



**DEVELOPING STUDENT'S NARRATIVE WRITING
THROUGH FAIRY TALES
(An Action Research at Year VIII of SMPN 38 Semarang
in the Academic Year 2006/2007)**

A Final Project

**Submitted in Partial Fulfillment of the Requirement
for the Degree of *Sarjana Pendidikan* in English**

by

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Of God, verily never will God change the condition of people until they change it themselves (with their souls).

(Koran, XII: 11)

If only we knew we were about, perhaps we could get about it better.

(Abraham Lincoln)

To:

1. My adored parents (Mr. Darun and Mrs. Wasri'ah) who have given endless love and affection in my life.
2. My lovely young brother (Roso) and sister (Pur) who support and accompany me in happiness and sadness.
3. Mr. And Mrs. Djuniarto's family.
4. My loved one (A. Rohman).
5. My best friends (Husnul, Ali, Aryez,& Asri).

ABSTRACT

Riyatun. 2007. DEVELOPING STUDENT'S NARRATIVE WRITING THROUGH FAIRY TALES (An Action Research at Year VIII of SMPN 38 Semarang in the Academic Year 2006/2007). A Final Project. English Department. Languages and Arts Faculty. Semarang State University. First Advisor: Dra. Helena I.R.A, M.A., Ph.D. Second Advisor: Dra. Sri Suprapti, M.Pd.

This study was conducted based on the considerations that according to the Government Regulation Number 19 Year 2005 formal English teaching is emphasized on reading and writing in which the goal of every plan in teaching and learning process is writing. Written fairy tales are expected to be beneficial as models for teaching linguistic features and generic structure characterizing narrative text. The aim of this study is to describe to what extent the teaching of linguistic features and generic structure characterizing narrative through fairy tales contribute to the students' improvement in writing narratives.

This study is an action research. There were four steps in conducting an action research: Planning, Action, Observation, and Reflection. This action research was done in two cycles. The first cycle was elaborated into five meetings (activities) with narrative linguistic features and its generic structure as the topic foci of discussion, whereas the second cycle was elaborated into three activities in which some difficult material the students failed in the first cycle was explained more elaborately.

The results of this study showed that the students' improvement in writing narrative was statistically significant. There were 7.23% and 0.42% of improvements of narrative linguistic features and generic structure respectively. According to Brown and Bailey's scoring rubric of writing the students' achievement was less good or still in the level of adequate.

Referring to my experiences in conducting this study, I offered several pedagogical implications. The first is that a teacher needs interesting teaching media to attract the students' attention and enable them in internalizing the material given so that their memory span about the material is longer. The second is that it is advised that teachers not skip one or more of the teaching cycles (BKOF, MOT, JCOT, and ICOT) especially in teaching language learners at beginning level. Furthermore, it is also important that teachers use time allotted effectively so that the students can practice a lot and get more exercises without ignoring other materials.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Human beings always need to interact with others to fulfill their needs. To achieve that, we use a means called language. Language is a system of choices by which we can communicate certain functions, allowing us to express our experiences of the world, to interact with others, and to create coherent messages (Hylland, 2004: 25). We use language to convey our ideas, feelings, and so on. We combine the ideas in our mind into verbal expressions using the language and create a communication. It is inseparable from almost every human activity. It is not only used for daily conversation but also used in many important fields such as education, science, government, international relationship, and so on. Thus, language has an important role in human life and it can be the reason why people never stop learning language.

We learn language from the babbling of babies to the language needed in every new situation in our lives. Through language we can learn everything includes the language itself and make sense of the world. As we use language, we develop a relatively unconscious, implicit understanding of how it works. As we hear people use language to talk about what is going on, we can notice that their language changes along with what they are talking about and to whom they are talking to. Language changes according to different situation (Butt et al, 1995:10).

The environment of the speakers and writers affect on their ways in conveying their intents.

Verbal communication constitutes a process of constructing a text, either in spoken or written form. Eggins (1994:11) argues that the overall purpose of the language can be described as a semantic one, and each we participate in is a record of the meanings that have been made in a particular context. We cannot butt into others conversation if we do not know the context in their mind that is realized through their language though we understand the language. Thus a text is a product of context of situation and context of culture. It means that making a text in different language requires different ways and different rules.

We usually have spoken language first in acquiring either First Language or Second Language. We need an education process to acquire written language in addition to spoken one. Written language also tends to be more complicated than spoken one. Writing in Second Language is assumed to be more difficult than that in First Language. To some extents the writing disabilities are caused by mistakes in vocabulary and grammar. But an understandable and acceptable writing is not only affected by the use of vocabulary and grammar, it also has to be well sequenced, cohesive, coherent and appropriate with its purpose. Writing a given text will have different ways from writing another text. Each kind of text has its own characteristics. We cannot use any structure in different text types. There are many things which have to notice in writing a text in order to be appropriate with its context.

There are some text types taught in SMP level as required by School-Based Curriculum (Kurikulum Tingkat Satuan Pendidikan) 2006. One of them is narrative. Narrative is one of text types we are familiar with. It is very crucial to learn more about narrative, both its generic structures and its language features. Students who are writing within certain genre also need to consider a number of the topics, the conventions and style of the genre, and the context in which the writing will be read, and by whom (Harmer, 2001:260). If we want the students to write a kind of genre, we have them study real examples to discover facts about construction and specific language use which is common in that genre.

