

**RELATIONSHIP BETWEEN THE STUDENTS' PERFORMANCE AND
THE LEVEL OF THINKING PROCESS OF THE BLOOM
TAXONOMY IN READING COMPREHENSION TEST**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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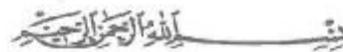


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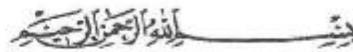
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Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
16/03 - 2018	Chapter I		
	Chapter II		
	Chapter III		
19/03 - 2018	Chapter IV		
	Chapter V		
	Abstract		
20/03-2018	Acc to green table.		

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ABSTRACT

Reja Apriandi: 1402050032 “Relationship Between The Students’ Performance And The Level Of Thinking Process Of The Bloom Taxonomy In Reading Comprehension Test” Skripsi. English Education Program Of Teachers’ Training And Education University Of Muhammadiyah Sumatera Utara, Medan 2018.

This study deals with Relationship Between The Students’ Performance And The Level Of Thinking Process Of The Bloom Taxonomy In Reading Comprehension Test. The objectives of this research is to finding the level of student performances according Bloom Taxonomy and The student become easy to answer test. This research had been conducted at SMA Bina Bersaudara Jl. Djamin Ginting. Desa Kuta Parit of eleven grade at 2017/2018 academic year.it was disputed a teacher who taught in XI IPA which Consisted of 25 students. This Research was conducted in one class and there were two meetings. The research is quantitative data by using multiple choice, was given 10 score for student. In the Pre-Test the student goat mean 67.6.and the post test students got mean 76.8. the percentage skills of students in pre-test got mean skills 68%. With the highest skills is knowledge with 86% and the lowest is application 32%. In post test student got the mean percentage 76.8%. with the highest skills is Analyze 86% and the lowest skills is synthesis with 70%. The perform of students could be increase if the teacher manage learning process be more unique and happily the students are interesting and happily.

Keywords : *level of thinking process, performance, reading comprehension*

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS.....	v
LIST OF TABLES.....	viii
LIST OF CHARTS.....	ix
LIST OF APPENDIX	x

CHAPTER I INTRODUCTION

A. Background of the study	1
B. The identification the problem	3
C. Scope and Limitation.....	3
D. Formulation of the problem	3
E. Objectives of the study	4
F. Significant of the study.....	4

CHAPTER II :

A. Theoretical framework	5
1. Meaning of Relationship	5
2. Reading	5

2.1 Definition of reading	5
2.2 Types of reading	7
2.3 Reading comprehension	9
3. Taxonomy Bloom	11
3.1 Definition of Taxonomy Bloom.....	11
3.2 Steps of Taxonomy Bloom.....	12
4. Advantages of Taxonomy Bloom.....	14
5. Disadvantages of Taxonomy Bloom.....	15
B. Relevant of the study	15
C. Conceptual framework.....	16
D. Hypothesis.....	18

CHAPTER III

A. Location	19
B. Population and sample	19
1. Population	19
2. Sample.....	20
C. Research design.....	20
D. Instrument of research	21
E. Technique collecting data	21
F. Technique analysis data.....	22

CHAPTER IV

A. DATA	25
1. Quantitative Data	26
B. Data Analysis	34
1. The Analysis Of Quantitative Data.....	34
2. The Analysis Skills Of Student	35
C. Research Findings	39

CHAPTER V

A. CONCLUTION	40
B. SUGGESTION.....	41

LIST OF TABLE

Table 3.1 The Number Of Population	19
Table 3.2 The Number Of Sample	20
Table 4.1 level thinking process in question number	25
Table 4.2 Student score in pre-test and post test	26
Table 4.3 Percentage skills pre-test	28
Table 4.4 Percentage skills post test.....	30
Table 4.5 Mean Skills Of Student	34

LIST OF CHART

Chart 4.1 Student score in pre-test and post test	27
Chart 4.2 Student skills in pre test.....	30
Chart 4.3 Student skills in post test	32
Chart 4.4 Student skills in pre test and post test.....	33

LIST OF APPENDIX

APPENDIX 1	Lesson Plans Experimental class
APPENDIX 2	Test Item
APPENDIX 3	K - 1
APPENDIX 4	K - 2
APPENDIX 5	K - 3
APPENDIX 6	Berita Acara Bimbingan Proposal
APPENDIX 7	Lembar Pengesahan Proposal
APPENDIX 8	Lesson Plans
APPENDIX 9	Test Item
APPENDIX 10	Students Answer
APPENDIX 11	Answer Key
APPENDIX 12	Attendance List
APPENDIX 13	Students Score
APPENDIX 14	Surat permohonan perubahan judul
APPENDIX 15	Surat izin riset
APPENDIX 16	Surat keterangan riset
APPENDIX 17	Berita acara bimbingan skripsi
APPENDIX 18	Curriculum vitae

CHAPTER I

INTRODUCTION

A. The Background Of The Study

Reading is an essential skill critical to most, if not all, academic learning and success at tertiary level. Reading comprehension is a thinking process by which a readers selects a facts, informations or idea from material, determines the meaning the author intended to transmit, decides how they related to previous knowledges and judges their appropriateness and worth for the meeting the learners own need and objectives.

To encourage meaningful understanding, apart from the above, a learner need to understand and remember texts by inferring elaborating ideas, and discarding unimportant details (Garners.1998). Logically, active and troughful reading procedures should lead learners to critically analyze and think of the text, resulting in the reconstruction of knowledge.

Reading is a complex process, complex to learn and complex to teach (Carnine, Silbert, and Kameenui: 1990:3), so there must be a technique which can help them to read effectively and interestingly. Teaching comprehension strategies explicitly was see as a possible approach to tackle the problems face by the students. In this case, the writer try to find interesting and effective way for the

students and the teachers so that they can do their reading activity well.

Based on the observation of the researcher, there is many student have problem in reading comprehension, there is :

1. The students have low motivation to read a text.
2. The students have low interesting in learning reading comprehension

So, one of techniques which are available is the method from taxonomy bloom. By using this technique, the students were able to communicate and got the information from the material because this method can make the student can identify, describe, analyze, and give argue.

Cognitive domain in educational object makes reference to taxonomy bloom. Taxonomy bloom is a concept thinking theory that was introduce by Benjamin S Bloom, as a psychologist. Taxonomy Bloom (2001) was used to indicate the level of questions the students gave in answering comprehension questions.

Bloom taxonomy divided the educational objective to be three domain that can be measured to developed student ability. They are cognitive domain, affective domain and psychomotor domain. cognitive domain deal with intellect or thinking ability. The second domain is affective domain deal with feeling, attitude, interest, preference, value, and emotions. And the third is psychomotor domain deals with feelings attitudes, interest, preferences, value and emotions.

taxonomy is a structured set of names and descriptions used to organise information and documents in a consistent way (Lambe, 2007)

Thus, based on the description above the researcher conduct the research entitle : **The relationship between the students performance and the level of thinking process of Bloom Taxonomy in reading comprehension test**

B. Identification The Problem

There is a number of prominent problems related to the learners reading skills. These problems must be solved so that the students reading skills in the school can be improved. There are some factors which caused these problems. Those factors did not come only from the students, but also from other components of the teaching learning process. All of the factors are related to each other.

1. The students have low motivation to learn English
2. The students have low interesting in learning reading comprehension

C. Scope And Limitation

Based on the identification of the problem above, needs some variation method to solve problem. In this case the researcher limited in using Taxonomy Bloom Method in reading comprehension test

D. Formulation of The Problem

Based on the formulation of the problem provides :

1. Does by using Taxonomy Bloom in reading comprehension test increase student's interest and skill in reading?
2. Does by using Taxonomy Bloom in reading comprehension test student become easy to answer test?

E. Objective of The Study

Based on the formulation of the problem, this study aims:

1. To increase students interest and skill in reading comprehension test
2. The student become easy to answer test

F. Significance of The Study

The result of the study are worthwhile are both the teacher and the student.

1. For the students as the subjects of the research, it is expected that the students would take the advantages of this study. They can learn how to improve their skills of reading.
2. For the teachers lack a solid foundation for teaching these reading comprehension strategies
3. Researchers have find teaching reading strategies is important to developing increased student comprehension

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a researcher, theories are needed to explain some concept in the research concent, in this chapter, there are some impotant theories that was use in study.

