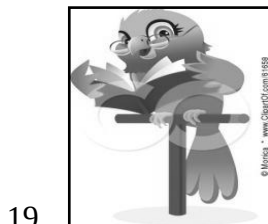
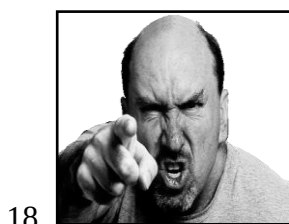
16. "The parrot was very, very smart" The word 'smart' means
A. Stupid B. Clever C. Stubborn D. Beautiful
17. "The parrot was screaming at the fourth chickens" What does the underlined word mean?
A. Smiling B. Crying C. Shouting D. Laugh

Your Skill in Understanding the Meaning

Exercise 6

Match the words with the pictures below.

a. Smart b. angry c. throw d. shout



Your Skill in Literal Comprehension

Exercise 7

Answer the question below by using complete answer and good grammar!

21. What is the word that the parrot cannot say?
22. How often did the owner teach the bird how to say the word?
23. What does the man do to the bird when his bird cannot say the name of a place?
24. It is most likely that the bird
25. "It was very, very smart" The underlined word refers to

Your Skill in Inferring

26. Did you get an experience like the story? Tell me!

Your Skill in Evaluating

27. Is there a lesson to be learned in the story? Tell me?

Your Skill in Appreciating

28. Does the story made you happy? Why?

Good Luck!

ANSWER SHEET READING COMPREHENSION TEST

NAME: _____

Class: _____

1

Exercise 1 (X)

No	Option				
1	a	b	c	d	e
2	a	b	c	d	e
3	a	b	c	d	e

Exercise 2

No	Option			
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D

Exercise 3 (✓)

No	True	False
8		
9		
10		
11		
12		

Exercise 4 (X)

No	Option				
13	a	b	c	d	e
14	a	b	c	d	e
15	a	b	c	d	e

Exercise 5 (X)

No	Option			
16	A	B	C	D
17	A	B	C	D

Exercise 6 (X)

No	Option				
18	a	b	c	d	e
19	a	b	c	d	e
20	a	b	c	d	e

Exercise 7

No	Answer	Score
21		
22		
23		
24		
25		
26		
27		
28		

ANSWER KEY AND SCORING METHOD

OBJECTIVES TYPE TEST

- | | |
|-----------|-----------------|
| 1. b | 11. True |
| 2. a | 12. False |
| 3. e | 13. b.smartness |
| 4. D | 14. c.birth |
| 5. C | 15. a.death |
| 6. B | 16. B |
| 7. A | 17. C |
| 8. True | 18. b.Angry |
| 9. False | 19. a.Smart |
| 10. False | 20. c.Throw |

Scoring Method

$$Y = \frac{X \cdot 60}{C}$$

Where, Y= procentage score
 X = correct answer
 C = number question

ESSAY

21. The word that the parrot cannot say is Catano.
22. The owner taught the bird to say the word many times.
23. The man taught the bird when his bird can not say the name of a place.
24. It is most likely that the birs killed the three chickens
25. It refers to bird
26. Depand on the students' answer
27. We should teach the students patiently and give motivation.
28. Happy Ending because parrot can say his birth place (Catano) eventhough parrot practiced the owner saying by killing three chickens.

Scoring Method

No	Description	Score
1	The correct content and correct grammar	3
2	The correct content and in correct grammar	2
3	The incorrect content and incorrect grammar	1
4	No answer	0

$$Y = \frac{\text{obtained score}}{\text{Maximum score}} \times 40$$

Thank you

APPENDIX 3

(Adopted from from Mokhtari & Sheorey, 2002)

Survey of EFL Reading Strategies

Questionnaire

Name _____ Grade/Class _____

Time Allocation : 45 minutes

The purpose of this survey is to collect information about the various techniques you use when you read **school-related academic materials** in English; reading comprehension exercises in narrative text.

Each statement is followed by five numbers, 1, 2, 3, 4, and 5 and each number means the following”

“1” means that “I never (0%) or almost never do this”.

“2” means that “I do this only occasionally (25%)”.

“3” means that “I sometimes (about 50% of the time) do this”.

“4” means that “I usually (75%) do this”.

“5” means that “I always (100%) or almost do this”.

After reading each statement, circle the number (1, 2, 3, 4, or 5) which applies to you. Note that there is no right or wrong responses to any of the items on this survey.

For example,

I have a purpose in mind when I read 1 2 3 4 5

Statement	Never			Always	
1. I have a purpose in mind when I read.	1	2	3	4	5
2. I take note of the key expressions and ideas while reading to help me understand what I read.	1	2	3	4	5
3. I think about what I know to help me understand what I read.	1	2	3	4	5
4. I take an overall view of the text to see what it is before reading.	1	2	3	4	5
5. When text becomes difficult, I read aloud to help me understand what I read.	1	2	3	4	5
6. I think about whether the content of the text fits my reading purpose.	1	2	3	4	5
7. I read slowly and carefully to make sure I understand what I read.	1	2	3	4	5
8. I review the text first by noting its	1	2	3	4	5

characteristics like length and organization.					
9. I try to get back on track when I lose concentration.	1	2	3	4	5
10. I underline or circle information in the text to help me remember it.	1	2	3	4	5
11. I adjust my reading speed according to what I am reading.	1	2	3	4	5
12. When reading, I decide what to read closely and what to ignore.	1	2	3	4	5
13. I use reference material (e.g. a dictionary) to help me understand what I read.	1	2	3	4	5
14. When text becomes difficult, I pay closer attention to what I am reading.	1	2	3	4	5
15. I use tables, figures, and pictures in text to increase my understanding.	1	2	3	4	5
16. I stop from time to time and think about what I am reading.	1	2	3	4	5
17. I use context clues to help me better understand what I am reading.	1	2	3	4	5
18. I paraphrase (restate ideas in my own words) to better understand what I read.	1	2	3	4	5
19. I try to picture or visualize information to help remember what I read.	1	2	3	4	5
20. I use typographical features like boldface and Italics to identify key information.	1	2	3	4	5
21. I critically analyze and evaluate the information presented in the text.	1	2	3	4	5
22. I go back and forth in the text to find relationships among ideas in it.	1	2	3	4	5
23. I check my understanding when I come across when I read.	1	2	3	4	5
24. I try to guess what the content of the text is about when I read.	1	2	3	4	5
25. When text becomes difficult, I re-read it to increase my understanding.	1	2	3	4	5
26. I ask myself questions I like to have answered in the text.	1	2	3	4	5
27. I check to see if my guesses about text are right or wrong.	1	2	3	4	5
28. When I read, I guess the reading of unknown words or phrases from the context clues.	1	2	3	4	5
29. When reading, I translate from English into my native language.	1	2	3	4	5
30. When reading, I think about information in both English and my mother tongue.	1	2	3	4	5

SCORING GUIDELINES FOR THE SURVEY OF READING STRATEGIES

Name: _____ Date: _____

1. Write the number you circled for each statement (i.e., 1, 2, 3, 4, or 5) in the appropriate blanks below.
2. Add up the scores under each column and place the result on the line under each column.
3. Divide the subscale score by the number of statements in each column to get the average for each subscale.
4. Calculate the average for the whole inventory by adding up the subscale scores and dividing by 30.
5. Use the interpretation guidelines below to understand your averages.

Global Reading Strategies (GLOB Subscale)	Problem Solving Strategies (PROB Subscale)	Support Reading Strategies (SUP Subscale)	Overall Reading Strategies (ORS)
1. _____ 3. _____ 4. _____ 6. _____ 8. _____ 12. _____ 15. _____ 17. _____ 20. _____ 21. _____ 23. _____ 24. _____ 27. _____	7. _____ 9. _____ 11. _____ 14. _____ 16. _____ 19. _____ 25. _____ 28. _____	2. _____ 5. _____ 10. _____ 13. _____ 18. _____ 22. _____ 26. _____ 29. _____ 30. _____	GLOB _____ PROB _____ SUP _____
_____ GLOB Score /13	_____ PROB Score /8	_____ SUP Score /9	

Key to averages : 3.5 or Higher =High, 2.5 – 3.4 = Medium, 2.4 or lower = Low.

INTERPRETING YOUR SCORES: The overall average indicates how often you use reading strategies when reading academic materials. The average for each subscale shows which group of strategy (i.e., Global, Problem Solving, or Support strategies) you use most often when reading. It is important to note, however, that the best possible use of these strategies depends on your reading ability in English, the type of material read, and your reading purpose. A low score on any of the subscales or parts of the inventory indicates that there may be some strategies in these parts that you might want to learn about and consider using when reading (adapted from Oxford 1990, pp. 297-300).

Mokhtary, K., & Sheorey, R. (2002). Measuring ESL students reading strategies. *Journal of Developmental Education*, 25 (3), pp. 2-10.