As we learn everything from gaining knowledge that is associated with the schemata in our brain, we need to know first the example of what we are going to write and how we express and organize our ideas into a written text. Teaching narrative writing needs to use samples of narrative text especially the familiar texts which have been known by the students. SMP students usually know fairy tales. Most of them still fond of reading and listening to fairy stories. Thus, their knowledge about fairy tales can facilitate them to learn more about narrative texts. The students are supposed to improve their knowledge and skill in writing narrative after exploring the fairy tales given to them.

From some considerations above, it can be concluded that it is important that students' ability in writing narrative texts be improved. Hence, in the purpose of improving students' ability in writing narrative texts some fairy tales are used in this study to teach linguistic features and generic structure characterizing narrative text.

1.2 Reasons for Choosing the Topic

In accordance with the Government Regulation Number 19 Year 2005 about National Education Standard, formal English teaching is emphasized on reading and writing. In learning English, students are supposed to be able to produce texts both in the spoken and written forms. When we speak or write an English text, we have to consider its context of situation and its context of culture. Genre as the product of context of situation and context of culture is quite difficult for foreign learners. It requires more knowledge and practice. Writing is the goal of every plan in teaching learning process. Hence, writing in certain genre should consider the rules used in that genre.

Narrative is one of important genres, which has been known by SMP students but many of them have not understood its generic structure and its linguistic features. Fairy tales belong to narrative. They are usually quite long. However, they give us broader view about its linguistic features since there are various verbs and expressions used in fairy tales. The students also have been familiar with the plot of the stories which can be good and easy models of narrative generic structure. Furthermore, the students learn many things such as direct and indirect speech, punctuation and capitalization, and so on from the written texts given. They will be useful for the students as the models in constructing narrative written texts.

1.3 Statements of the Problem

In this research, I present two problems concerning the use of fairy tales in teaching narrative writing. These two problems are:

- 1) To what extent the teaching of linguistic features characterizing narrative text through fairy tales contributes to the students' improvement in writing narrative?
- 2) To what extent the teaching of narrative generic structure through fairy tales contributes to the student's improvement in writing narrative?

1.4 Objectives of the Study

The objectives of this research are as follows:

- 1) To describe to what extent the teaching of linguistic features characterizing narrative text contributes to the students' improvement in writing narrative.
- 2) To describe to what extent the teaching of narrative generic structure contributes to the student's improvement in writing narrative.

1.5 Significance of the Study

Hopefully, the study will be helpful both for English teachers and students. For the teachers, it will give more knowledge about narrative texts. It also can increase teachers' confidence that many things can be used to make their students more understand and interested in learning English. Fairy tales which are usually used in teaching reading also can be used as interesting models in teaching writing. They will also enable the teachers to guide and give model to their students in using vocabulary which are appropriate with the field of the text they want to write. For the students, they will get more views to build up the meanings of their texts. They will be more understood how to construct a good piece of

narrative text with the appropriate staging and lexicogrammatical features. Moreover, the exercises given in the action are supposed to be beneficial for the students' knowledge about many significant things in written narrative text such as, its text structures, tenses, and punctuation.

1.6 Outline of the Report

This Final Project consists of five chapters. Chapter I is Introduction which covers background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, and the outline of the report.

Chapter II is Review of Related Literature. It discusses the theories used as the bases of this research.

Chapter III is Research Methodology in which the research methods used in conducting this study is depicted in more detail. It covers subject of the study, instrument of the study, steps in the action research, and the criterion of assessment.

Chapter IV is Data Analysis and Discussion. The research findings are described and interpreted in this chapter. This chapter discusses the analysis of each activity in each cycle.

The last chapter is Chapter V, which gives the conclusion about the research findings and some pedagogical implications related to this study.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 The Characteristics of Junior High School Students

Junior High School students have special characteristics that make them different from younger and older students. As teachers, it is essential for us to understand their characteristics, so that we will be able to design the appropriate and adequate programs to fit the particular requirements of individuals in this age group. The range age of Junior High School students varied between 11 to 14 years old. They are in the process of changing from children to adolescent. They usually less motivated and they present outright problems.

It widely accepted that one of the key issues in teenagers is the search for individual identity. It makes them like challenges, peer approval and being forced among classmates and friends. According to Amstrong (1983:30), certain psychological and physiological characteristics in the 11 to 14 years old growth requires a set of educational conditions in the school. In addition, Callahan and Clark (1997:7) states that adolescence, is a periode of change, of new experiences, of learning new roles, of uncertainty, and instability undoubtly one of the most trying times in life. Harmer (2001:39) argues that teenagers, if they were engaged, had a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interested them.

As education always walks side by side with psychology, it is better to connect those psychological aspects of the students with their ways of learning a language. It is essential that the students are led to do what is to be learnt.

Students do not learn what was in a lecture or in a book. They learn only what the teacher or a book causes them to do. Therefore, they learn what they do.

Based on the explanation above, it means that students in Junior High School level liked to be encouraged to respond to texts and sit with their own thought expectation rather than just by answering questions or doing abstract learning activities. It is important that teachers give students tasks which they are able to do. Moreover, it is essential that teachers teach the students using interesting media or sources.

2.2 Writing in the Foreign Language Classroom

Writing is unlike listening and speaking but it is a skill that has been developed in civilized society to pass on knowledge or messages. Lado (1967: 248) explains that writing a foreign language is the ability to use the language and its graphic representation productively in ordinary writing situations. Writing in a foreign language is also the ability to use the structure, the lexical terms and their conventional representation in ordinary matter of writing. The ability to write a good composition is not possessed by all the speakers of a language. It requires special talent and special training.