1. The Meaning Of Relationship

Relationships are essential for learning, maybe you can say "I am not being paid to build relationships with students, but I am only in charge of teaching, done!" But know that the student will not learn from something he hates, relationship "is an essential part of the learning process, as Stephen Covey once said, to act on something small, strive to understand, not to understand.

2. Reading

2.1 Definition of reading

Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education (Grabe, 2009: 5). In the classroom, some teachers often use texts or books as media to deliver material of a subject. Furthermore, the teacher asks the students to read the texts to grab information in order that they could understand the material.

Reading also engages human brain, emotions, and beliefs as Weaver (2009) stated that Reading is a process which is very much determined by what the reader s brain and emotions and beliefs bring to the reading: the

knowledge/information (or misinformation, absence of information), strategies for processing text, moods, fears and joys—all of it.

In the engagement, the readers could understand well what the writer meant in her or his writing. The readers dominantly use brain when they read an argumentative or scientific writing. They use emotions when they read a letter, a story and other texts which dominate feeling. When the readers read a newspaper or a religious book, they should use their beliefs in order that they can understand the meaning.

Other expert defines reading as an activity in which the readers respond to and make sense of a text being read connected to their prior knowledge (Spratt, 8 Pulverness, and William: 2005: 21). The activity is done by the readers as they want to get information and knowledge from the text meanwhile the readers have their own background knowledge. They automatically connect their knowledge with a new knowledge from what they are reading. By doing this, sometimes, the readers will get a new conclusion as a new knowledge for them.

Reading can be a means of consolidating and extending someone knowledge of the language. Doing it, the reader can grab any information and pleasure about the subject of the language. This activity also gives some advantages for the readers.

2.2 Types of reading

Types of reading in the world Language we must understand as things we need to know. Because with our increased reading-reading comprehension-we will be given the opportunity to increase our insight into the importance of science. The following are the types of reading comprehension that Dr. M.R. Patel and Pravin M. Jain (2008: 117-123):

1. Intensive Reading

Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge is the kind of intensive reading.

Intensive reading provides an explanation for the difficulty of language structure and the development of vocabulary and idiom knowledge. This reading activity also provides material for greater mastery of speech and writing skills.

2. Extensive Reading

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher.

Extensive reading material can be selected at the lowest difficulty level of intensive reading. The purpose of this extensive reading is to train students to read directly and lancar on the target language for fun, without the help of the teacher

3. Aloud Reading

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at the primary level because it is the base of words pronunciation.

Reading aloud or reading aloud has a very important role in the world of English teaching. Teachers should know that reading aloud teaching should be given at the primary level because this type of reading activity is the basis of pronunciation of words.

4. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read any difficulties.

Silent reading or reading this is a very important skil in teaching English. This reading should be used to improve students' reading ability. Silent reading is done to get a lot of information. Teachers should make students read quietly so that students can read without any obstacles.

2.3 Reading Comprehension

Reading comprehension is as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written, and how they trigger knowledge outside the text/message. Comprehension is a "creative, multifaceted process" dependent upon four language skills: phonology, syntax, semantics, and pragmatics. Proficient reading depends on the ability to recognize words quickly and effortlessly. It is also determined by an individual's cognitive development, which is "the construction of thought processes". Some people learn through education or instruction and others through direct experiences.

There are specific traits that determine how successfully an individual will comprehend text, including prior knowledge about the subject, well-developed language, and the ability to make inferences. Having the skill to monitor comprehension is a factor: "Why is this important?" and "Do I need to read the entire text?" are examples. Lastly, is the ability to be self-correcting to solve comprehension problems as they arise

Kind of reading comprehension

a. Narrative

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.

Generic Structure of Narrative

1. Orientation: Introducing the participants and informing the time and the place
2. Complication: Describing the rising crises which the participants have to do with
3. Resolution: Showing the way of participant to solve the crises, better or worse

b. Report Text

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis

Generic Structure of Report

1. General classification: Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general
2. Description: Describing the thing which will be discussed in detail; part per part , customs or deed for living creature and usage for materials

c. Recount Text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative

Generic Structure of Recount

1. Orientation: Introducing the participants, place and time
2. Events: Describing series of event that happened in the past

3. Reorientation: It is optional. Stating personal comment of the writer to the story

d. Descriptive text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing
generic structure of descriptive text is:

1. Identification (identification) is an introduction, a general description of a topic.
2. Description (description) is contains the special characteristics possessed object, place, or person who is described

3. Taxonomy Bloom

3.1 Definition

Taxonomy comes from a meaningful Greek taxi setting and nomos which means science. Taxonomy is the system. Taxonomy means the scope of hierarchy of something or principle that underlying his book or can also mean that science about it. Taxonomy is a type of classification system based on research data scientific knowledge of the things classified in groups the systematics.

The concept of Bloom's Taxonomy was developed in the year 1956 by Benjamin S. Bloom., A field psychologist education can be tried with his friends. In the year of 1956, published the work of "Taxonomy of Educational Objectives Cognitive Domain ", and in 1964 came the work "Taxonomy of Educational

Objectives, Affective Domains", and his work entitled "Formative Handbook and Summative Evaluation of Student Learning" in 1971 and his other work "Developing Talent in Young People". This taxonomy classifies objectives or educational objectives into three domains (domain area): cognitive, affective, and psychomotor³ and every such domain divided back into more detailed divisions based on his hierarchy.

Some other terms that also describe the thing together with the three domains that are conventional has long been known taxonomy of educational goals that comprise over aspects of inventiveness, taste, and intention.⁴ In addition, it is also known terms of reasoning, appreciation and practice.

4.2 The Steps Of Taxonomy Bloom

a. Cognitive Domain

Knowledge : "involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting."

Comprehension : "refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications."

Application : refers to the "use of abstractions in particular and concrete situations."

Analysis : represents the “breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between ideas expressed are made explicit.”

Synthesis : involves the “putting together of elements and parts so as to form a whole.”

Evaluation : engenders “judgments about the value of material and methods for given purposes.”

b. Affective domain

Receiving : ”The lowest level; the student passively pays attention. Without this level, no learning can occur. Receiving is about the student's memory and recognition as well”

Responding : ”The student actively participates in the learning process, not only attends to a stimulus; the student also reacts in some way”

Valuing : ”The student attaches a value to an object, phenomenon, or piece of information. The student associates a value or some values to the knowledge they acquired”

Organizing : ”The student can put together different values, information, and ideas, and can accommodate them within his/her own schema; the student is comparing, relating and elaborating on what has been learned”

Characterizing : "The student at this level tries to build abstract knowledge."

c. Psicomotoric domain

Reflex movements : "Objectives at this level include reflexes that involve one segmental or reflexes of the spine and movements that may involve more than one segmented portion of the spine as intersegmental reflexes (e.g., involuntary muscle contraction). These movements are involuntary being either present at birth or emerging through maturation."

Fundamental movements : "Objectives in this area refer to skills or movements or behaviors related to walking, running, jumping, pushing, pulling and manipulating. They are often components for more complex actions"

Perceptual abilities : "Objectives in this area should address skills related to kinesthetic (bodily movements), visual, auditory, tactile (touch), or coordination abilities as they are related to the ability to take in information from the environment and react"

Physical abilities : "Objectives in this area should be related to endurance, flexibility, agility, strength, reaction-response time or dexterity"

Skilled movements : "Objectives in this area refer to skills and movements that must be learned for games, sports, dances, performances, or for the arts"

Nondiscursive communication : “Objectives in this area refer to expressive movements through posture, gestures, facial expressions, and/or creative movements like those in mime or ballet. These movements refer to interpretative movements that communicate meaning without the aid of verbal commands or help”

4. Advantages Of Taxonomy Bloom

- a. students are capable of working.
- b. It also helps them ask questions and create instruction aimed at critical thinking
- c. Teaching time can be allocated and utilized appropriately
- d. The subject matter can be balanced because there is no subject matter that is too big or too little.
- e. Teachers can determine how many of the lesson materials can or can not be answered in each lesson.
- f. The teacher can determine the order .

5. Disadvantages of Taxonomy Bloom

- a. Teachers can't determine and prepare the most suitable and interesting teaching learning strategies.
- b. Teachers can't prepare various tools and materials for learning purposes.
- c. Teachers can't easily measure achievement in learning.