APPENDIX 3

For Pilot Group

(Indonesian translation; adopted from Mokhtari & Sheorey, 2002)

Survey of EFL Reading Strategies

Questionnaire

Nama _____

Kelas/Jurusan _____

Alokasi Waktu: 45 minutes

Tujuan dari survei ini adalah untuk mengumpulkan informasi tentang berbagai teknik yang Anda gunakan ketika Anda membaca materi akademik yang berhubungan dengan materi bahasa Inggris sekolah seperti narrative teks. Setiap pernyataan diikuti oleh lima nomor, 1 2, 3, 4, dan 5 dan jumlah masing-masing berarti berikut "

"1" berarti bahwa "Saya tidak pernah (0%) atau hampir tidak pernah melakukan hal ini".

"2" berarti bahwa "Saya melakukan ini hanya kadang-kadang (25%)".

"3" berarti "Saya kadang-kadang (sekitar 50% dari waktu) melakukan hal ini".

"4" berarti "Saya biasanya (75%) melakukan hal ini".

"5" berarti "Saya selalu (100%) atau hampir melakukan hal ini".

Setelah membaca setiap pernyataan, lingkari angka (1, 2, 3, 4, atau 5) yang berlaku bagi Anda. Perhatikan bahwa tidak ada jawaban yang benar atau salah untuk salah satu item pada survei ini.

Misalnya,

Saya memiliki tujuan dalam pikiran. 1 2 3 4 ⑤
ketika saya membaca.

Pernyataan

Tidak Pernah Selalu

- | | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1. Saya memiliki tujuan dalam pikiran ketika saya membaca. | 1 | 2 | 3 | 4 | 5 |
| 2. Saya mencatat ungkapan-ungkapan dan ide-ide penting saat membaca untuk membantu saya memahami apa yang saya baca. | 1 | 2 | 3 | 4 | 5 |
| 3. Saya berpikir tentang apa yang saya ketahui untuk membantu saya memahami Apa yang saya baca. | 1 | 2 | 3 | 4 | 5 |

4. Saya mengambil kesimpulan Keseluruhan teks untuk melihat tentang apa isi text itu sebelum membacanya secara keseluruhan. 1 2 3 4 5
5. Ketika teks menjadi sulit, saya membaca keras-keras untuk membantu saya memahami apa yang saya baca. 1 2 3 4 5
6. Saya berpikir tentang apakah isi teks bacaan sesuai dengan tujuan saya. 1 2 3 4 5
7. Saya membaca perlahan-lahan dan hati-hati untuk memastikan saya memahami apa yang saya baca. 1 2 3 4 5
8. Saya meninjau teks sebelum membaca dengan mencatat ciri-cirinya seperti panjang teks dan organisasi teks. 1 2 3 4 5
9. Saya mencoba untuk kembali berfokus pada teks yang saya baca pada saat saya kehilangan konsentrasi. 1 2 3 4 5
10. Saya mengaris bawahi atau melingkari informasi dalam teks untuk membantu saya mengingatnya. 1 2 3 4 5
11. Saya menyesuaikan kecepatan membaca saya sesuai apa yang saya baca. 1 2 3 4 5
12. Ketika membaca, saya memutuskan apa yang harus saya baca dengan cermat dan apa yang harus saya abaikan. 1 2 3 4 5
13. Saya menggunakan bahan referensi (misalnya kamus) untuk membantu saya memahami apa yang saya baca. 1 2 3 4 5
14. Ketika teks menjadi sulit, saya memperhatikan dengan seksama atas apa yang sedang saya baca. 1 2 3 4 5
15. Saya menggunakan tabel, bagan, dan gambar dalam teks untuk meningkatkan pemahaman saya. 1 2 3 4 5
16. Saya berhenti sejenak dan berpikir tentang apa yang saya baca. 1 2 3 4 5
17. Saya memperhatikan kata-kata tertentu untuk membantu saya lebih memahami apa yang sedang saya baca. 1 2 3 4 5
18. Saya memparafrasekan (menyatakan kembali ide-ide ke dalam kata-kata saya sendiri) untuk lebih memahami apa yang saya baca. 1 2 3 4 5
19. Saya mencoba untuk menggambarkan atau membayangkan informasi untuk membantu mengingat apa yang saya baca. 1 2 3 4 5
20. Saya menggunakan stabilo untuk mengidentifikasi informasi utama. 1 2 3 4 5
21. Saya secara kritis menganalisis dan mengevaluasi informasi yang disajikan dalam teks. 1 2 3 4 5
22. Saya bolak-balik dalam teks untuk menemukan hubungan antara ide-ide di dalamnya. 1 2 3 4 5
23. Saya mencocokkan pemahaman saya ketika saya menemukan informasi baru secara kebetulan di saat saya membaca. 1 2 3 4 5

- | | | | | | |
|--|---|---|---|---|---|
| 24. Saya mencoba menebak tentang apa isi teks itu ketika saya membaca. | 1 | 2 | 3 | 4 | 5 |
| 25. Ketika teks menjadi sulit, saya membacanya lagi untuk meningkatkan pemahaman saya. | 1 | 2 | 3 | 4 | 5 |
| 26. Saya membuat pertanyaan untuk diri saya sendiri membantu memahami bacaan yang saya baca. | 1 | 2 | 3 | 4 | 5 |
| 27. Saya mencocokkan untuk melihat apakah tebakan saya tentang teks itu benar atau salah. | 1 | 2 | 3 | 4 | 5 |
| 28. Ketika saya membaca, saya menebak arti kata-kata atau frase bacaan yang tidak diketahui dari konteks petunjuk. | 1 | 2 | 3 | 4 | 5 |
| 29. Ketika membaca, saya menerjemahkan dari bahasa Inggris ke bahasa Indonesia. | 1 | 2 | 3 | 4 | 5 |
| 30. Ketika membaca, saya berpikir tentang informasi itu dalam bahasa Inggris dan bahasa Indonesia | 1 | 2 | 3 | 4 | 5 |

Mokhtary, K., & Sheorey, R. (2002). *Measuring ESL students reading strategies*. Journal of Developmental Education, 25 (3), pp. 2-10.

APPENDIX 4

(Indonesian translation; adopted from Mokhtari & Sheorey, 2002)

Survey of EFL Reading Strategies

Questionnaire

Nama _____

Kelas/Jurusan _____

Alokasi Waktu: 60 minutes

Tujuan dari survei ini adalah untuk mengumpulkan informasi tentang berbagai teknik yang Anda gunakan ketika Anda membaca materi akademik yang berhubungan dengan materi bahasa Inggris sekolah seperti narrative teks. Setiap pernyataan diikuti oleh lima nomor, 1 2, 3, 4, dan 5 dan jumlah masing-masing berarti berikut "

"1" berarti bahwa "Saya tidak pernah (0%) atau hampir tidak pernah melakukan hal ini".

"2" berarti bahwa "Saya melakukan ini hanya kadang-kadang (25%)".

"3" berarti "Saya kadang-kadang (sekitar 50% dari waktu) melakukan hal ini".

"4" berarti "Saya biasanya (75%) melakukan hal ini".

"5" berarti "Saya selalu (100%) atau hampir melakukan hal ini".

Setelah membaca setiap pernyataan, lingkari angka (1, 2, 3, 4, atau 5) yang berlaku bagi Anda. Perhatikan bahwa tidak ada jawaban yang benar atau salah untuk salah satu item pada survei ini.

Misalnya,

Saya memiliki tujuan dalam pikiran.
ketika saya membaca.

1 2 3 4 ⑤

Pernyataan

Tidak Pernah Selalu

- | | | | | | |
|---|---|---|---|---|---|
| 1. Saya memiliki tujuan dalam pikiran
ketika saya membaca. | 1 | 2 | 3 | 4 | 5 |
| 2. Saya mencatat ungkapan-ungkapan
dan ide-ide penting saat membaca untuk membantu saya memahami
apa yang saya baca. | 1 | 2 | 3 | 4 | 5 |
| 3. Saya berpikir tentang apa yang saya
ketahui untuk membantu saya memahami Apa yang saya baca. | 1 | 2 | 3 | 4 | 5 |
| 4. Saya mengambil kesimpulan
Keseluruhan teks untuk melihat tentang apa isi text itu
sebelum membacanya secara keseluruhan. | 1 | 2 | 3 | 4 | 5 |