Writing is also a form of thinking, but it is thinking for particular audience and for a particular occasion. It is a tool like diagrams, maps, or numerical calculation for thinking with and for organizing ideas in sequences and systems that cannot easily be held simultaneously in the mind. It is not simply a range of orthographic symbols, but it actually involves a complex process where we have to use certain grammatical rules in organizing the ideas. When we write, we do

not only have to keep our purposes in writing our mind, but we also have to think about the facts, opinions, or ideas that are relevant to our purposes and think about how to organizing them in the compositions. We also have to consider that a good piece of writing has some characteristics such as coherence, cohesion, unity, and completeness. Writing does not occur without any rule and meaning.

People can write everything around them. Writing is an activity of immediate self-expression, in which we put out ideas spontaneously and inspirationally. Furthermore, writing is a process of composition in the sense of making or building which involves constant reconstruction. We need to steer the repeated stages of writing and rewriting which enable first thought to be directed into a sustained ideas or arguments. In other words, a piece of writing comes into existence as the result of a response to a situation that often demands immediate attention.

There are two general objects of writing. First are the writer's own experiences, thoughts, feelings and observations. Every experience has within it the seeds for a potential flowering of significant ideas. No subject is intrinsically better than another. It all depends on the insights and the depth of perception the writer brings to the subject. Second source of subject for writing is vicarious experiences from books, records, movies, and so on. It is important that students be encouraged in writing what in their mind and developing their ideas to be meaningful.

2.2.1 Types of Writing Performance

Brown (2004:220) describes that there are four categories of writing skill area. Those four categories are as follows:

1) Imitative Writing

This category includes the ability to spell correctly. The students have to attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This level is usually for Elementary School level.

2) Intensive (Controlled) Writing

In this category, most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the text design. The students have to attain skills in producing appropriate vocabulary within a context, collocation, idioms, and correct grammatical features up to the length of a sentence. This category is applied for Junior High School level.

3) Responsive Writing

This level requires the students to perform a limited discourse level, creating logically connected sequence of two or three paragraphs. It is more focused on the discourse conventions that will achieve the objectives of the written text. It has strong emphasis on context and meaning. This skill area of writing is usually intended for Senior High School level.

4) Extensive Writing

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, such as an essay, a term paper, a thesis, etc. The writers focus on achieving a purpose, organizing and developing ideas

logically, using details to illustrate ideas, demonstrating syntactic and lexical varieties, and so on. This level is usually for advanced learners.

2.2.2 Micro and Macro Skills of Writing

Micro and macro skills of writing are important to define the ultimate criterion of an assessment procedure. Micro skills apply more appropriately to imitative and intensive writing, while macro skills are essential for the mastery of responsive and extensive writing. As stated by Brown (2004: 221), the micro and macro skills of writing are as follows:

1) Micro Skills

- a) Produce graphemes and orthographic pattern of English.
- b) Produce writing at an efficient rate of speed to suit the purpose.
- c) Produce an acceptable core of words and use appropriate word order pattern.
- d) Produce an acceptable grammatical systems (e.g., tense, agreement, pluralization), pattern, and rules.
- e) Express a particular meaning in different grammatical forms.
- f) Use cohesive devices in written discourse.

2) Macro Skills

- a) Use the rhetorical forms and conventions of written discourse.
- b) Appropriately accomplish the communicative functions of written text according to form and purpose.
- c) Convey links and connections between events, and communicates such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

- d) Distinguish between literal and implied meanings when writing.
- e) Correctly convey culturally specific reference in the context of written text.
- f) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretations, using pre writing devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback for revising and editing.

2.2.3 Assessment Tasks of Intensive Writing

According to Brown (2004:225), intensive (controlled) writing can be thought of as form-focused writing, grammar writing, or simply guided writing. Students produce language to display their competence in grammar, vocabulary, or sentence formation. Brown (2004:225-231) also describes some kinds of assessment can be used in this skill area. They are dictation and dicto-comp, grammatical transformation tasks, picture cued tasks, vocabulary assessment tasks, ordering tasks, and short-answer and completion tasks. Dictation of a paragraph or more can be classified as a controlled form of writing. Thus, dicto-comp is kind of intensive (controlled) writing.

2.3 Discourse Competence

Discourse competence is the knowledge of how to interpret a longer context and how to construct longer stretches of language so that the parts make up a coherent whole. It concern with the cohesion and coherence of utterances in a discourse. Textual discourse competence refers to the mastery of combining

grammatical forms and meanings to achieve unified and acceptable spoken or written text as well as the ability to understand and construct monologues or written texts of different genres. In such a way the hearers or readers can understand what is going on and see what is important.

Here, a unity of a text is achieved through cohesion in form and coherence in meaning likewise the occurrence of cohesion is able to relate information in a way that is coherent to the readers and hearers.

2.3.1 Cohesion

In discourse, the terms cohesion and coherence seems to be separated each other. It is because discourse can only be understood if each sentence used is connected with another sentence mentioned, usually with cohesive ties, in order to make coherent discourse. Cohesion is crucial linguistic resource in the expression of coherent meaning.

Cohesion refers to formal links between sentences and between clauses, while coherence is the quality of meaning, unity, and purposed perceived in discourse (Cook, 1989:156). Coherence as McCarthy (1993:26) stated, is considered as ‘the feeling that a text hangs together, that it make sense, and is not a jumble of sentences.’ Hence, cohesion is a textual phenomenon while coherence is a mental phenomenon in the mind of writers and readers.