B. Relevant Research Studies

There are many studies about the implementation of the Taxonomy Bloom teaching theory in the teaching Reading. Many researchers have research about the effect of the Taxonomy Bloom teaching theory in improving students reading skills as they use different methods, subjects, and materials in conducting the study. They find that the Bloom Taxonomy teaching theory succeed to improve the students achievement in reading. One of them is conducted by journal *“USING BLOOMS TAXONOMY TO GAUGE STUDENTS*

READING COMPREHENSION PERFORMANCE”. The results of this study showed that the implementation of Taxonomy Bloom technique in the reading classes was believed to be effective to improve students’ ability in reading comprehension. Taxonomy Bloom helped the students to generate ideas and easy to understand the material. They could manage the time for reading more effectively and perform the writing task more maximally. The students also perceived that taxonomy bloom helps them to improve their reading ability. This implies that the implementation of taxonomy bloom in the reading instructions gives positive effects on improving students’ performance and achievement in reading comprehension. In reference to the result of the study, taxonomy bloom could improve the students’ ability in reading comprehension in terms of encouraging the students to start with reading. Taxonomy bloom facilitates the students to activate their prior knowledge before they practice their writings. It

helps them generate ideas more effectively and release their anxiety. By using the technique, the students could feel at ease in performing the writing task.

the implementation is to investigate the students performance by cognitive domain covered in teaching grammar used by the English teachers; to investigate the components of affective domain covered in teaching grammar used by the English teachers and to investigate the components of psychomotor domain covered in teaching grammar used by the English teachers. The design of this study was descriptive research because the writer wanted to describe the practices that prevail.

C. Conceptual Framework

The term method of education is widely used to demonstrate a series of targeted teacher activities and cause students to learn. As a method or procedure used to achieve success in learning, or as a tool that makes teaching and learning activities to be effective. Because it is considered a process, the method consists of several steps.

The concept of Bloom's Taxonomy was developed in the year 1956 by Benjamin S. Bloom., A field psychologist education can be tried with his friends. In the year of 1956, published the work of "Taxonomy of Educational Objectives Cognitive Domain ", and in 1964 came the work "Taxonomy of Educational Objectives, Affective Domains", This taxonomy classifies objectives or

educational objectives into three domains (domain area): cognitive, affective, and psychomotor 3 and every such domain divided back into more detailed divisions based on his hierarchy.

Some other terms that also describe the thing together with the three domains that are conventional has long been known taxonomy of educational goals that comprise over aspects of inventiveness, taste, and intention. 4 In addition, it is also known terms of reasoning, appreciation and practice.

Several student-centered learning methods and developing critical thinking skills are being developed. Therefore, knowledge of learning methods is needed by educators, because the success of the students is dependent on the exact teaching methods used by the teacher.

Learning method should be able to generate motivation, interest or passion of student learning, student learning achievement and critical thinking skills. Based on the above descriptive can be concluded that the method of learning is one done by a teacher to occur learning process in self to reach the goal.

D. Hypothesis

Ha : There is a significant effect of question answer relationship strategy

on student achievement in reading comprehension

Ho : There is not significant effect of question answer relationship strategy on student achievement in reading comprehension

CHAPTER III

METHOD OF RESEARCH

A. Location

This research is conducted at SMA Bina Bersaudara focusing on class XI. The school is located at Kuta Parit, Kabupaten Langkat. The researcher conducted the action research in the second semester in the academic year of 2017/2018.

B. Population and Sample

1. Population

According to (Schreiber & Asber-self, 2011), “the population in social science research refers to all of your potential participants; think of it as the whole group of people in which you are interested.

The population of SMA Bina Bersaudara class XI in academic year 2017/2018 is described in this table

The population described in the table

Table 3.1

Class	Population
XI-IPA	25
XI-IPS	25
Total	50

2. Sample

The sample of participants for this study is part of the population, and all possess some characteristic or characteristics that make them members of the sample group. For the sample of the study, The researcher choose XI MIA I SMA Bina Bersaudara to get the data.

Table 3.2

The sample describe in the table

Class	Population
XI-IPA	25
Total	25

C. Research Design

The researcher conducted a quantitave based on the research of the class with one group pre-test and post-test design. The researcher choose class XI IPA SMA Bina Bersaudara as sample class.

Correlational Research design is use for this study. This correlational explores the relationship between the students' performance and the level of thinking process of the Bloom Taxonomy in answering a reading comprehension

paper. This is a quantitative study; this type of study is chosen because the quantitative data appears to be easier to interpret because it is more specific and

explicit rather than implicit in nature (Sulaiman, 2004). Test scores would be collected and analyzed.

Quantitative data are anything that can be expressed as a number, or quantified. Examples of quantitative data are scores on achievement tests, number of hours of study, or weight of a subject. These data may be represented by ordinal, interval or ratio scales and lend themselves to most statistical manipulation.

D. Instrument of Research

- Instrument of Students Performance

A set of students performances is in class XI IPA as a sample of a research.

- Instrument of Thinking Process of Bloom Taxonomy

The Thinking Process of Bloom Taxonomy will be the question were the question will give by the thinking process of Bloom Taxonomy, for example like Knowledge, Comprehension, Application, Analyze, Synthesis, and Evaluation

A set of students performances is in class XI IPA as a sample of a research.

- Instrument of Quantitative Data

A set of reading comprehension question is use. 10 multiple choice items were tested in this paper. The test scores is collect and analyze. The students' reading comprehension scores against the level of thinking processes of the questions using Bloom Taxonomy is analyze quantitatively.

E. Technique Collecting Data

There is some procedures in collecting data :

- a. Pre-Test : Pre-Test has given before the treatment. The function of the pre-test is to know the mean scores of student before given a treatment. The test is objective test.
- b. Post-Test : After the treatment, the student has given to find out their scores in reading comprehension. The lowest scores is 70. It is according to the standard English scores (KKM) in the school.

The data has compared, in order to know the result of this study, whether or not, the increase in the students results happened in this study.

the formula to get valid result, it come from the data gained:

$$P = \frac{R}{T} \times 100$$

Where: P = Percentage of students scores

R= Number of students score

T= Total number of students taking the test

G. Data analysis Technique

1. Technique to Analyze Knowledge

$$K = \frac{S}{T} \times 100\%$$

Note : K : Knowledge

S : Score of all student in basic knowledge

T : Total of number in basic knowledge

2. Technique to Analyze Knowledge

$$C = \frac{S}{T} \times 100\%$$

Note : C : Comprehension

S : Score of all student in basic knowledge

T : Total of number in basic knowledge

3. Technique to Analyze Knowledge

$$Ap = \frac{S}{T} \times 100\%$$

Note : Ap : Application

S : Score of all student in basic knowledge

T : Total of number in basic knowledge

4. Technique to Analyze Knowledge

$$An = \frac{S}{T} \times 100\%$$

Note : An : Analyze

S : Score of all student in basic knowledge

T : Total of number in basic knowledge

5. Technique to Analyze Knowledge

$$Sy = \frac{S}{T} \times 100\%$$

Note : Sy : Synthesis

S : Score of all student in basic knowledge

T : Total of number in basic knowledge

6. Technique to Analyze Knowledge

$$E = \frac{S}{T} \times 100\%$$

Note : E : Evaluation

S : Score of all student in basic knowledge

T : Total of number in basic knowledge

7. Technique to analyze the level of student

$$L = \frac{\Sigma K + \Sigma C + \Sigma Ap + \Sigma An + \Sigma Sy + \Sigma E}{TS} \times 100\%$$

Note : L : Percentage of level student

TS : Total Score

$\Sigma K + \Sigma C + \Sigma Ap + \Sigma An + \Sigma Sy + \Sigma E$: The total of students Score

BAB IV

DATA AND DATA ANALYSIS

A. The Data

The data of this researcher is quantitative data. That got from the students' score by giving the test.

1. Quantitative Data

The quantitative data take by the student score and percentage of student understanding about material. It answer the question about narrative text question.