5. Ketika teks menjadi sulit, saya 1 2 3 4 5
membaca keras-keras untuk membantu saya memahami apa yang saya baca.
6. Saya berpikir tentang apakah isi teks 1 2 3 4 5
bacaan sesuai dengan tujuan saya.
7. Saya membaca perlahan-lahan 1 2 3 4 5
dan hati-hati untuk memastikan saya memahami apa yang saya baca.
8. Saya meninjau teks sebelum membaca 1 2 3 4 5
dengan mencatat ciri-cirinya seperti panjang teks dan organisasi teks.
9. Saya mencoba untuk kembali berfokus 1 2 3 4 5
pada teks yang saya baca pada saat saya kehilangan konsentrasi.
10. Saya mengaris bawah atau 1 2 3 4 5
melingkari informasi dalam teks untuk membantu saya mengingatnya.
11. Saya menyesuaikan kecepatan 1 2 3 4 5
membaca saya sesuai apa yang saya baca.
12. Ketika membaca, saya 1 2 3 4 5
memutuskan apa yang harus saya baca dengan cermat dan apa yang harus saya abaikan.
13. Saya menggunakan bahan referensi 1 2 3 4 5
(misalnya kamus) untuk membantu saya memahami apa yang saya baca.
14. Ketika teks menjadi sulit, saya 1 2 3 4 5
memperhatikan dengan seksama atas apa yang sedang saya baca.
15. Saya menggunakan tabel, bagan, 1 2 3 4 5
dan gambar dalam teks untuk meningkatkan pemahaman saya.
16. Saya berhenti sejenak dan berpikir 1 2 3 4 5
tentang apa yang saya baca.
17. Saya memperhatikan kata-kata 1 2 3 4 5
tertentu untuk membantu saya lebih memahami apa yang sedang saya baca.
18. Saya memparafrasekan (menyatakan 1 2 3 4 5
kembali ide-ide ke dalam kata-kata saya sendiri) untuk lebih memahami apa yang saya baca.
19. Saya mencoba untuk menggambarkan 1 2 3 4 5
atau membayangkan informasi untuk membantu mengingat apa yang saya baca.
20. Saya menggunakan stabilo untuk 1 2 3 4 5
mengidentifikasi informasi utama.
21. Saya secara kritis menganalisis 1 2 3 4 5
dan mengevaluasi informasi yang disajikan dalam teks.
22. Saya bolak-balik dalam teks untuk 1 2 3 4 5
menemukan hubungan antara ide-ide di dalamnya.
23. Saya mencocokkan pemahaman saya 1 2 3 4 5
ketika saya menemukan informasi baru secara kebetulan di saat saya membaca.
24. Saya mencoba menebak tentang 1 2 3 4 5
apa isi teks itu ketika saya membaca.

- | | | | | | |
|--|---|---|---|---|---|
| 25. Ketika teks menjadi sulit, saya | 1 | 2 | 3 | 4 | 5 |
| membacanya lagi untuk meningkatkan pemahaman saya. | | | | | |
| 26. Saya membuat pertanyaan untuk | 1 | 2 | 3 | 4 | 5 |
| untuk diri saya sendiri membantu memahami bacaan yang saya baca. | | | | | |
| 27. Saya mencocokkan untuk melihat | 1 | 2 | 3 | 4 | 5 |
| apakah tebakan saya tentang teks itu benar atau salah. | | | | | |
| 28. Ketika saya membaca, saya menebak | 1 | 2 | 3 | 4 | 5 |
| arti kata-kata atau frase bacaan yang tidak diketahui dari konteks petunjuk. | | | | | |
| 29. Ketika membaca, saya | 1 | 2 | 3 | 4 | 5 |
| menerjemahkan dari bahasa Inggris ke bahasa Indonesia. | | | | | |
| 30. Ketika membaca, saya berpikir tentang | 1 | 2 | 3 | 4 | 5 |
| informasi itu dalam bahasa Inggris dan bahasa Indonesia | | | | | |

Mokhtary, K., & Sheorey, R. (2002). *Measuring ESL students reading strategies*. Journal of Developmental Education, 25 (3), pp. 2-10.

APPENDIX 5

RELIABILITY OF READING COMPREHENSION TEST

A. RELIABILITY OF OBJECTIVE QUESTION

Reliability Statistics

Cronbach's Alpha	N of Items
,749	20

Case Processing Summary

	N	%
Cases Valid	23	100,0
Excluded (a)	0	,0
Total	23	100,0

a Listwise deletion based on all variables in the procedure.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	13,43	11,621	,398	,732
Item 2	13,13	11,755	,296	,741
Item 3	13,04	11,316	,454	,727
Item 4	12,91	13,083	-,073	,766
Item 5	13,00	11,727	,339	,737
Item 6	12,87	11,391	,573	,721
Item 7	13,35	12,055	,221	,747
Item 8	13,17	11,787	,283	,742
Item 9	12,74	13,383	-,254	,762
Item 10	13,09	11,719	,314	,739
Item 11	12,70	13,040	,000	,751
Item 12	12,91	11,901	,330	,738
Item 13	13,13	12,391	,110	,757
Item 14	13,00	10,545	,744	,701
Item 15	12,87	11,391	,573	,721
Item 16	13,17	11,150	,477	,724
Item 17	13,04	11,862	,280	,742
Item 18	12,70	13,040	,000	,751
Item 19	12,96	11,680	,377	,734
Item 20	13,00	11,636	,368	,734

RANKING AND GROUP(UPPER, MIDDLE, LOWER)
ANALYZING OF FORMATIVE QUESTION ITEM (TRY OUT)
Academic Year 2012/2013

Subject : English Analyzing based on : Formative
SK / KD : Narrative Class/Semester : XI IPA1 & IPA 2
Date : Monday, 8 March 2013 Type : Essay

Group	NO		NAME	KELAS	Number of Items / Score									Sum of Score	Achieved Percentage
	Group	Ranking			21	22	23	24	25	26	27	28			
UPPER	1	1	AJT	XI IPA 1	3	1	1	3	3	3	3	3	20	83%	
	2	2	AGR	XI IPA 1	3	3	1	1	3	3	3	3	20	83%	
	3	3	AKWA	XI IPA 1	3	3	1	3	3	1	2	3	19	76%	
	4	4	AKSS	XI IPA 1	3	1	2	3	3	2	1	3	18	75%	
	5	5	AW	XI IPA 2	3	1	2	3	3	2	2	2	18	75%	
	6	6	AUNL	XI IPA 1	3	1	2	3	3	1	1	3	17	71%	
	7	7	ARA	XI IPA 1	3	1	1	3	3	2	1	3	17	71%	
	8	8	AP	XI IPA 1	3	1	1	2	3	1	3	3	17	71%	
MIDDLE	9	9	AFN	XI IPA 2	3	1	2	3	3	1	1	3	17	71%	
	10	10	DO	XI IPA 2	3	1	1	3	3	3	1	2	17	71%	
	11	11	ALB	XI IPA 1	3	1	1	2	3	1	3	2	16	67%	
	12	12	AWEP	XI IPA 1	2	1	3	2	3	2	2	1	16	67%	
	13	13	DAPI	XI IPA 2	1	1	1	3	3	2	1	2	14	58%	
	14	14	FM	XI IPA 2	3	1	1	2	3	1	0	3	14	58%	
	15	15	DCF	XI IPA 2	2	1	1	1	3	1	1	3	13	54%	
	16	16	CLY	XI IPA 2	2	1	1	1	3	1	1	2	12	50%	
LOWER	17	17	ALM	XI IPA 1	2	1	1	1	3	1	1	1	11	46%	
	18	18	AL	XI IPA 1	1	1	1	2	1	0	1	3	10	42%	
	19	19	ARU	XI IPA 2	3	1	1	1	1	1	1	1	10	42%	
	20	20	CNF	XI IPA 2	1	1	1	2	1	1	1	1	9	38%	
	21	21	AT	XI IPA 2	1	1	1	1	1	1	1	1	8	33%	
	22	22	ARS	XI IPA 2	1	1	1	2	0	1	1	1	8	33%	
	23	23	EW	XI IPA 2	1	0	0	0	3	0	0	3	7	29%	
	Sum of Score					53	26	28	47	58	32	32	52	328	
Maximum Score Sum					72	72	72	72	72	72	72	72	576		
(Achieved Score Percentage)					74%	36%	39%	65%	81%	44%	44%	72%	57%		
SUM	8	Mean Score of Upper Group			3.00	1.90	1.90	2.63	3.00	1.80	2.00	2.00	30.30		
	8	Mean Score of Lower Group			1.50	0.80	0.80	1.25	1.63	0.75	0.80	1.63	6.80		
	16	Mean Score of Upper and Lower Group			2.25	1.35	1.35	1.94	2.31	1.31	1.44	2.35	10.63		

Babat, 9 March 2013
Analists

RETNO EKOWATI
NBM. 878.236

THE RESULT OF ANALYZING OF OBJECTIVE QUESTION ITEMS
FORMATIVE TEST
SMA MUHAMMADIYAH 1 BABAT

Lesson : English Date : Monday, 8 March 2013
SK / KD : Narrative Number of Student : 23
Class : XI IPA1 & : Even semester Number of Analyzed Students : 16