2.3.2 Cohesive Devices

2.3.2.1 Reference

According to Halliday and Hasan (1976:308-309), reference is the relation between an element of the text and something else by reference to which it is

interested in the given instance. Reference is potentially cohesive relation because the thing that serves as the source of the interpretation may be an element of text. McCarthy (1991:35) argues that the most common reference item in English and large number of other languages including pronoun, demonstrative, and articles. Baker (1992:181) reports that reference is a device, which allows the reader or hearer to trace participant, entities, events, etc, in the text.

2.3.2.2 Substitution

McCarthy (1993:44) comments that substitution is the replacement of a word group) or sentence segments by a “dummy” word and is similar with ellipsis it operates either at nominal, verbal, or clausal level. It is the replacement of one item by another. According to Jackson (1986:96-97), there are three types of substitutions, nominal substitution, verbal substitution, and clausal substitution. Nominal substitution involves the substitution of a noun as head of a noun phrase *one* or *ones*, or the substitution of the whole of noun phrase by *the same*. Verbal substitution is expressed by the word *do* and it substitute for the lexical verbs. Clausal substitution is expressed by the word *so*, for a positive clause and *not*, for a negative one.

2.3.2.3 Ellipsis

McCarthy (1993:25) states that ellipsis is the omission of elements normally required by the grammar which the speaker or writer assumes are obvious from the context and therefore need not be raised. Ellipsis may be in one of the three types, nominal, verbal, or clausal.

2.3.2.4 Conjunction

According to McCarthy (1993:48), conjunction is defined as a relationship, which indicates how the sub segment sentence or clause should be linked to the preceding or the following parts of the sentence. Conjunction is usually used to form a connection between two sentences or events where the occurrence of conjunctive element does not change the semantic context.

There are four types of conjunction considered as the most types used. They are additive, adversative, clausal, and temporal. Additive conjunction functions to give additional information to the sentence related, where the whole sentences are considered as one complex. Examples of this category are *and*, *(and) also*, *and.... too*. The second type adversative conjunction; include those which signal that the information following conjunction is contrary expectation. The examples are *but*, *yet*, *though*, *however*, etc. The third is causal conjunction. It signals the information in the preceding clause refers to the cause of the content of the clause following the conjunction. The examples are *so*, *thus*, *hence*, *therefore*, etc. The last type is temporal which relates to a sequence in time, where the one is subsequent to the other. The example of this category is *when*.

2.4 The Teaching of Genre-Based Writing

Genre in Systemic Functional Linguistics is seen as "a staged, goal oriented social process". Thus, genres can be defined as social process which are goal oriented and which achieve their purposes in stages or steps. They are manifested differently in different cultures. People in different cultures use particular genres to realize their different social purposes. The ways in which the

goods and services, values and experiences are expressed, differ in distinctive ways in different cultures. Therefore, all cultures have distinctive patterned in specific ways to realize their goals.

Genre-based writing teaching is concern with what learners do when they write. Genre argues that we do not just write, we write something to achieve some purposes, as writing is a way of getting things done. This concept of teaching guides language learners to the ways they can most effectively achieve their purposes by systematically relating language to context.

According to Hylland (2004:25), context is not just the background against which writing takes place; it is co-constructed by the writer and reader to anticipating each other's responses and needs. It is also as the co-constructing meaning through discourse. The choices of grammar, vocabulary, content, and organization therefore, depend on the situations in which we are writing. There are also a wide variety of practices relevant to and appropriate for particular times, places, participants, and purposes which are integral to our individual identity, social relationship, and group membership. These are very useful for the students because they need to know how a text is organized and how to use the lexicogramatical patterns to make a well-form and effective text.

Since writing is always purposeful, it demands a range of skills and understandings of various genres. Students can naturally encounter and may need to be taught a wide range of genres. Genre-based writing offers the students an explicit understanding of how target texts are structured and why we are writing in the ways we are. Learning to write involves acquiring an ability to exercise

appropriate linguistic choices, both within and beyond the sentence. The teacher also can assist them by providing students with examples of the language that the students need to create effective texts.

2.4.1 The Concept of Schemata in Genre Acquisition

Genre-based approach gives attention to the rhetorical organization of the text and the role of schemata. Carell, Devine and Eskey (in Swales, 1990:83) shows that humans beings consistently overlay schemata on events to align these events with previously established patterns of experience, knowledge, and belief. Schemata are the representation of the addressee's knowledge to understand the text. The concept of schemata can be seen as conventional knowledge structure that exists in memory and is activated under various circumstances. Basically, a theory of schemata is about knowledge, how it is presented and how the representation makes us easy to understand the knowledge. In the view of Cook (1989:69), schemata are mental representation of typical situation, and they are used in discourse processing to predict the contents of the particular situation which the discourse describes. All knowledge is wrapped in unities. Thus, schemata represents general concept in our memory related to objects, situations, events and its chronology.

Relating to the concept of schemata, the concept of genre itself is based on the idea that members of community usually have little difficulty in recognizing similarities in the text they use frequently and are able to draw on their repeated experiences with such text to read, understand, and perhaps write them relatively easily. Because writing is a practice which based on expectation, Hylland also

adds that the reader's chances of interpreting the writer's purpose are increased if the writer takes the trouble to anticipate what the reader might be expecting based on previous text he or she has read of the same kind. Therefore, schemata or prior knowledge is very important to be considered in teaching-learning process.