Table 4.1

Student score in class in Pre-Test and Post-Test

No	Students' Initial	Pre Test	Post Test
1	A O	70	80
2	A S	60	80
3	A S	60	70
4	A A	70	70
5	A T W	80	80
6	A L	70	60
7	B P	70	60

8	BF	50	70
9	D	70	80
10	ES	70	80
11	EA	60	80
12	ES	70	90
13	IG	70	70
14	I	60	80
15	M	70	70
16	MFDP	60	70
17	NS	80	90
18	NU	80	100
19	RA	70	100
20	SI	60	60
21	S	60	60
22	S	70	80
23	TW	70	80
24	WW	80	100

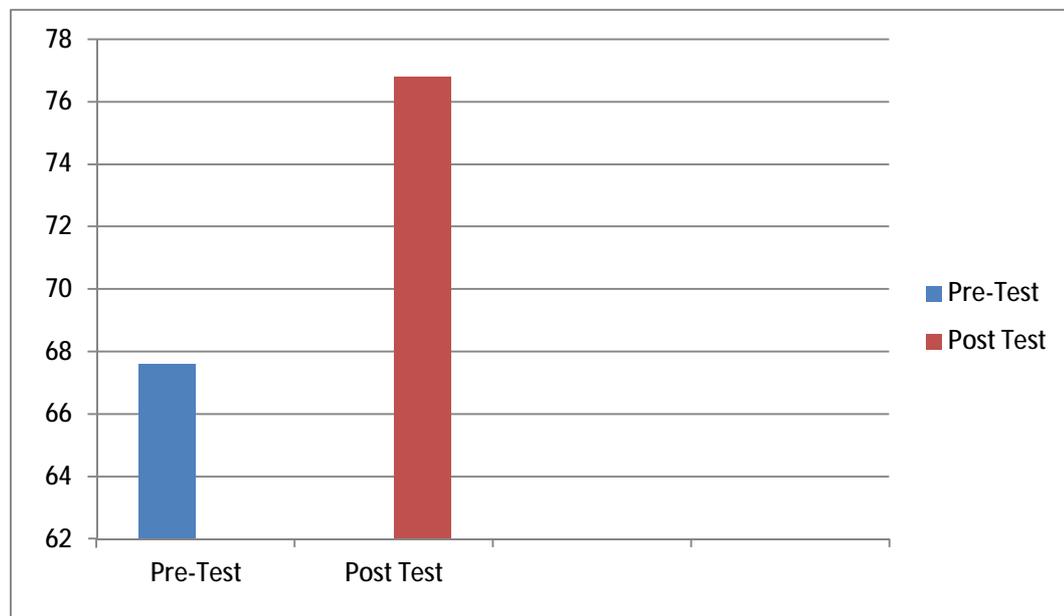
25	Y A	60	60
	Total Score	1690	1920
	Mean	67.6	76.8

Based on the result in pre-test, the total score of the students is 1690 and the number of student is 26,so the mean of the score is $\frac{1690}{2500} \times 100 = 67.6$

Based on the result in post test, the total score of student is 1920 and the number of student is 26. So the mean score is $\frac{1920}{2500} \times 100 = 76.8$

Chart 4.1

Chart the students' Score Pre-test and Post test



From the chart, the mean result diagram for Pre test class XI IPA is 67.6, and Post Test is 76.8.

Table 4.2

level thinking process in question number	
Question Number	Level Thinking Of Procces
1	Knowledge
2	Knowledge
3	Comprehension
4	Comprehension
5	Analyze
6	Application
7	Synthesis
8	Synthesis
9	Analyze
10	Evaluation

From the above explanation there are several kinds of problems with different types of difference, from the question number 1 and 2 explain about Knowledge, as well as with 3 and 4, there are described there are two questions about comprehension, Application there is only one problem

and is in number 6, Analyze is in question number 5 and 9, the synthesis is in question number 7 and 8, and the Evaluation problem is at number 10.

Table 4.3

Percentage skills students pre-test

No	Students' Initial	K	C	Ap	An	Sy	E
1	AO	2	1		1	2	1
2	AS	2	2			2	
3	AS	1	2		2	1	
4	AA	2	1		2	1	1
5	ATW	2	2		2	1	1
6	AL	2	1		2	2	
7	BP	2	1	1	2		1
8	BF	1	2		2		
9	D	2	2		1	2	
10	ES	2	2		1	2	
11	EA	1	2	1	1	1	
12	ES	2	1	1	2	1	

13	IG	2	1		2	2	
14	I	1	2	1		2	
15	M	2	1		1	2	1
16	MFDP	1	2	1		1	1
17	NS	2	2		1	2	1
18	NU	2	2		2	2	
19	RA	2	2		2	1	1
20	SI	1	2	1	2		
21	S	1	2			2	1
22	S	2	1	1	1	1	1
23	TW	2	1	1	1	1	1
24	WW	2	1		2	2	1
25	YA	2	2		1	1	
Total Correct Student skills		43	40	8	33	34	12
Mean		86%	80%	32%	66%	68%	48%
Total Level Skill of students					68%		

Note : K (Knowledge)	→	Min : 1
	→	Max : 2
C (Comprehension)	→	Min : 1
	→	Max : 2
Ap (Application)	→	Max : 1
An (Analyze)	→	Min : 1
	→	Max : 2
Sy (Synthesis)	→	Min : 1
	→	Max : 2
E (Evaluation)	→	Max : 1

Calculating the score of skill

$$L1 = \frac{\Sigma K + \Sigma C + \Sigma Ap + \Sigma An + \Sigma Sy + \Sigma E}{TS} \times 100\%$$

$$L1 = \frac{43+40+8+33+34+12}{250} \times 100\%$$

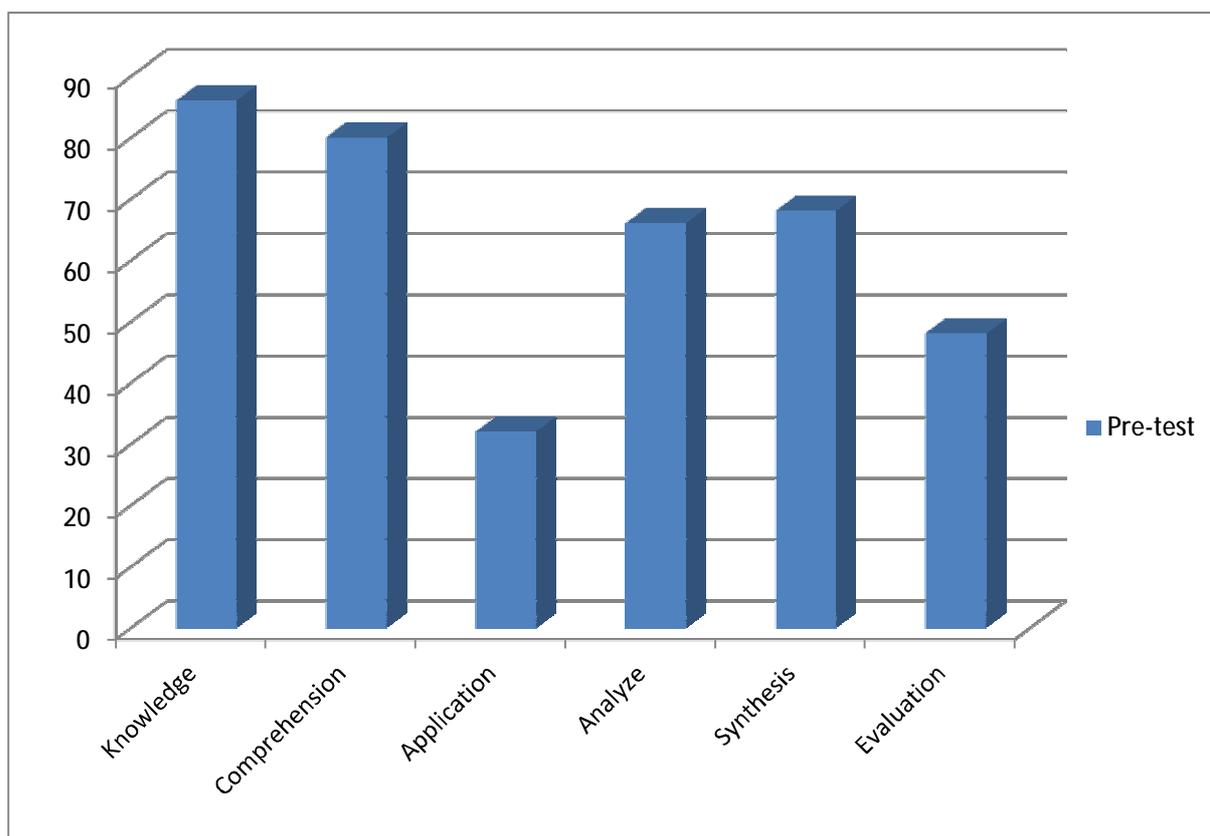
$$L1 = \frac{170}{250} \times 100\%$$

$$L1 = 68\%$$

After calculating the value of Pre-test from class XI IPA, it can be known mean level of student is 68. With the higher skills is Knowledge with 43 correct answer and the lower skills is Application with correct 8.