No	Correct Answer			Difficulty Items (IF)	Items Discrimination (ID)	Classification	
	Upper Group (A)	Lower Group (B)	A + B			Difficulty Level	Discrimination Power
1	4	-	4	0.25	0.50	Difficult	Very Good Items
2	6	3	9	0.56	0.38	Moderate	Reasonably Good Items
3	7	3	10	0.63	0.50	Moderate	Very Good Items
4	7	6	13	0.81	0.13	Easy	Rejected
5	7	4	11	0.69	0.38	Moderate	Reasonably Good Items
6	8	4	12	0.75	0.50	Easy	Very Good Items
7	5	2	7	0.44	0.38	Moderate	Reasonably Good Items
8	6	3	9	0.56	0.38	Moderate	Reasonably Good Items
9	7	8	15	0.94	(0.13)	Easy	Rejected
10	7	2	9	0.56	0.63	Moderate	Very Good Items
11	8	8	16	1.00	-	Easy	Rejected
12	8	5	13	0.81	0.38	Easy	Reasonably Good Items
13	6	3	9	0.56	0.38	Moderate	Reasonably Good Items
14	8	2	10	0.63	0.75	Moderate	Very Good Items
15	8	4	12	0.75	0.50	Easy	Very Good Items
16	7	2	9	0.56	0.63	Moderate	Very Good Items
17	8	4	12	0.75	0.50	Easy	Very Good Items
18	8	8	16	1.00	-	Easy	Rejected
19	7	4	11	0.69	0.38	Moderate	Reasonably Good Items
20	7	4	11	0.69	0.38	Moderate	Reasonably Good Items

Keterangan :

$$IF = \frac{\text{Number of students who answered correctly}}{\text{Number of students who take the test (A + B)}}$$

$$DP = \frac{2(BA - BB)}{N} \quad \text{Atau} \quad DP = \frac{BA - BB}{1/2 N}$$

BA = Number of correct answers in the Upper group
BB = Number of correct answers in the Lower group
N = Number of Students who take the test (BA + BB)

Classification :**Difficulty Items (IF)**

0,00 - 0,30 : difficult
0,31 - 0,70 : moderate
0,71 - 1,00 : easy

Discrimination Power (DP)

0,40 - 1,00 : very good items
0,30 - 0,39 : reasonably good items
0,20 - 0,29 : moderate items, usually being subject to improvement
0,19 - 0,00 : poor items, to be rejected or improved by revision

Babat, 9 March 2013
Analyst

RETNO EKOWATI
NBM. 878.236

B. RELIABILITY OF SUBJECTIVE QUESTION

Reliability Statistics

Cronbach's Alpha	N of Items
,770	8

Case Processing Summary

	N	%
Cases Valid	23	100,0
Excluded (a)	0	,0
Total	23	100,0

a Listwise deletion based on all variables in the procedure.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 21	11,96	11,862	,713	,699
Item 22	13,13	14,755	,371	,761
Item 23	13,04	15,134	,307	,769
Item 24	12,22	12,814	,489	,742
Item 25	11,74	12,474	,532	,734
Item 26	12,87	12,937	,545	,732
Item 27	12,87	13,209	,451	,749
Item 28	12,00	13,909	,353	,766

RANKING AND GROUP (UPPER, MIDDLE, LOWER)
ANALYZING OF FORMATIVE QUESTION ITEM (TRY OUT)
 Academic Year 2012/2013

Lesson : English Analyzing based on : Formative test
 SK / KD : Narrative Class / Semester : XI IPA1 & IPA 2 : Even semester
 Date : Monday, 8 March 2013 Type : Essay

KELAS	NO	NAMA SISWA	KELAS	Item / Score / Answer Key																				Number of score	Achieved Percentage
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
UPPER	1	1	0	ARA	XI IPA1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	95%
	2	2	0	ALB	XI IPA1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	95%
	3	3	0	AP	XI IPA1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	90%
	4	4	0	AT	XI IPA1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	90%
	5	5	0	AGR	XI IPA1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	85%
	6	6	0	AW	XI IPA1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	85%
	7	7	0	DO	XI IPA2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	80%
	8	8	0	AWEP	XI IPA1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	80%
MIDDLE	9	9	0	EW	XI IPA2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	75%
	10	10	0	AKWA	XI IPA1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	75%
	11	11	0	FM	XI IPA2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13	65%
	12	12	0	AFN	XI IPA2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	70%
	13	13	0	AKSS	XI IPA1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	70%
	14	14	0	DCF	XI IPA2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13	65%
	15	15	0	ARS	XI IPA2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13	65%
	16	16	0	AUNL	XI IPA1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13	65%
LOWER	17	17	0	ARU	XI IPA2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13	65%
	18	18	0	AT	XI IPA2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	11	55%
	19	19	0	DAP	XI IPA2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10	50%
	20	20	0	AL	XI IPA1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10	50%
	21	21	0	CNF	XI IPA2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	8	40%
	22	22	0	ALM	XI IPA1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	8	40%
	23	23	0	CLY	XI IPA2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6	30%
Sum of Score						6	13	15	18	16	19	9	12	22	14	23	18	13	16	19	12	15	23	17	16
Maximum Score						23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
(Achieved Score Percentage)						26%	57%	65%	70%	70%	67%	39%	52%	96%	61%	100%	70%	57%	70%	82%	52%	65%	100%	74%	70%
Sum	8	Correct Answer for Upper Group				4	6	7	7	7	8	5	6	7	7	8	8	6	8	8	7	8	8	7	7
	8	Correct Answer for Lower Group				0	3	3	6	4	4	2	3	8	2	8	5	3	2	4	2	4	8	4	4
	16	Number of Upper and Lower Group				4	9	10	13	11	12	7	9	15	9	16	13	9	10	12	9	12	16	11	11

Babat, 9 March 2013
 Analyst

RETNO EKOWATI
 NBM. 878.236

Appendix 5

THE RESULT OF ANALYZING OF SUBJECTIVE QUESTION ITEMS
FORMATIVE TEST EVEN SEMESTER
SMA MUHAMMADIYAH 1 BABAT
Academic Year 2012/2013

Lesson : English Date : Monday, 8 March 2013
SC / BC : Narrative Number of Students : 23
Class : XI IPA1 & IPA 2 Number of Analyzed Student : 16

No.	Maximum Score Specified	Mean			Difficulty Items (IF)	Items Discrimination (ID)	Classification	
		Upper Group (A)	Lower Group (B)	Mean			Difficulty Level	Discrimination Power
21	3	3.00	1.50	2.25	0.75	0.50	Easy	Very Good Items
22	3	1.50	0.88	1.19	0.40	0.21	Moderate	Improved
23	3	1.38	0.88	1.13	0.38	0.17	Moderate	Rejected
24	3	2.63	1.25	1.94	0.65	0.46	Moderate	Very Good Items
25	3	3.00	1.63	2.31	0.77	0.46	Easy	Very Good Items
26	3	1.88	0.75	1.31	0.44	0.38	Moderate	Reasonably good items
27	3	2.00	0.88	1.44	0.48	0.38	Moderate	Reasonably good items
28	3	2.88	1.63	2.25	0.75	0.42	Easy	Very Good Items

Note :

$$IF = \frac{\text{Mean}}{\text{Maximum Score Specified}}$$

$$\text{Mean} = \frac{\text{Number of test takers score on one question}}{\text{Number of students who take the test}}$$

$$ID = \frac{\text{Mean of Upper Group} - \text{Mean of Lower Group}}{\text{maximum score}}$$

Classification :**Difficulty Items (IF)**

0,00 - 0,30 : difficult
0,31 - 0,70 : moderate
0,71 - 1,00 : easy

Discrimination Power (DP)

0,40 - 1,00 : very good items
0,30 - 0,39 : reasonably good items
0,20 - 0,29 : moderate items, usually being subject to improvement
0,19 - 0,00 : poor items, to be rejected or improved by revision

Babat, 9 March 2013
Analyst

RETNO EKOWATI
NBM. 878.236

Appendix 6

RELIABILITY OF READING STRATEGY QUESTIONNAIRE

Case Processing Summary

		N	%
Cases	Valid	23	100,0
	Excluded(a)	0	,0
	Total	23	100,0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,817	,830	30

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3,520	1,957	4,565	2,609	2,333	,409	30

The covariance matrix is calculated and used in the analysis.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
ITEM 1	101,70	147,676	,494	.	,806
ITEM 2	102,43	151,711	,342	.	,812
ITEM 3	101,65	152,874	,315	.	,813
ITEM 4	102,61	155,249	,131	.	,819
ITEM 5	102,61	156,613	,063	.	,823
ITEM 6	102,43	151,348	,257	.	,815
ITEM 7	101,04	153,680	,481	.	,811
ITEM 8	102,43	152,257	,204	.	,817
ITEM 9	101,26	150,656	,458	.	,809
ITEM 10	102,22	147,632	,428	.	,808
ITEM 11	102,30	155,403	,114	.	,820
ITEM 12	102,00	160,091	-,047	.	,826
ITEM 13	101,30	153,221	,276	.	,814
ITEM 14	101,48	155,079	,191	.	,816
ITEM 15	103,35	167,419	-,278	.	,837