As schemata are needed in teaching process, one of the teaching-learning principles Hylland (2004:124) stated that is learners must have adequate prior knowledge to enable them to learn new things. It is important to assist students to become familiar with the structure of narrative genre. Meek in Hylland (2004:125) observes that the most important single lesson the children learn from text is the nature and variety of written discourse, the different ways that language lets a writer tells, and the many different ways a writer reads.

This familiarity with genres, is gained through exposure to a range of examples of text, and then needs to be made explicit through the teacher modeling and shared writing experience. The teachers should encourage them to read and use examples of narrative text in the classroom the teacher can ask students to write about things that matter to them.

As we become experienced readers or writers, we begin to work more easily within familiar genres. Johns (1997:21) argues that the genre knowledge provides a shortcut for the initiation of the processing and production of familiar written text. The information carried in the text we read or hear is rearranged in our memories to fit in with our expectation when we learn. When we learn a type of text we fit in with our schemata structured based on previous text experience. We build the interpretation of what we read by using more information and create what the text is about based on our expectations of what normally happens.

2.4.2 Reading Preceding Writing Activity

Reading in the classroom is usually understood as the appropriate input for acquisition of writing skills because it is generally assumed that reading passages will somehow function as primary models from which writing skills can be learned or inferred. Reading and writing are intrinsically linked complementary processes (Kern, 2000:17). Writing as our own first readers and our ability to read closely is essential to our ability to write coherently. Referring to the concept of schemata in genre acquisition, reading in writing class is needed before we begin the writing activity. It is reading for writing in which the aim is to introduce the sample of the target genre.

Reading preceding writing helps the students to be more aware of stylistic devices such as introduction and conclusion, ways of developing the main idea, and so on. As each text has communicative purpose, it shows to the students that it demands the consequence of how a text is organized. It gives more understanding both for teacher and students that genres vary significantly along quite a number of different parameters. Nystrand (in Swales, 1990:62) states that genre vary according to complexity of rhetorical purpose and also the degree to which exemplar of genre are prepared or constructed in advance of their communicative instantiation.

2.5 General Concept of Narrative

Narrative is telling a story either spoken or written. It sets out to entertain and amuse listeners or readers. We often make sense of what has happened

relating a narrative. Events are events in a story when they are seen as having a relationship one to another. Since events can have more than one description they may be narrated in more than one way. Different stories can be told about the same set of events, or the same story can be told through in different term.

There are many types of narrative. They are typically imaginary but can be factual or the combination of both. Imaginary narratives include fairy stories, mysteries, science fiction, horror stories, adventure stories, romances, parables, fables and moral tales, myths and legends, historical stories, while autobiography and biography are the examples of factual narrative.

Writing a narrative is much different from telling a story because you must organize more rigidly and select more strictly. We have to think a conflict before we begin to write. All narratives are based on conflict on a clash between ideas, people, or things. It need not be violent. Sometimes conflict is just a matter of a difference between ideal and the real.

The narrative Mode usually implies a sequence of time. The sequence can be altered by rearranging significant units of time such as incidents, events, so that they sit more closely with other units. A "flash back", a unit from the past suddenly may be inserted in the present sequence. The basic chronological sequence is altered only for reason of audience or of emphasis. That is, the writer breaks the basic chronological sequence only so that the audience may understand more clearly a unit in the point.

In narrative writing, basically the writer writes the action or events happened in chronological order which has a definite beginning and a definite

end. It usually begins with an orientation, where the writer sets the scene and introduces the major character(s) and possibly some minor characters. Sometimes an orientation can also foreshadow what is going to happen at the end. The next stage is evaluation which step back to evaluate the plight. The story pushed long by a series of events, which we usually expect some sorts of complication or problem to arise. This complication will involve the main character(s) and often serves to temporarily thwart them from reaching their goal. Complication is the reflection of real life and it is to encourage the readers that each problem can be solved. The complication may resolve for better or worse in the stage called resolution. The last stage is re-orientation or Coda that is optional. Coda gives views to the readers what kind of change happened on the characters and what moral values can be derived from the story.

Besides we have to follow that structure, a good story must have interesting content. It should tell about an event our audience would find engaging. We might even think of our narrative as a movie in which the audience see people in action and hear them speak. Therefore, writing a narrative is more difficult than telling the story orally.

There are some linguistic features of narrative as Derewianka (1990:42) states as follows:

- 1) Specific, often individual participants with defined identities. Major participants are human or sometimes animals with human characteristics.
- 2) Mainly action verbs (material processes), but also many verbs which refer to what the human participants said, felt or thought (verbal or mental processes).
- 3) Normally past tense.
- 4) Many linking verbs to do with time.

- 5) Dialogue often included, during which the tense may change to the present or future.
- 6) Descriptive language chosen to enhance and develop the story. Can be written in the first person or third person.

2.6 Teaching Narrative Writing

Teaching narrative writing is not so different from teaching writing of other genres that can follow modern theories of learning in giving considerable recognition to the importance of *collaboration*, or peer interaction, and *scaffolding*, or teacher supported learning. These concepts assist learners through two notions of learning as argued by Hyland (2004:122):

- 1) *Shared consciousness*-the idea that learners working together learn more effectively than individual working separately.
- 2) *Borrowed consciousness*-the idea that learners working with knowledgeable others develop greater understanding of task and ideas.