Chart 4.2

Chart the student mean skills in Pre-test



The chart above is the mean skills of students in pre-test according Bloom Taxonomy.

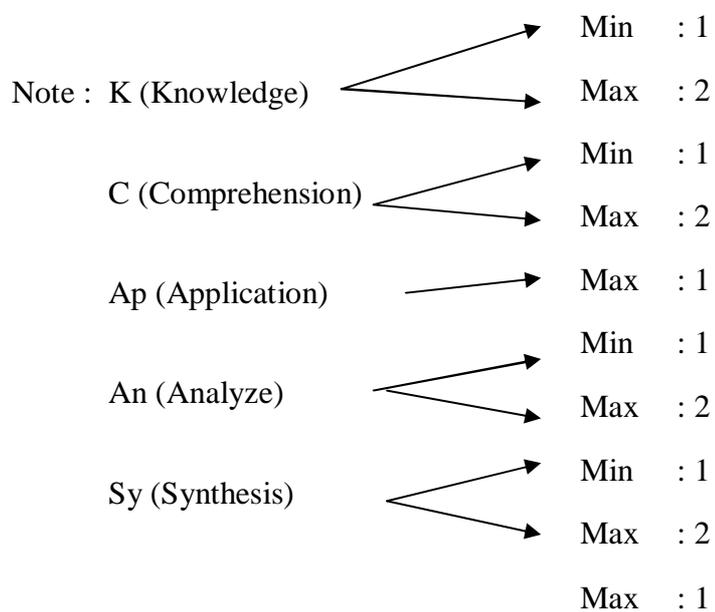
Table 4.4

Precentage skills students post-test

No	Students' Initial	K	C	Ap	An	Sy	E
1	AO	2	1	1	2	1	1
2	AS	2	2	1	1	1	1

3	AS	1	2		2	1	
4	AA	1	2		2	2	
5	ATW	1	2	1	2	1	1
6	AL		1	1	2	1	1
7	BP	2	2		1	1	
8	BF	1	2		2	2	
9	D	2	2	1	2		1
10	ES	2	2		2	1	1
11	EA	2		1	2	2	1
12	ES	2	2	1	2	1	1
13	IG	2	1		2	1	1
14	I	2	2	1	1	1	1
15	M		1	1	2	2	1
16	MFDP	1	1	1	1	2	1
17	NS	2	2	1	2	2	
18	NU	2	2	1	2	2	1

19	RA	2	2	1	2	2	1
20	SI	1	1	1	1	1	1
21	S	1		1	2	1	1
22	S	2		1	2	2	1
23	TW	2	2	1		2	1
24	WW	2	2	1	2	2	1
25	YA	1	1	1	2		1
Total Correct Student skills		38	37	19	43	35	20
Mean		76	74	76	86	70	80
Total Level Skill of students						76.8	



E (Evaluation) \longrightarrow

Calculating the score of skill

$$L = \frac{\Sigma \square + \Sigma C + \Sigma Ap + \Sigma An + \Sigma Sy + \Sigma E}{TS} \times 100\%$$

$$L = \frac{38+37+19+43+35+20}{250} \times 100\%$$

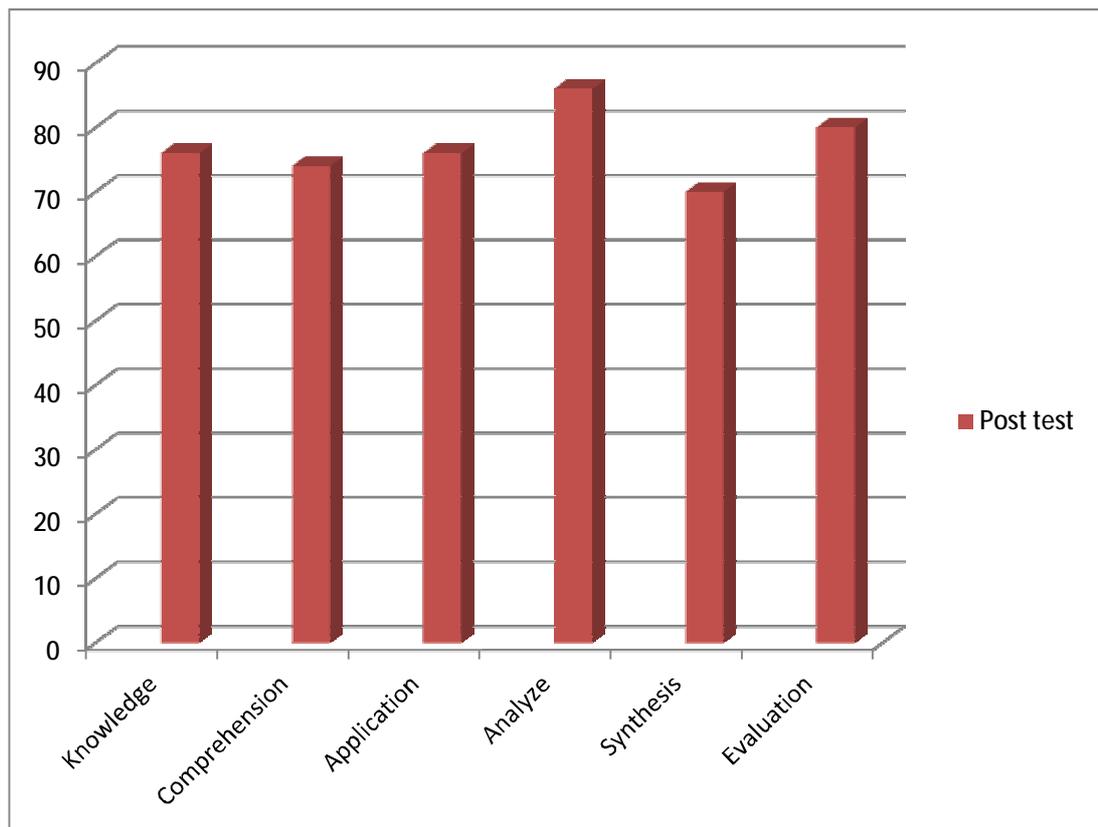
$$L = \frac{192}{250} \times 100\%$$

$$L=76.8\%$$

After doing the second research in class XI IPA, we can know the mean of class XI IPA after doing Post Test that is 76.8. with the higher correct skill is Analyze with correct answer 43 and the lower skills is Synthesis with correct answer 37.

Chart 4.3

Chart the students' mean skills in post test



The chart above is the mean skills of students in pre-test according Bloom

Taxonomy.