ITEM 16	101,96	152,589	,354	.	,812
ITEM 17	101,65	146,328	,606	.	,803
ITEM 18	102,39	138,067	,600	.	,798
ITEM 19	101,52	147,715	,523	.	,806
ITEM 20	101,74	151,565	,212	.	,817
ITEM 21	102,83	149,877	,373	.	,810
ITEM 22	101,83	151,332	,331	.	,812
ITEM 23	102,39	152,340	,254	.	,815
ITEM 24	102,04	142,771	,550	.	,802
ITEM 25	101,09	145,083	,696	.	,801
ITEM 26	103,65	151,510	,384	.	,811
ITEM 27	102,04	138,498	,623	.	,798
ITEM 28	102,83	146,423	,415	.	,808
ITEM 29	101,35	153,783	,276	.	,814
ITEM 30	102,52	134,170	,617	.	,796

Appendix 7

READING COMPREHENSION TEST

NAME: _____

Class: _____

Basic Competences : 11.2. Accurately, fluently and correctly responding to the meanings of and steps in rhetoric written essays in daily life contexts and capable of accessing scientific knowledge in texts in forms of *narrative*.

Time Allocation : 90 minutes

The smartest Parrot



Whilst Reading Activity

Read this text carefully.

Once upon time, a man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very very smart. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano. The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word.

At the first, the man was very nice to the bird but then he got very angry. “You stupid bird!” pointed the man to the parrot. “Why can’t you say the word? Say Catano! Or I will kill you” the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; “Say Catano or I’ll kill you”. The bird kept not to say the word of Catano.

One day after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner “You are as stupid as the chickens. Just stay with them” Said the man angrily. Then he continued to humble; “You know, I will cut the chicken for my meal.

Next it will be your turn, I will eat you too, stupid parrot”. After that he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; “Say Catano or I’ll kill you”.

(sumber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)
(<http://www.belajarbahasainggris.us/2012/03/5-contoh-singkat-narrative-text.html>)

Your Skill in Finding Main Idea

Exercise 1

1. Choose the main idea of paragraph 1.

Once upon time, a man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very very smart. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano. The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word.

- a. A man in Puerto Rico.
- b. Wonderful parrot could not say Catano.
- c. Parrot was born in Catano
- d. Parrot could say every word
- e. Parrot was wonderful parrot.

2. Choose the main idea of paragraph 2.

At the first, the man was very nice to the bird but then he got very angry. “You stupid bird!” pointed the man to the parrot. “Why can’t you say the word? Say Catano! Or I will kill you” the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; “Say Catano or I’ll kill you”. The bird kept not to say the word of Catano.

- a. The man taught parrot to say Catano angrily.
- b. The man would kill the parrot.
- c. The man was nice to the bird.
- d. The man pointed parrot.
- e. The man say stupid to parrot.

3. Choose the main idea of paragraph 4.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; “Say Catano or I’ll kill you”.

- a. The man was surprised
- b. The men go to chicken house

- c. The man killed the chicken
- d. The man killed parrot
- e. Parrot killed the three chickens and screamed “Say Catano or I’ll kill you”.

Your Skill in Finding the Topic

Exercise 2

Read through then match the incomplete sentences in column **A** with information in column **B**.

NO	COLUMN A	Option	COLUMN B
4	Paragraph 1 tells us about	A	Parrot ability in saying Catano
5	Paragraph 3 tells us about ...	B	The owner’s anger
6	Paragraph 4 tells us about ...	C	The weakness of wonderful parrot
		D	A parrot and the owner

Your Skill in Inferring

Exercise 3

Read the text and decide true or false for the following statements. Give check (✓) to the right.

NO	STATEMENTS	TRUE	FALSE
7	The man had a marvelous parrot		
8	At the end of the story parrot could not say Catano.		
9	Parrot killed four chicken		

Your Skill in Deducing the unfamiliar Lexical Words.

Exercise 4

Complete the sentence with the provided words.

- 10. The man like parrot because of
- 11. Parrot could not say Catano because Catano is his place
- 12. The man was shocked when he saw three chickens on the floor.

b. Death b. smartness c. birth d. smart

Your Skill in Finding the Meaning of Words in the Context

Exercise 5

Read these sentences and try to get the meaning of underlined words by choosing the right option.

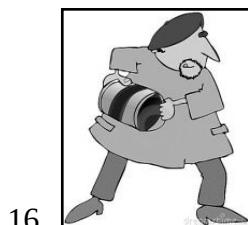
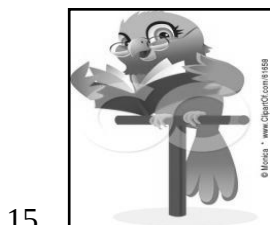
13. "The parrot was very, very smart" The word 'smart' means
A. Stupid B. Clever C. Stubborn D. Beautiful
14. "The parrot was screaming at the fourth chickens" What does the underlined word mean?
A. Smiling B. Crying C. Shouting D. Laughing

Your Skill in Understanding the Meaning

Exercise 6

Match the words with the pictures below.

- a. intelligent b. angry c. throw d. Shout e. bring



Your Skill in Literal Comprehension

Exercise 7

Answer the question below by using complete answer and good grammar!

17. What is the word that the parrot cannot say?
18. It is most likely that at the end of the story, the bird
19. "It was very, very smart" The underlined word refers to
20. Did you get an experience like the story? Tell me!
21. Is there a lesson to be learned in the story? Tell me?
22. Does the story make you happy? Why?

Good Luck!

ANSWER SHEET
READING COMPREHENSION TEST

NAME: _____

Class: _____

1

2

Exercise 1 (X)

No	Option				
1	a	b	c	d	e
2	a	b	c	d	e
3	a	b	c	d	e

Exercise 2

No	Option			
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D

Exercise 3 (√)

No	True	False
7		
8		
9		

Exercise 4 (X)

No	Option				
10	a	b	c	d	e
11	a	b	c	d	e
12	a	b	c	d	e

Exercise 5 (X)

No	Option			
13	A	B	C	D
14	A	B	C	D

Exercise 6 (X)

No	Option				
15	a	b	c	d	e
16	a	b	c	d	e

Exercise 7

No	Answer	Score
17		
18		
19		
20		
21		
22		

ANSWER KEY AND SCORING METHOD
OBJECTIVES TYPE TEST

- | | |
|-----------|-----------------|
| 29. b | 37. False |
| 30. a | 38. b.smartness |
| 31. e | 39. c.birth |
| 32. C | 40. a.death |
| 33. B | 41. B |
| 34. A | 42. C |
| 35. True | 43. a.Smart |
| 36. False | 44. c.Throw |

Scoring Method

$$Y = \frac{X \cdot 60}{C}$$

Where, Y= percentage score

X = correct answer

C = number question

ESSAY

45. The word that the parrot cannot say is Catano.
46. It is most likely that the bird killed the three chickens.
47. It refers to bird (parrot)
48. Depend on the students' answer
49. We should teach the students patiently and give motivation. (depend on students' answer)
50. Happy Ending because parrot can say his birth place (Catano) even though parrot practiced the owner saying by killing three chickens. (depend on students' answer)

Scoring Method

No	Description	Score
1	The correct content and correct grammar	3
2	The correct content and in correct grammar	2
3	The incorrect content and incorrect grammar	1
4	No answer	0

$$Y = \frac{\text{obtained score}}{\text{Maximum score}} \times 40$$

Thank you

Appendix 8

THE RECAPITULATION OF READING COMPREHENSION SCORE

No	Name	1st Rater	2nd Rater	Mean	Standard Deviation
1	D	96	94	95	1.41
2	L	87	83	85	2.83
3	YS	86	84	85	1.41
4	YO	86	82	84	2.83
5	MO	84	82	83	1.41
6	WF	84	82	83	1.41
7	FN	82	80	81	1.41
8	ANR	77	82	80	3.54
9	RI	80	78	79	1.41
10	MFA	80	76	78	2.83
11	VW	79	76	78	2.12
12	MTA	79	74	77	3.54
13	RM	78	73	76	3.54
14	QA	76	74	75	1.41
15	RN	76	72	74	2.83
16	AS	72	74	73	1.41
17	MPA	72	73	73	0.71
18	DMU	71	71	71	0.00
19	PNM	72	69	71	2.12
20	YS	71	69	70	1.41
21	SAI	70	68	69	1.41
22	SS	70	68	69	1.41
23	TBA	71	67	69	2.83
24	HA	70	65	68	3.54
25	IFW	69	65	67	2.83
26	TAN	67	67	67	0.00
27	UH	67	67	67	0.00
28	DARD	70	63	67	4.95
29	MNS	67	65	66	1.41
30	IL	64	64	64	0.00
31	YNR	65	62	64	2.12
32	UC	63	63	63	0.00
33	WKM	61	61	61	0.00
34	MKF	60	58	59	1.41
35	UL	57	59	58	1.41
36	SR	58	55	57	2.12
37	VCYS	58	55	57	2.12
38	HYW	58	54	56	2.83
39	IS	56	56	56	0.00
40	RS	56	54	55	1.41
41	SA	54	54	54	0.00
42	NS	54	52	53	1.41
43	DFW	52	50	51	1.41
44	IR	52	50	51	1.41
45	YSS	52	50	51	1.41
46	TLW	50	50	50	0.00
47	NLR	48	48	48	0.00
48	ENS	48	45	47	2.12
49	MSII	46	46	46	0.00
50	MCS	41	43	42	1.41
51	SF	42	42	42	0.00
52	NLH	40	40	40	0.00
53	NPA	37	37	37	0.00
54	DN	31	31	31	0.00
55	HA	30	30	30	0.00
56	YIM	30	30	30	0.00