He also adds that there are some principles for effective teaching and learning as follows:

- 1) Learners must have adequate prior knowledge to enable them to learn new things.
- 2) Context for learning have to be legitimate and meaningful to learners.
- 3) Teachers need to provide opportunities for group interaction and discussion.
- 4) Students need assistance to develop metacognitive skills and achieve active, conscious control over the knowledge they have acquired unconsciously.
- 5) Teachers need to provide support to students in the early stages of learning a new genre in order to eventually write it independently.

2.6.1 Teaching Cycle

There are two cycles in teaching narrative that are spoken cycle and written cycle. Each cycle may involve four stages called Building Knowledge of the Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT) and Independent Construction of Text (ICOT). The cycle informs the planning of classroom activities by showing the process of learning a genre as a series of linked stages that provide the support needed to move learners toward a critical of text.

1) Building Knowledge of the Field

At the beginning of the cycle, direct instruction is crucial as the students gradually assimilate the task demands and procedures for constructing the narrative text effectively. This stage reveals the purpose and the setting in which narrative genre is commonly used. This allows students to bring their own experiences to the learning process and attempts to create an understanding of the question such as what the text is about, what purposes the text serves, what social activity the genre normally occurs and so on.

Students may have different experiences of narrative text types. It can be the starting point which provides the occasion for information sharing between teacher and students as a shared context activity for Modeling activities which will follow. Since teaching is considered as a process of communication, this cycle is important in which “shared knowledge” takes place. Because “shared knowledge” is needed before we go on to the main topic in the next stage. We

have to make sure that the students are ready to get more knowledge about what they are sharing about.

2) Modeling of Text

Modeling is the second stage in teaching cycle. It is an important scaffolding activity that involves teachers and students discussing and exploring the stages and its key grammatical features. The purpose is to focus students on features of the target genre. Representative samples of the genre are analyzed, compared and manipulated in order to sensitize students to generic structure and equip them with the resources needed to produce good pieces of writing.

3) Joint Construction of Text

At this third stage of the cycle, teachers and learners work together to construct whole examples of the target genre (narrative genre), with the teacher reduces his or her contribution gradually as learners gain greater control over their writing. Teachers act as facilitator for shared writing activities and as a responder to student writing.

As learning is a social process, the theory of *scaffolding* can support the stage JCOT. Scaffolding refers to the teacher providing initial explicit knowledge and guided practice while Joint Construction of Text refers to teachers and learners sharing responsibility for developing text until the learners can work alone. Cooperative writing works well with both process and genre-based approaches (Harmer, 2001:260).

4) Independent Construction of Text

The fourth stage is Independent Construction of Text in which the students are supposed to work independently. The purpose of this stage in the cycle is for students to apply what they have learned and write a text independently while the teacher looks on and gives advice from the sidelines.

2.6.2 The Roles of the Teacher

Teacher has some roles during teaching and learning process. They are controller, organizer, assessor, prompter, participant, resource, resource, tutor, and observer as argued by Harmer (2001: 58-62). In writing class, when the students are asked to write, the ones that are especially important are as follows:

1) Motivator

The teacher's role in writing tasks is motivating the students, creating the right conditions for the generation of ideas, encouraging them to make as much effort as possible for maximal benefit, and so on.

2) Resource

The teacher should be ready to supply information and language where necessary. He needs to tell the students that he is available and be prepared to look at the students' works as their progress, and offer advices in a constructive way.

3) Feedback Provider

The teacher should respond positively and encouragingly to the students' work. When offering correction, the teacher should be able to choose what and how much to focus the students' needs at the task they have undertaken.

2.7 General Concept of Folktales

Folktales or we often call them tales; according to Bascon as quoted by Norton (1983: 97) are prose narratives which are regarded as fiction. They are not considered as dogma or history they may, or may not have happened and they are not taken seriously. Norton adds, "Because the tales are set in any time of any place, they are considered almost timeless and placeless." They usually tell the adventures of animal or human characters. Folktales have no identified original author. They have been handed down from generation to generation by words of mouth.

2.7.1 Types of Folktale

There are some types of Folktales as follows:

1) Cumulative Tales

Cumulative Tales are tales that build upon the actions, characters whether animals, vegetables, humans or inanimate objects, intelligence and reasoning ability. Cumulative tales can be found in the tales such as "Gingerbread Boy" and "The Fat Cat".

2) Humorous Tales

Humorous Tales are folktales which allow people to laugh at themselves as well as the stupidity of the characters. The samples of Humorous Tales are the Russian tale "The Falcon under the Hat" and the English tales "Mr. And Mrs. Vinegar".

3) Beast Tales

Beast Tales are folktales in which animals usually appear as characters that talk and act like humans. The tales of “The Billy Goat Gruff” and “The Little Red Hen” are the samples of this kind of folktale.

4) Magic and Wonder Tales

The majority of these tales contain some elements of magic. Fairy tales include in this type of folktales. Fairy tales are well-known story from folklore for children that often involve fairies or other magical characters. Good or bad magic can be performed; when it is good, the person who benefits from it usually has unfortunate or is considered inferior by a parent or a society. For example, Cinderella was usually helped by a fairy godmother. When it is bad, love and diligence usually overcome the magic. For example is Timun Mas, the story that tells us about one’s diligence to overcome the wicked giant who wanted to eat her. Other samples of this type of tales are “Beauty and the Beast” and “The Six Swans”.