Chart 4.4

Chart Students' skills in pre test and post test

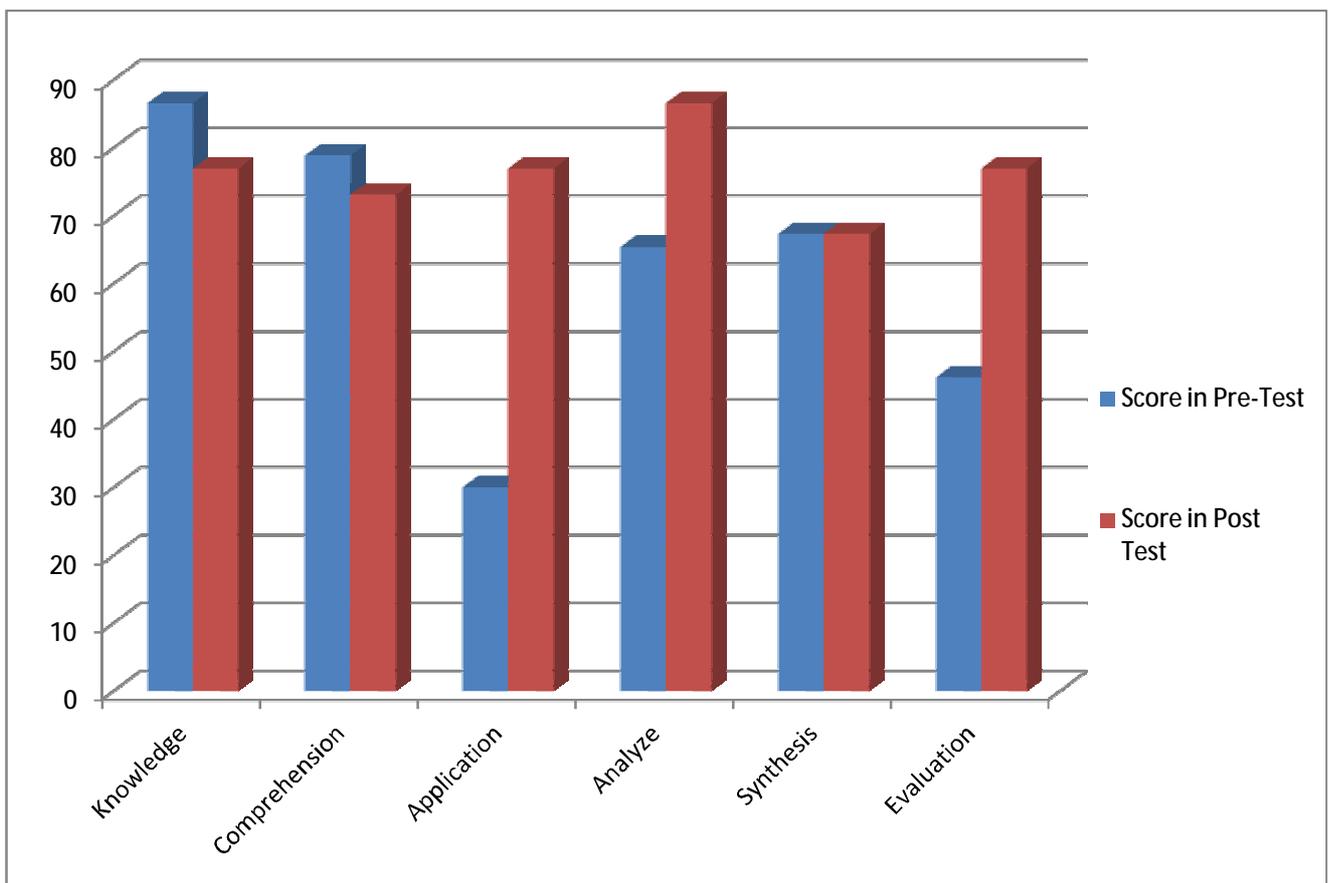


Table 4.5

Mean Skills Of Students Class XI IPA

XI IPA		Knowledge	Comprehension	Application	Analyze	Synthesis	Evaluation
Mean	Pre-Test	86%	80%	32%	66%	68%	48%
	Post-Test	76%	74%	76%	86%	70%	80%

B. DATA ANALYSIS

1. The Analysis Of Quantitative Data

Two meeting were conducted in this research. After know the score from class XI IPA, the researcher can know the mean of the student. To know the mean of the student was using this formula

To Know The Mean In Pre-Test

$$P = \frac{R}{T} \times 100$$

$$P = \frac{1690}{25} \times 100$$

$$P = 67.6$$

To Know The Mean In Post-Test

$$P = \frac{R}{T} \times 100$$

$$P = \frac{1920}{25} \times 100$$

$$P = 76.8$$

Where :

P : Percentage of those who getting score

R : The Number Of students getting score

T : Total number of students

From The data above, we could see that the mean score of student in class XI IPA in reading comprehension test.

2. The Analysis Skills Of Students

This is the part to analyze the skills of students. Before we analyze that, Bloom Taxonomy have six skills in cognitive domain. That is Knowledge, Comprehension, Application, Analyze, Synthesis, And Evaluation. And from the test, we will analyze the mean level of student according Bloom Taxonomy.

a. To analysis Knowledge In Pre-Test , the researcher using formula

$$K = \frac{S}{T} \times 100\%$$

$$K = \frac{43}{50} \times 100\%$$

$$K = 86\%$$

To Analysis Knowledge skill in Post test is

$$K = \frac{S}{T} \times 100\%$$

$$K = \frac{38}{50} \times 100\%$$

$$K = 76\%$$

b. To analysis Comprehension In Pre-Test , the researcher using formula

$$C = \frac{S}{T} \times 100\%$$

$$C = \frac{40}{50} \times 100\%$$

$$C = 80\%$$

So to Analysis Comprehension skill in Post test is

$$C = \frac{S}{T} \times 100\%$$

$$C = \frac{37}{50} \times 100\%$$

$$C = 74\%$$

C. To analysis Application In Pre-Test , the researcher using formula

$$Ap = \frac{S}{T} \times 100\%$$

$$Ap = \frac{8}{25} \times 100\%$$

$$Ap = 32\%$$

So to Analysis Application skill in Post test is

$$Ap = \frac{S}{T} \times 100\%$$

$$Ap = \frac{19}{25} \times 100\%$$

$$Ap = 76\%$$

D. To analysis Analyze In Pre-Test , the researcher using formula

$$An = \frac{S}{T} \times 100\%$$

$$An = \frac{33}{50} \times 100\%$$

$$A_n = 66\%$$

So to Analysis Analyze skill in Post test is

$$A_n = \frac{S}{T} \times 100\%$$

$$A_n = \frac{43}{50} \times 100\%$$

$$A_n = 86\%$$

E. To analysis Synthesis In Pre-Test , the researcher using formula

$$S_y = \frac{S}{T} \times 100\%$$

$$S_y = \frac{34}{50} \times 100\%$$

$$S_y = 68\%$$

So to Analysis Synthesis skill in Post test is

$$S_y = \frac{S}{T} \times 100\%$$

$$S_y = \frac{35}{50} \times 100\%$$

$$S_y = 70\%$$

F. To analysis Evaluation In Pre-Test , the researcher using formula

$$E = \frac{S}{T} \times 100\%$$

$$E = \frac{12}{25} \times 100\%$$

$$E = 48\%$$

So to Analysis Evaluation skill in Post test is

$$E = \frac{S}{T} \times 100\%$$

$$E = \frac{20}{25} \times 100\%$$

$$E = 80\%$$

C. Research Findings

Based on the data analysis, it showed that the students skills in reading comprehension test according Bloom Taxonomy. It could been seen from the mean score of skills. In Knowledge students got mean skills in pre-test that is 86, that have dropped score in post test, that only got mean 76. In Comprehension Skill, the student got mean score 80, and in post test the student have dropped skill that is only got mean skill in comprehension 74. Data analyze in Application got mean score 32 in pre-test and 76 in post test. In Analyze skill the students got mean score 66, and 86 is the mean score in post test in Analyze skill. In Synthesis skill, the students got mean score in pre-test 68 and 70 in Post-test. And the last Evaluation Skill, the students got mean score in pre test is 48 and in post test the students got mean score 80. From this research can found the conclusion if students can got the maximal score if the teacher can be active and can give unique testing so the can active and improve their performance.

BAB V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the description of research results that have been described in the previous chapter, it can be obtained some conclusions as follows:

1. by using Taxonomy Bloom in reading comprehension test students can increase interest and skill in reading skills

2. by using Taxonomy Bloom in reading comprehension test students become easy to answer test

A. Score

1. Score in pre-test students got mean score 67.6

2. Score in post test students got mean score 76.8

From the fact researcher found the increase of students interest and skills in reading comprehension test

B. Skills

1. The percentage skills of students in pre-test got mean skills 68%. With the highest skills is Knowledge with 86% and the lowest is Application 32%

2. In post test student got the mean percentage 76.8%. with the highest skills is Analyze 86% and the lowest skills is synthesis with 70%.