Note:

MEAN 63

Std.Dev 15

Upper 78

Lower 48

Mean (Hi Achieving Student)

83

Mean (Lo. Achieving Student)

39

High achieving students are started from number 1 until 11. They are formulated from Mean + 1 Standard Deviation

Low achieving students are started from number 47 until 56. They are formulated from Mean - 1 Standard Deviation

Appendix 9

THE RECAPITULATION OF THE READING STRATEGY USE

		READING ACTIVITIES																																
No	NAME	G1	S2	G3	G4	S5	G6	P7	G8	P9	S10	P11	G12	S13	P14	G15	P16	G17	S18	P19	G20	G21	22	G23	G24	P25	S26	G27	P28	S29	S30	SCORE		
1	D	5	4	5	3	4	5	5	5	5	5	4	1	5	5	3	5	4	5	5	4	5	5	5	5	5	5	2	5	4	5	5	133	
2	L	5	4	4	4	3	5	2	5	4	5	5	4	5	5	2	4	4	4	5	5	4	4	3	5	3	5	4	5	4	5	4	125	
3	YS	5	3	4	4	4	3	5	5	4	1	4	5	5	5	3	4	5	3	3	3	4	4	3	4	4	1	4	3	5	3	113		
4	YO	5	3	5	3	4	3	5	3	5	3	3	5	4	5	2	3	4	4	3	4	3	4	3	4	4	5	2	4	4	5	4	114	
5	MO	4	3	4	4	4	5	3	5	5	3	3	5	5	2	3	5	4	3	4	4	4	4	3	4	5	1	4	4	5	3	115		
6	WF	5	3	5	4	2	2	5	2	5	3	3	4	3	4	5	4	4	4	4	4	4	4	4	4	4	3	4	4	4	3	113		
7	FN	4	3	4	3	1	4	5	3	4	3	5	5	4	5	3	4	4	3	3	5	3	4	5	4	5	2	4	4	5	3	114		
8	ANR	5	4	2	3	3	2	5	5	4	2	3	5	5	4	3	4	4	3	3	5	3	3	4	5	3	4	5	4	5	2	112		
9	RI	4	3	4	3	4	5	2	4	3	5	4	5	5	3	4	5	3	4	3	3	4	4	3	5	2	3	4	4	5	3	114		
10	MFA	5	3	5	4	1	5	3	3	5	3	4	5	3	3	2	5	3	4	4	3	5	4	4	3	5	1	4	5	3	3	114		
11	VW	5	4	4	3	3	4	5	4	5	4	3	3	5	5	3	4	4	4	5	4	5	4	4	3	5	3	3	4	5	3	120		
12	MTA	5	3	4	3	4	5	5	5	5	3	4	5	5	4	1	4	5	4	4	4	4	4	4	4	3	3	3	3	4	3	116		
13	RM	5	3	4	3	4	5	5	3	4	4	4	4	2	4	5	5	4	4	3	5	4	5	4	5	5	5	4	4	5	3	124		
14	QA	4	3	4	3	4	4	5	4	3	2	5	5	4	4	5	3	4	3	4	3	4	4	3	3	4	5	3	2	3	3	109		
15	RN	5	3	4	4	4	5	3	5	2	4	5	4	5	2	3	4	3	4	3	4	4	3	4	3	5	1	2	3	4	3	110		
16	AS	5	3	3	3	4	5	5	3	5	3	4	4	5	5	1	4	5	3	3	3	3	4	3	2	5	1	2	3	4	3	102		
17	MPA	4	2	4	4	4	4	5	3	4	3	4	3	4	1	3	3	2	3	3	3	3	3	3	3	5	2	2	3	5	3	99		
18	DMU	4	3	4	3	2	4	5	3	3	3	3	3	4	1	3	4	3	4	3	3	4	3	2	2	3	3	1	3	4	3	93		
19	PNM	3	2	3	3	4	3	5	3	4	2	3	5	4	4	1	3	3	2	5	3	3	3	3	1	2	3	4	1	3	2	3	1	86
20	YS	3	2	3	5	2	3	5	3	5	1	4	4	5	3	1	4	3	3	4	3	3	3	3	3	4	5	3	3	2	3	1	101	
21	SAI	3	2	3	3	1	3	5	2	5	3	4	3	3	4	1	3	3	1	3	3	3	3	3	2	3	4	2	3	4	5	3	86	
22	SS	5	2	4	4	2	4	5	4	4	3	3	4	4	4	4	3	3	3	3	3	3	3	3	3	5	2	3	2	4	2	101		
23	TBA	3	2	3	3	3	3	5	4	5	3	4	3	5	5	2	5	5	3	3	3	3	3	3	3	4	5	3	3	3	5	2	106	
24	HA	3	3	4	3	2	3	5	4	3	3	3	4	4	4	2	3	4	2	3	2	3	3	3	3	3	3	3	3	3	3	94		
25	IFW	4	2	4	4	3	4	5	4	5	3	3	5	4	3	3	3	3	3	3	3	3	3	4	4	5	3	3	2	5	2	105		
26	TAN	4	2	3	3	2	5	5	3	3	3	3	3	5	2	3	4	2	4	3	2	3	4	4	5	3	4	5	3	2	102			
27	UH	4	2	3	3	4	4	4	3	4	3	3	4	3	3	4	4	4	4	4	4	2	3	3	3	2	3	2	5	2	97			
28	DARD	4	2	5	3	2	4	5	4	4	1	4	4	3	4	1	5	3	3	4	2	2	3	5	1	5	2	3	4	4	1	97		
29	MNS	4	2	3	3	4	4	5	3	5	3	4	4	3	4	4	4	4	2	3	4	2	3	3	4	4	3	3	3	3	2	102		
30	IL	5	3	3	3	4	4	5	3	5	3	4	3	5	5	5	3	5	3	5	4	3	3	3	3	2	5	2	3	1	3	1	106	
31	YNR	5	3	3	3	4	4	5	3	5	3	4	3	5	4	2	4	3	3	3	5	2	3	3	2	2	5	2	3	3	4	2	102	
32	UC	3	2	3	3	3	3	5	3	4	3	3	2	4	2	3	3	3	3	3	3	3	2	2	3	3	3	2	3	3	4	2	89	
33	WKM	4	3	3	4	2	3	5	3	4	3	4	2	4	1	4	3	3	4	3	2	3	4	3	5	2	4	3	4	2	98			
34	MKF	5	3	3	2	1	5	4	3	4	2	4	2	4	1	4	3	3	4	2	2	3	4	2	5	2	2	2	5	3	2	93		
35	UL	4	2	3	3	3	3	5	2	5	3	3	5	5	2	3	3	3	3	2	2	3	3	3	3	5	2	3	1	5	1	95		
36	SR	2	1	3	3	4	2	4	2	4	2	3	3	4	1	2	3	2	2	2	2	2	2	3	2	2	4	1	1	2	4	1	75	
37	VCYS	3	2	3	2	4	2	4	2	2	2	1	5	3	2	3	3	2	2	2	2	2	1	2	2	1	3	1	1	3	4	2	73	
38	HYW	2	1	3	2	1	3	4	2	3	1	2	3	3	2	1	2	2	1	2	2	1	2	2	1	3	1	1	2	2	59			
39	IS	3	2	3	4	3	2	4	4	3	3	3	3	4	2	1	3	3	2	3	4	2	3	2	2	3	1	2	2	4	2	82		
40	RS	4	1	3	3	4	3	4	2	3	1	4	3	1	2	1	3	4	3	2	2	2	3	4	2	4	1	3	3	3	2	80		
41	SA	2	1	2	2	2	2	4	1	4	2	1	2	2	3	1	2	2	1	2	2	1	2	2	1	3	1	1	1	2	56			
42	NS	3	2	3	3	4	2	4	2	3	3	2	3	4	3	1	3	4	3	3	3	3	3	4	3	3	2	2	1	1	2	2	87	
43	DFW	2	1	3	4	4	2	5	2	5	3	2	2	3	3	1	2	4	3	3	2	2	3	2	5	4	1	3	4	5	2	87		
44	IR	4	1	2	3	4	3	5	3	4	3	3	5	3	1	3	3	2	3	3	3	2	3	3	3	4	2	3	2	4	2	89		
45	YSS	2	1	3	1	2	2	5	1	5	3	1	2	5	2	1	2	2	1	4	2	2	2	3	2	2	3	1	2	2	2	68		
46	TLW	1	1	2	2	4	2	4	2	3	1	2	3	4	2	2	2	2	3	2	2	1	2	3	2	2	3	1	2	4	2	68		
47	NLR	2	2	2	2	2	1	5	2	5	3	1	2	3	1	1	2	1	1	1	1	1	1	1	3	1	1	1	2	3	1	55		
48	ENS	2	2	2	1	3	2	4	1	3	2	1	1	4	1	4	1	2	1	2	1	1	1	1	3	1	1	1	1	2	3	1	55	
49	MSH	2	1	1	2	3	2	4	1	4	2	1	1	3	4	1	2	2	2	1	1	1	3	1	1	4	1	1	1	4	1	58		
50	MCS	1	1	2	1	3	1	1	2	2	2	3	2	1	1	3	3	2	2	1	1	1	3	1	1	3	1	1	2	3	2	58		
51	SE	1	2	2	1	2	1	3	2	1	3	2	1	1	4	3	1	2	2	2	2	1	1	3	2	1	1	1	1	2	53			
52	NLH	2	1	2	1	3	2	3	1	3	1	1	1	2	4	1	2	2	1	1	2	2	1	1	2	1	1	1	1	4	2	54		
53	NPA	2	2	2	1	1	2	3	1	4	3	1	1	5	2	1	2	2	1	2	3	1	2	1	2	4	1	1	1	4	1	55		
54	DN	2	2	2	2	2	3	1	4	2	1	1	4	3	1	2	1	1	2	2	1	2	3	1	2	2	1	1	1	3	1	55		
55	HA	1	1	1	1	3	1	3	1	2	1	1	1	3	2	1	1	1	1	1	1	1	1	3	1	1	1	1	1	3	1	43		
56	YIM	1	2	1	1	3	1	3	1	3	1	1	1	3	2	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	3	1	44	
		Mean																														90		