5) Pourquoi Tales

The tales are told to answer a question, explain the existence of something or explain the characteristics of animals, plants, or humans. The story of “Birds Migrate in Winter” and “Why You Find Spiders in Banana Bunches” are included in this type of folktale.

6) Realistic Tales

The majority of folktales include the super natural characters magic, or other exaggerated incidents. They are about plots that could have happened and people who could have existed.

2.8 Action Research

I intended to elaborate action research because it is a kind of research to be used in this research and I believe it could help my students to develop their skill in narrative writing. Action research has been considered as a form of research which is becoming increasingly significant in language education. This research has been defined in a number of different ways. Kemmis and Mc. Taggart (in Nunan, 1993: 17) argue:

The three defining characteristics of action research are that it is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers; secondly, that it is collaborative; and thirdly, that it is aimed at changing things.

They add that the essential impetus for carrying out an action research is changing a system. In short, it can be said that action research is a form of self-reflective inquiry undertaken by participants (teachers, students, principals) in social situations in order to improve the nationality and prejudice of:

- 1) Their own social of educational practices,
- 2) Their understanding of these practices, and
- 3) The situations in which these practices are carried out.

Best (1978: 12) states that action research is focused on the immediate application, not on the development of theory, nor upon general application. Its purpose is to improve the practices. The purpose of action research is to combine research function with the teacher's development in such qualities as objectivity, skill in research processes, habits of thinking, ability to work harmoniously with others, and professional spirit. Isaac, et al. (1980: 27) states that the purpose of

action research is to develop new skills or new approaches and to solve problems with direct application to the classroom or working world setting.

2.8.1 Types of Action research

According to Lewinian group; Chein, Cook, and Harding (in Goldman, 1978: 81), there are four varieties of action research. They are ‘diagnostic, participant, empirical, and experimental’.

1) Diagnostic Action research

The diagnostic action research paradigm represents the most typical and simple problem-solving strategy of the helper which has to face problems and crises on the job. Diagnostic action research consists of the emergence of a problem, a diagnosis of each cause, a formulation of all the possible avenues of remediation, and a recommendation for a possible solution.

2) Participant Action Research

Participant action research seeks some of the pitfalls of the diagnostic action research. The most distinctive characteristic of the participant action research is involvement of people who will later participate in whatever action is recommended.

3) Empirical Action Research

This type of action research involves the use of a certain intervention and keeping accurate records of what is done and what happens. It is analogous to the clinical wisdom developed by a physician who keeps track of illness.

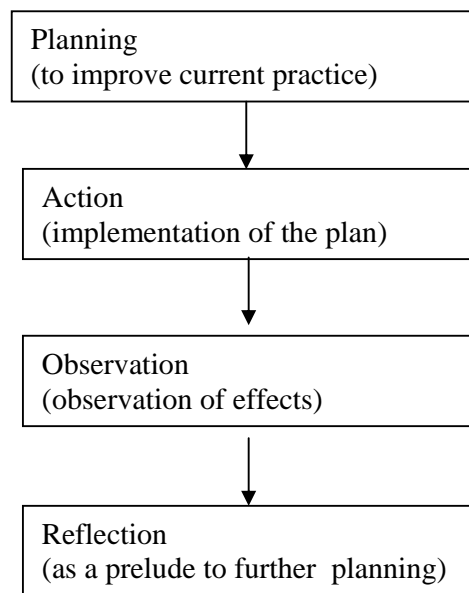
4) Experimental Action Research

Experimental action research comes closest to what generally regarded as the ideal research paradigm-experimental control group design. However, the

experiment is carried out in the field, not in the laboratory. It is to solve practical problem. An experimental action research might be used when a teacher wants to find out the relative effectiveness of two or more methods of intervention or action. This action research requires taking pre and post measures of the variables that are supposed to change with the intervention.

2.8.2 Action Research Cycle

An action research is conducted cyclic. The cycles of action can be seen in the figure below:



The four phases are conducted integrated. Each cycle comprises four phases. Each phase is conducted based on the previous one and shapes the next. Each activity in the action is based on the planning and then to be observed. From the three phases then the researcher makes reflection to determine the next cycle.

In holding this action research, I also conduct it cyclic. I intend to conduct two cycles. Concerning with the five principles of action research: on the job

problem oriented, teacher as researcher, improvement oriented, multiple data collection method, and problem solving oriented (Priyono, 1999: 3), I decide to use some instruments to support the data collection. Therefore, I intend to use questionnaire, diary, observation form, interview, and tests to gather the data.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Subject of the Study

This action research was held in SMP Negeri 38 Semarang which was located at Jl. Bubakan 29 Semarang. The action was implemented to eighth grade students. There were three parallel classes in the eighth grade and each class comprised 40 students. The class was taken for the action research was class VIIIA. There were 39 students, 20 boys and 19 girls in this class.

The choice of the subjects was based on the following considerations:

- 1) The eight grade students were considered appropriate to apply the activity.

They were still in the area of intensive writing (controlled writing). Their writing abilities had more developed than their juniors but their interest in stories was still good.

- 2) The English teacher and headmaster's agreements

I was allowed to conduct the action research in eight-grade class because they had more times to enrich their knowledge besides their own material. They got additional English lesson after class. They were also not concentrated to have National Final Examination as their seniors did.

3.2 Instrument of the Study

This section discusses the instruments used during the action research. They were fairy tales, questionnaire, tests, observation form, interview, and diary.