The perform of students could be increase if the teacher manage learning process be more unique and happily the students are interesting and happily

5.2 Suggestions

Based on the conclusions and experience during the research in class XI IPA and XI IPS SMA Bina Bersaudara, it can be submitted suggestions as follows:

1. To the students, it is advisable to take an active role in the class and express an opinion in the learning process, and expected more spirit in learning so that student learning outcomes can improve as expected..
2. To the teacher, it is advisable to further vary the methods used in the lesson, and the teacher is more skilled in the use of creative and innovative learning methods as an effort to improve student learning outcomes..
3. To the researchers suggested that the future can be more motivating students, and provide an interesting learning process in order to increase student learning interest and overcome the problems faced as appropriate.

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APPENDIX 1**LESSON PLAN****EXPERIMENTAL GROUP**

School	: SMA Bina Bersaudara
Subject	: Bahasa Inggris
Grade/Semester	: XI IPA
Topic	: Narrative text
Skill	: Reading comprehension
Time Allocation	: 2 x 45 minute

A. CORE COMPETENCY (KI)

KI 1: Living and practicing the religious teachings it embraces.

KI 2: Living and practicing honest, discipline, responsible, caring (polite, cooperative, tolerant, peaceful) behavior, polite, responsive and pro-active and

showing attitude as part of the solution to problem in interacting effectively with the social environment and nature and in placing ourselves as a reflection of the nation in the association of the world.

KI 3: Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge on a specific field of study according to his or her talents and interest to solve the problem.

KI 4 : Processing, reasoning, and recruiting in the realm of concrete and abstract realms related in the development of the self-study in the school independently, and able to use methods according to scientific rules.

B.BASIC COMPETENCE AND INDICATORS

BASIC COMPETENCE

- 1.1** Be grateful for the opportunity to learn English as a language
introduction to international communication embodied in the spirit of language.
- 2.1** Demonstrated honest, discipline, confident, and responsible behavior
in carrying out interpersonal communication with teacher and friend..
- 2.2** Demonstrate polite and caring behavior in carrying out transactional communication with teacher and friend.

2.3 Demonstrate responsibility, caring, cooperative and peace loving behavior, in carrying out functional communication

3.10 Analyze the social function, text structure, and linguistic elements of the text narrative in the form of short stories, simple, in accordance with the context of its use

4.15 Capturing the meaning of narrative text and oral and simple short story

INDICATORS

1. Students are able to read comprehend and identify the main idea in the text
2. Students are able to identify the specific information in the text
3. Teacher tells to the students that the topic of the lesson is Narrative Text and revise their vocabulary related to the text
4. Make multiple choice to describe the purpose in the text

C. LEARNING OBJECTIVES

After the learning id complete the students are able to:

1. Students are able to read comprehend and identify the main idea in the text
2. Students are able to identify the specific information in the text
3. Student able to answer the topic of the lesson from the teacher and able to revise their vocabulary
4. Student able to answer multiple choice

D. LEARNING MATERIAL

Fact :

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.

E. LEARNING METHOD

Ø Taxonomy Bloom

F. MEDIA, TOOLS, AND LEARNING SOURCE

Media : Laptop, infocus

Tools : whiteboard, marker, laptop, infocus

Learning source : English text book (kemendikbud) and www.google.com

G. LEARNING ACTIVITIES STEPS

- **Opening Activities**

1. Preface(8minute)

- a. The teacher greeting the students
- b. Pray together
- c. The teacher check attendances list
- d. outlines the scope of the material and the learning objectives of the activities to be undertaken by the students

2. CORE ACTIVITIES (75 minute)

- **Observe**

- a. The teacher introduce the characteristic about the material before telling what is the topic
- b. The teacher explore the topic with the class
- c. Explain the topic by using Power Point
- d. The student will be listened the teachers explain

- **Questioning**

- a. Students create questions related to the images provided by the teacher
- b. Students ask the steps of preparing narrative text

- c. Teacher ask the student about the questions students have made

- **Exploring**

- a. The teacher give the material

- b. The teacher instruction the student to make a group and discuss about the material
- c. Students discuss with their group about material
- d. Students display the results of the discussion in pairs in front of the class
 - **Associate**
 - a. Students practice their question
 - b. The teachers give an example of how to write the generic structure of narrative text and explain briefly about narrative text
 - c. Students practice writing narrative text with correct punctuation
 - **Communicate**
 - a. The teacher ask the students about their understanding about the material
 - b. The students response the teacher about their understanding

3. Closing activities (7 minute)

- a. the teacher conclude the material
- b. the teacher greeting the students
- c. the students greeting the teacher

H. ASSESSMENT

Assesseing Rubric Reading

Read the text carefully

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.

Rubric/Assessment Criteria Reading

No	Rated Aspect	Score	
		1	2
1	Knowledge		

2	Comprehension		
3	Application		
4	Analyze		
5	Synthesis		
6	Evaluation		
	Total		

Assessment criteria can be done as follows:

Value determination : students score = $\frac{\text{Score obtained}}{\text{Score maximum}} \times 100$

Score maximum

I. EVALUATION

Read the text carefully and then answer the question by crossing the correct answer !!!

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.

1. 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
 - e. Blue-Tongue Lizard's wife and Black Bird
2. Who passed by Blue-Tongue Lizard's camp?
- a. Black Bird
 - b. Blue-Tongue Lizard
 - c. Blue-Tongue Lizard's wife
 - d. Taipan the Snake
 - e. Emu
3. Who was watching when Taipan took Blue-Tongue's wife?
- a. Black Bird
 - b. Taipan
 - c. Lizard
 - d. The swamp
 - e. Blue Bird
4. 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
 - e. Blue-Tongue Lizard's wife and Black Bird
5. 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
 - e. He was watching
6. 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
 - e. so he would be full enough to walk
7. Who kidnapped the wife of the blue tongue lizard
- a. The brother of blue-tongue lizard
 - b. The black bird
 - c. The snake
 - d. The blue-tongue lizard
 - e. All true
8. With who blue tongue lizard fine his wife
- a. With black bird
 - b. Alone
 - c. With his brother
 - d. With his friend
 - e. With the snake
9. who lost the fight in the story
- a. Taipan the snake
 - b. The black bird
 - c. The blue tongue lizard
 - d. The wife blue tongue lizard
 - e. All die

10. Who is the antagonist in the story
- a. The black bird
 - b. The blue-tongue lizard
 - c. The blue-tongue lizard wife
 - d. Taipan the snake
 - e. Black bird and the snake

Key answer

1. B
2. C
3. A
4. A
5. D
6. A
7. C

8. A
9. A
10. D

Ø Assessment

$$\text{Scoring} = \frac{\text{number of correct answer}}{\text{number of question}} \times 100$$

Selesai

February 2018

Approved by:

English teacher

Yuliani, S.Pd

Researcher

Reja Apriandi

Head Master of SMA BINA BERSAUDARA

Ir.Khairuddin

APPENDIX II

LESSON PLAN

EXPERIMENTAL GROUP

School : SMA Bina Bersaudara

Subject : Bahasa Inggris

Grade/Semester : XI IPA

Topic : Narrative text

Skill : Reading comprehension

Time Allocation : 2 x 45 minute

A. CORE COMPETENCY (KI)

KI 1:Living and practicing the religious teachings it embraces.

KI 2:Living and practicing honest, discipline, responsible, caring (polite, cooperative, tolerant, peaceful) behavior, polite, responsive and pro-active and showing attitude as part of the solution to problem in interacting effectively with the social environment and nature and in placing ourselves as a reflection of the nation in the association of the world.

KI 3:Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge on a

specific field of study according to his or her talents and interest to solve the problem.

KI 4 : Processing, reasoning, and recruiting in the realm of concrete and abstract realms related in the development of the self-study in the school independently, and able to use methods according to scientific rules

B.BASIC COMPETENCE AND INDICATORS

BASIC COMPETENCE

- 1.1 Be grateful for the opportunity to learn English as a language
introduction to international communication embodied in the spirit of language.
- 2.1 Demonstrated honest, discipline, confident, and responsible behavior in carrying out interpersonal communication with teacher and friend..
- 2.2 Demonstrate polite and caring behavior in carrying out transactional communication with teacher and friend.
- 2.3 Demonstrate responsibility, caring, cooperative and peace loving behavior, in carrying out functional communication
- 3.10 Analyze the social function, text structure, and linguistic elements of the text narrative in the form of short stories, simple, in accordance with the context of its use
- 4.15 Capturing the meaning of narrative text and oral and simple short story

INDICATORS

5. Students are able to read comprehend and identify the main idea in the text
6. Students are able to identify the specific information in the text
7. Teacher tells to the students that the topic of the lesson is Narrative Text and revise their vocabulary related to the text
8. Make multiple choice to describe the purpose in the text

C. LEARNING OBJECTIVES

After the learning id complete the students are able to:

5. Students are able to read comprehend and identify the main idea in the text
6. Students are able to identify the specific information in the text
7. Student able to answer the topic of the lesson from the teacher and able to revise their vocabulary
8. Student able to answer multiple choice

D. LEARNING MATERIAL

Fact :

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.