Appendix 10

High Achieving Students' Global Strategy

1. saya memiliki tujuan dalam pikiran ketika saya membaca					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	3	27,3	27,3	27,3
	5	8	72,7	72,7	100,0
	Total	11	100,0	100,0	
3.Saya berpikir tentang apa yang ketahui untuk membantu saya memahami apa yang saya baca					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	9,1	9,1	9,1
	4	6	54,5	54,5	63,6
	5	4	36,4	36,4	100,0
	Total	11	100,0	100,0	
4. Saya mengambil kesimpulan keseluruhan teks untuk melihat tentang apa isi text itu sebelum membacanya secara keseluruhan					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	6	54,5	54,5	54,5
	4	5	45,5	45,5	100,0
	Total	11	100,0	100,0	
6. Saya berpikir apakah isi teks bacaan sesuai dengan tujuan saya.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	18,2	18,2	18,2
	3	2	18,2	18,2	36,4
	4	3	27,3	27,3	63,6
	5	4	36,4	36,4	100,0
	Total	11	100,0	100,0	
8. Saya meninjau teks sebelum membaca dengan mencatat ciri-cirinya seperti panjang teks dan organisasi teks					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	27,3	27,3	27,3
	3	4	36,4	36,4	63,6
	4	1	9,1	9,1	72,7
	5	3	27,3	27,3	100,0
	Total	11	100,0	100,0	

12. ketika membaca, saya memutuskan apa yang harus saya baca dengan cermat dan apa yang harus saya abaikan					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	9,1	9,1	9,1
	3	3	27,3	27,3	36,4
	4	2	18,2	18,2	54,5
	5	5	45,5	45,5	100,0
	Total	11	100,0	100,0	
15.saya menggunakan tabel, bagan, dan gambar dalam teks untuk meningkatkan pemahaman saya.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	36,4	36,4	36,4
	3	5	45,5	45,5	81,8
	4	2	18,2	18,2	100,0
	Total	11	100,0	100,0	
17. Saya memperhatikan kata-kata tertentu untuk membantu saya lebih memahami apa yang sedang saya baca					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	9,1	9,1	9,1
	4	7	63,6	63,6	72,7
	5	3	27,3	27,3	100,0
	Total	11	100,0	100,0	
20. saya menggunakan stabilo untuk mengidentifikasi informasi utama					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	36,4	36,4	36,4
	4	5	45,5	45,5	81,8
	5	2	18,2	18,2	100,0
	Total	11	100,0	100,0	
21. saya secara kritis menganalisa dan mengevaluasi informasi yang disajikan dalam teks					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	36,4	36,4	36,4
	4	4	36,4	36,4	72,7
	5	3	27,3	27,3	100,0
	Total	11	100,0	100,0	
23. saya mencocokkan pemahaman saya ketika saya menemukan informasi baru secara kebetulan di saat saya membaca.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	36,4	36,4	36,4

4	5	45,5	45,5	81,8
5	2	18,2	18,2	100,0
Total	11	100,0	100,0	
24. saya mencobak menebak tentang apa isi teks itu ketika saya membaca				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	3	27,3	27,3	27,3
4	6	54,5	54,5	81,8
5	2	18,2	18,2	100,0
Total	11	100,0	100,0	
27. saya mencocokkan untuk melihat apakah tebakan saya tentang teks itu benar atau salah				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	2	18,2	18,2	18,2
4	7	63,6	63,6	81,8
5	2	18,2	18,2	100,0
Total	11	100,0	100,0	

High Achieving Students' Problem Solving

7. Saya membaca perlahan-lahan dan hati-hati untuk memastikan saya memahami apa yang saya baca.				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	1	9,1	9,1	9,1
5	10	90,9	90,9	100,0
Total	11	100,0	100,0	
9. Saya mencoba untuk kembali berfokus pada teks yang saya baca pada saat saya kehilangan konsentrasi.				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 4	3	27,3	27,3	27,3
5	8	72,7	72,7	100,0
Total	11	100,0	100,0	
11. Saya menyesuaikan kecepatan membaca saya sesuai apa yang saya baca.				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	9,1	9,1	9,1
3	4	36,4	36,4	45,5
4	3	27,3	27,3	72,7
5	3	27,3	27,3	100,0
Total	11	100,0	100,0	

14. ketika teks menjadi sulit, saya memperhatikan dengan seksama atas apa yang sedang saya baca.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	9,1	9,1	9,1
	5	10	90,9	90,9	100,0
Total		11	100,0	100,0	
16. saya berhenti sejenak dan berpikir tentang apa yang saya baca					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	27,3	27,3	27,3
	4	5	45,5	45,5	72,7
	5	3	27,3	27,3	100,0
Total		11	100,0	100,0	
19. saya mencoba menggambarkan atau membayangkan informasi untuk membantu mengingat apa yang saya baca.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	5	45,5	45,5	45,5
	4	3	27,3	27,3	72,7
	5	3	27,3	27,3	100,0
Total		11	100,0	100,0	
25. ketika teks menjadi sulit, saya membacanya lagi untuk meningkatkan pemahaman saya.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	2	18,2	18,2	18,2
	5	9	81,8	81,8	100,0
Total		11	100,0	100,0	
28. ketika saya membaca, saya menebak arti kata-kata atau frase bacaan yang tidak diketahui dari konteks petunjuk.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	9,1	9,1	9,1
	4	9	81,8	81,8	90,9
	5	1	9,1	9,1	100,0
Total		11	100,0	100,0	

High Achieving Students' Support Strategy

2. Saya mencatat ungkapan-ungkapan dan ide-ide penting saat membaca untuk membantu saya memahami apa yang saya baca.				
		Frequency	Percent	Valid Percent Cumulative Percent
Valid	3	7	63,6	63,6
	4	4	36,4	100,0
	Total	11	100,0	100,0
5. ketika teks menjadi sulit, saya membaca keras-keras untuk membantu saya memahami apa yang saya baca				
		Frequency	Percent	Valid Percent Cumulative Percent
Valid	1	2	18,2	18,2
	2	1	9,1	27,3
	3	3	27,3	54,5
	4	5	45,5	100,0
	Total	11	100,0	100,0
10. Saya menggarisbawahi atau melingkari informasi dalam teks untuk membantu saya mengingatnya.				
		Frequency	Percent	Valid Percent Cumulative Percent
Valid	1	1	9,1	9,1
	3	5	45,5	54,5
	4	3	27,3	81,8
	5	2	18,2	100,0
	Total	11	100,0	100,0
13. saya menggunakan bahan referensi (misal kamus) untuk membantu saya memahami apa yang saya baca				
		Frequency	Percent	Valid Percent Cumulative Percent
Valid	3	2	18,2	18,2
	4	3	27,3	45,5
	5	6	54,5	100,0
	Total	11	100,0	100,0
18. saya memparafrasekan (menyatakan kembali ide-ide ke dalam kata-kata saya sendiri untuk lebih memahami apa yang saya baca				
		Frequency	Percent	Valid Percent Cumulative Percent
Valid	3	3	27,3	27,3
	4	7	63,6	90,9
	5	1	9,1	100,0
	Total	11	100,0	100,0