E. LEARNING METHOD

Ø Taxonomy Bloom

F. MEDIA, TOOLS, AND LEARNING SOURCE

Media : Laptop, infocus

Tools : whiteboard, marker, laptop, infocus

Learning source : English text book (kemendikbud) and www.google.com

G. LEARNING ACTIVITIES STEPS

- **Opening Activities**

1. Preface(8minute)

- e. The teacher greeting the students
- f. Pray together
- g. The teacher check attendances list
- h. outlines the scope of the material and the learning objectives of the activities to be undertaken by the students

2. CORE ACTIVITIES (75 minute)

- **Observe**

- e. The teacher introduce the characteristic about the material before telling what is the topic
- f. The teacher explore the topic with the class
- g. Explain the topic by using Power Point
- h. The student will be listened the teachers explain

- **Questioning**

- d. Students create questions related to the images provided by the teacher
- e. Students ask the steps of preparing narrative text

- f. Teacher ask the student about the questions students have made

- **Exploring**

- e. The teacher give the material
- f. The teacher instruction the student to make a group and discuss about the material
- g. Students discuss with their group about material

- h. Students display the results of the discussion in pairs in front of the class

- **Associate**

- d. Students practice their question
- e. The teachers give an example of how to write the generic structure of narrative text and explain briefly about narrative text

- f. Students practice writing narrative text with correct punctuation
 - **Communicate**
- c. The teacher ask the students about their understanding about the material
- d. The students response the teacher about their understanding

3. Closing activities (7 minute)

- d. the teacher conclude the material
- e. the teacher greeting the students
- f. the students greeting the teacher

H. ASSESSMENT

Assesseing Rubric Reading

Read the text carefully

BLUE-TONGUE LIZARD

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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.

Rubric/Assessment Criteria Reading

No	Rated Aspect	Score	
		1	2
1	Knowledge		
2	Comprehension		
3	Application		
4	Analyze		

5	Synthesis		
6	Evaluation		
	Total		

Assessment criteria can be done as follows:

Value determination : students score = $\frac{\text{Score obtained}}{\text{Score maximum}} \times 100$

Score maximum

II. EVALUATION

Read the text carefully and then answer the question by crossing the correct answer !!!

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.

11. Who are the main characters in this folktale?

- f. Blue-Tongue Lizard and Black Bird
- g. Blue-Tongue Lizard and Taipan the Snake
- h. Snake and Blue-Tongue Lizard
- i. Taipan and Snake and Black Bird
- j. Blue-Tongue Lizard's wife and Black Bird

12. Who passed by Blue-Tongue Lizard's camp?

- f. Black Bird
- g. Blue-Tongue Lizard
- h. Blue-Tongue Lizard's wife
- i. Taipan the Snake
- j. Emu

13. Who was watching when Taipan took Blue-Tongue's wife?

- f. Black Bird
 - g. Taipan
 - h. Lizard
 - i. The swamp
 - j. Blue Bird
14. Who are the supporting characters?
- f. Blue-Tongue Lizard and Black Bird
 - g. Blue-Tongue Lizard and Taipan the Snake
 - h. Snake and Blue-Tongue Lizard
 - i. Taipan the Snake and Black Bird
 - j. Blue-Tongue Lizard's wife and Black Bird
15. What was Blue-Tongue Lizard doing when Taipan took his wife?
- f. He was sleeping
 - g. He was swimming
 - h. He was going to get some food
 - i. He was going to get some money
 - j. He was watching
16. Why do you think Blue-Tongue Lizard ate a meal before going to look for his wife?
- f. so he would be strong enough to fight
 - g. so he would be full enough to fight
 - h. so he would be large enough to fight
 - i. so he would be strong enough to walk
 - j. so he would be full enough to walk
17. Who kidnapped the wife of the blue tongue lizard
- f. The brother of blue-tongue lizard
 - g. The black bird
 - h. The snake
 - i. The blue-tongue lizard
 - j. All true

18. With who blue tongue lizard fine his wife

- f. With black bird
- g. Alone
- h. With his brother
- i. With his friend
- j. With the snake

19. who lost the fight in the story

- f. Taipan the snake
- g. The black bird
- h. The blue tongue lizard
- i. The wife blue tongue lizard
- j. All die

20. Who is the antagonist in the story

- f. The black bird
- g. The blue-tongue lizard
- h. The blue-tongue lizard wife
- i. Taipan the snake
- j. Black bird and the snake

Key answer

- 1. B
- 2. C
- 3. A
- 4. A
- 5. D
- 6. A
- 7. C
- 8. A

9. A

10. D

Ø Assessment

$$\text{Scoring} = \frac{\text{number of correct answer}}{\text{number of question}} \times 100$$

Selesai

February 2018

Approved by:

English teacher

Yuliani, S.Pd

Researcher

Reja Apriandi

Head Master of SMA BINA BERSAUDARA

Ir.Khairuddin

APPENDIX III

Answer Key :

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

STUDENT SCORE

NO	NAME	CLASS	SCORE	
			PRE-TEST	POST TEST
1	Ade Oktaviani	XI IPA	70	80
2	Adelia Syahfitri	XI IPA	60	80
3	Aidul Syaputra	XI IPA	60	70
4	Anas Ashari	XI IPA	70	70
5	Angela Tri Widya	XI IPA	80	80
6	Aris Lestari	XI IPA	70	60
7	Bagus Pamungkas	XI IPA	70	60
8	Boy Firmansyah	XI IPA	50	70
9	Diva	XI IPA	70	80
10	Eli Sanggarwati	XI IPA	70	80
11	Emi Amalia	XI IPA	60	80
12	Evita Sari	XI IPA	70	90
13	Ika Gunawan	XI IPA	70	70
14	Iswanto	XI IPA	60	80
15	Melisah	XI IPA	70	70
16	Muhammad Fickri Dwi Pratama	XI IPA	60	70
17	Nurbiah Sari	XI IPA	80	90
18	Nurhaliza Usman	XI IPA	80	100
19	Rindi Antika	XI IPA	70	100
20	Sendi Irawan	XI IPA	60	60
21	Sherly	XI IPA	60	60
22	Sunita	XI IPA	70	80
23	Tarisa Wandani	XI IPA	70	80
24	Widya Wati	XI IPA	80	100
25	Yulia Ardiana	XI IPA	60	60

THE STUDENTS' ATTENDANCE LIST IN THE RESEARCH

NO	NAME	CLASS	SIGNATURE	
			PRE-TEST	POST TEST
1	Ade Oktaviani	XI IPA		
2	Adelia Syahfitri	XI IPA		
3	Aidul Syaputra	XI IPA		
4	Anas Ashari	XI IPA		
5	Angela Tri Widya	XI IPA		
6	Aris Lestari	XI IPA		
7	Bagus Pamungkas	XI IPA		
8	Boy Firmansyah	XI IPA		
9	Diva	XI IPA		
10	Eli Sanggarwati	XI IPA		
11	Emi Amalia	XI IPA		
12	Evita Sari	XI IPA		
13	Ika Gunawan	XI IPA		
14	Iswanto	XI IPA		
15	Melisah	XI IPA		
16	Muhammad Fickri Dwi Pratama	XI IPA		
17	Nurbiah Sari	XI IPA		
18	Nurhaliza Usman	XI IPA		
19	Rindi Antika	XI IPA		
20	Sendi Irawan	XI IPA		
21	Sherly	XI IPA		
22	Sunita	XI IPA		
23	Tarisa Wandani	XI IPA		
24	Widya Wati	XI IPA		
25	Yulia Ardiana	XI IPA		