22. saya bolak-balik teks untuk menemukan hubungan natara ide-ide di dalamnya					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	9,1	9,1	9,1
	4	8	72,7	72,7	81,8
	5	2	18,2	18,2	100,0
	Total	11	100,0	100,0	
26. saya membuat pertanyaan untuk diri sendiri untuk membantu memahami bacaan yang saya baca					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	27,3	27,3	27,3
	2	4	36,4	36,4	63,6
	3	4	36,4	36,4	100,0
	Total	11	100,0	100,0	
29. ketika membaca, saya menerjemahkan dari bahasa Inggris ke bahasa Indonesia					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	1	9,1	9,1	9,1
	5	10	90,9	90,9	100,0
	Total	11	100,0	100,0	
30. ketika membaca, saya berpikir tentang informasi itu dalam bahasa Inggris dan bahasa Indonesia					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	9,1	9,1	9,1
	3	6	54,5	54,5	63,6
	4	3	27,3	27,3	90,9
	5	1	9,1	9,1	100,0
	Total	11	100,0	100,0	

APPENDIX 10

Low Achieving Students' Global Strategy

1. Saya memiliki tujuan dalam pikiran ketika saya membaca				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	4	40,0	40,0	40,0
2	6	60,0	60,0	100,0
Total	10	100,0	100,0	
3. saya berpikir tentang apa yang saya ketahui untuk membantu saya memahami apa yang saya baca				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	3	30,0	30,0	30,0
2	7	70,0	70,0	100,0
Total	10	100,0	100,0	
4. saya mengambil kesimpulan secara keseluruhan teks untuk melihat tentang apa isi teks itu sebelum membacanya secara keseluruhan				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	7	70,0	70,0	70,0
2	3	30,0	30,0	100,0
Total	10	100,0	100,0	
6. Saya berpikir apakah isi teks bacaan sesuai dengan tujuan saya				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	5	50,0	50,0	50,0
2	5	50,0	50,0	100,0
Total	10	100,0	100,0	
8. Saya meninjau teks sebelum membaca dengan mencatat cirinya seperti panjang teks dan organisasi teks				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	8	80,0	80,0	80,0
2	2	20,0	20,0	100,0
Total	10	100,0	100,0	

12.ketika membaca, saya memutuskan apa yang harus saya baca dengan cermat dan apa yang harus saya abaikan				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	8	80,0	80,0	80,0
2	1	10,0	10,0	90,0
3	1	10,0	10,0	100,0
Total	10	100,0	100,0	
15. Saya menggunakan tabel, bagan, dan gambar dalam teks untuk meningkatkan pemahaman saya.				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	10	100,0	100,0	100,0
17. Saya memperhatikan kata-kata tertentu untuk membantu saya lebih memahami apa yang sedang saya baca				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	5	50,0	50,0	50,0
2	4	40,0	40,0	90,0
3	1	10,0	10,0	100,0
Total	10	100,0	100,0	
20. Saya menggunakan stabilo untuk mengidentifikasi informasi utama				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	7	70,0	70,0	70,0
2	2	20,0	20,0	90,0
3	1	10,0	10,0	100,0
Total	10	100,0	100,0	
21. saya secara kritis menganalisa dan mengevaluasi informasi yang disajikan dalam teks				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	10	100,0	100,0	100,0
23. saya mencocokkan pemahaman saya ketika saya menemukan informasi baru secara kebetulan disaat saya membaca				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	8	80,0	80,0	80,0
2	2	20,0	20,0	100,0
Total	10	100,0	100,0	

24. saya mencoba menebak tentang apa isi teks itu ketika saya membaca				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	8	80,0	80,0	80,0
2	2	20,0	20,0	100,0
Total	10	100,0	100,0	
27. saya mencocokkan untuk melihat apakah tebakan saya tentang teks itu benar atau salah				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	10	100,0	100,0	100,0

Low Achieving Students' Problem Solving Strategy

7. Saya membaca perlahan-lahan dan hati-hati untuk memastikan saya memahami apa yang saya baca				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	10,0	10,0	10,0
3	6	60,0	60,0	70,0
4	2	20,0	20,0	90,0
5	1	10,0	10,0	100,0
Total	10	100,0	100,0	
9. Saya mencoba untuk kembali berfokus pada teks yang saya baca pada saat saya kehilangan konsentrasi				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	20,0	20,0	20,0
3	4	40,0	40,0	60,0
4	3	30,0	30,0	90,0
5	1	10,0	10,0	100,0
Total	10	100,0	100,0	
11.saya menyesuaikan kecepatan membaca saya sesuai apa yang saya baca.				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	9	90,0	90,0	90,0
2	1	10,0	10,0	100,0
Total	10	100,0	100,0	

14. Ketika teks menjadi sulit, saya memperhatikan dengan seksama atas apa yang sedang saya baca				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	20,0	20,0	20,0
2	3	30,0	30,0	50,0
3	2	20,0	20,0	70,0
4	3	30,0	30,0	100,0
Total	10	100,0	100,0	
16. saya berhenti sejenak dan berpikir tentang apa yang saya baca				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	20,0	20,0	20,0
2	7	70,0	70,0	90,0
3	1	10,0	10,0	100,0
Total	10	100,0	100,0	
19. saya mencoba menggambarkan atau membayangkan informasi untuk membantu mengingat apa yang saya baca.				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	6	60,0	60,0	60,0
2	4	40,0	40,0	100,0
Total	10	100,0	100,0	
25. ketika teks menjadi sulit, saya membacanya lagi untuk meningkatkan pemahaman saya				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	20,0	20,0	20,0
2	3	30,0	30,0	50,0
3	3	30,0	30,0	80,0
4	2	20,0	20,0	100,0
Total	10	100,0	100,0	
28. Ketika membaca, saya menebak arti kata-kata atau frase bacaan yang tidak diketahui dari konteks petunjuk				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	7	70,0	70,0	70,0
2	3	30,0	30,0	100,0
Total	10	100,0	100,0	

Low Achieving Students' Support Strategy

2.Saya mencatat ungkapan-ungkapan dan ide-ide penting saat membaca untuk membantu saya memahami apa yang saya baca				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	4	40,0	40,0	40,0
2	6	60,0	60,0	100,0
Total	10	100,0	100,0	
5. ketika teks menjadi sulit, saya membaca keras-keras untuk membantu saya memahami apa yang saya baca				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	10,0	10,0	10,0
2	3	30,0	30,0	40,0
3	6	60,0	60,0	100,0
Total	10	100,0	100,0	
10. Saya menggarisbawahi atau melingkari informasi salam teks untuk membantu saya mengingatnya				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	3	30,0	30,0	30,0
2	5	50,0	50,0	80,0
3	2	20,0	20,0	100,0
Total	10	100,0	100,0	
13. Saya menggunakan bahan referensi (misalnya kamus) untuk membantu saya memahami apa yang saya baca.				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	20,0	20,0	20,0
3	4	40,0	40,0	60,0
4	3	30,0	30,0	90,0
5	1	10,0	10,0	100,0
Total	10	100,0	100,0	
18. Saya memparafrase (menyatakan kembali ide-ide ke dalam kata-kata saya sendiri untuk lebih memahami apa yang saya baca				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	6	60,0	60,0	60,0
2	4	40,0	40,0	100,0
Total	10	100,0	100,0	

22. Saya bolak - balik dalam teks untuk menemukan hubungan antara ide-ide di dalamnya				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	3	30,0	30,0	30,0
3	7	70,0	70,0	100,0
Total	10	100,0	100,0	
26. Saya membuat pertanyaan untuk diri saya sendiri untuk membantu memahami bacaan yang saya baca.				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	10	100,0	100,0	100,0
29. Ketika membaca, saya menerjemahkan dari bahasa Inggris ke bahasa Indonesia				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	10,0	10,0	10,0
3	5	50,0	50,0	60,0
4	4	40,0	40,0	100,0
Total	10	100,0	100,0	
30. Ketika membaca, saya berpikir tentang informasi itu dalam bahasa Inggris dan bahasa Indonesia				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	7	70,0	70,0	70,0
2	3	30,0	30,0	100,0
Total	10	100,0	100,0	