3.2.1 The Fairy Tales

I intended to use both internationally well-known and Indonesian fairy tales. The internationally known fairy tales used were *Cinderella* and *Sleeping Beauty*. These fairy tales were used in the first cycle. The fairy tale *Cinderella* was discussed in more detail since it was the main material for the pre test and post test while *Sleeping Beauty* was used in the exercise. This fairy tale was chosen because the students had got it when they were in the first grade.

An Indonesian fairy tale was taught in the second cycle. I planned to use *Bawang Putih Bawang Merah* which was known by the students. It was also because its theme is similar with the theme of *Cinderella*. Therefore, the students could compare the internationally well-known fairy tales and Indonesian fairy tales.

3.2.2 Questionnaire

I considered giving a questionnaire to gather information from the students based on their likes and dislikes, needs and interests, and their opinions about the teaching learning process that can be used to support the investigation. As stated by Diane Mah (1990: 219) that the purpose of a questionnaire was to gain some insights into how we might approach the task of getting information about strategies from learners' diaries. If someone wants to get more specific answer, he has to use more specific questionnaire. The data from the questionnaire can be used to indicate the students' problems, and also teacher can determine which strategy can be used in teaching and learning process.

3.2.3 Test

A test is a method of measuring one's ability or knowledge in a given area. A test of writing may consist of the components such as its content, grammar, organization, vocabulary, and mechanics. According to Brown (1980: 25), there are five kinds of tests: proficiency, aptitude, diagnostic, placement, and achievement test. One of those that I intended to use was achievement test. This test is limited to the particular material covered in a lesson within a particular time frame.

In this action research I provided pre test, post test and some exercises in the action. I intended to check the students' understanding in learning narrative. I wanted to know whether the students could learn narrative better and they could improve their ability in writing from the analysis of the test result.

3.2.4 Observation Form

In conducting the action research I decided to use observation form. It covered two things:

- 1) the analysis of the lesson
- 2) the classroom management

The observation appraised the activities during the teaching and learning process. How teacher carried out the material and what teacher did to manage the classroom, and also the students' motivation during teaching and learning process. To be more objective I considered asking my collaborator to help me in the classroom sometimes.

3.2.5 Interview

A teacher can use interview to gain his students' responses. It can also be used "to investigate the students' understanding about the lesson and of the strategy use" (Mah, 1990: 220). An interview will provide teacher with some useful insights. It can be used to see the students' difficulties, their problems, and their understanding to the material given.

3.2.6 Diary

It is important to write a diary in conducting an action research. Mah (1990: 221) states that the aim of the diary was to obtain an understanding of the strategy from learners and a profile of situations where they were using English. I also attempted to take note all of the activities done by teacher and students during the observation, such as what the students did in the teaching and learning process, their responses, and about myself, the teacher as researcher whether conducted the lesson well and how I managed the classroom.

3.3 Steps in the Action Research

I decided to conduct some steps during the action research as the characteristics of an action research namely Planning, Action, Observing, and Reflection.

3.3.1 Initial Reflection

I was eager to develop the students' ability in writing narrative. Since the subject was SMP students who were still focused on spoken discourse, I decided that the writing activities I gave to them were the simple ones but it did not ignore the competence that the students had to master.

3.3.2 Planning

3.3.2.1 Plan's Description

In doing this activity I intended to find out:

- 1) The fairy tales should be used.
- 2) The students' activities and responses during the teaching and learning process.
- 3) Kinds of exercises used to measure how far the students mastered the material.
- 4) How the students did the exercises or tests.
- 5) Kinds of students' difficulties and students' mistakes in the exercises.
- 6) The improvement of students' ability in narrative writing.

3.3.2.2 Cycle

Action research is usually conducted cyclic, as stated by Winter (1989: 11), that "the other way in which action research seeks to unite its two central concerns-improved in practice and increased knowledge and understanding-is by linking them into an integrated cycle of activities, in which each phase learns from the previous one and shapes the next".

In this action research I planned to conduct two cycles of action which would be given in eight meetings or activities. I intended to know the students progress in writing narrative in every observation.

In his section I intended to elaborate the activities in each cycle.

3.3.2.2.1 The First Cycle

The first cycle was conducted on 13, 14, 20, 21, and 27 December 2006. The activities in this cycle are as follows:

- 1) Students did a questionnaire.

- 2) Students did a pre test.
- 3) The discussion of the pre test.
- 4) Teaching and learning process.
- 5) Students did exercises in groups.
- 6) Students did exercises individually.
- 7) Discussion of the exercises.
- 8) Observing the activities and situation during the lesson.
- 9) Giving an interview.
- 10) Analysis of the exercise results.
- 11) Determining the next action

3.3.2.2.2 The second cycle

I conducted the second cycle in three meetings. They were on 28 December 2006, 10 and 11 January 2007. There were some activities in this cycle namely:

- 1) Teaching and learning process.
- 2) Students discussed and did exercises in groups.
- 3) Students did exercises individually.
- 4) Discussion of the exercises.
- 5) Observing the activities and situation during the lesson.
- 6) Analysis the exercise results.
- 7) Students did a post test
- 8) Conducting an interview whether there was improvement of students' understanding.
- 9) Analyzing the students' results of the post test.

- 10) Making the table of the students' marks.
- 11) Determining whether the difference between the students' results of the pre test and post test was significant.

3.3.2.3 The Data Collection

As other research, action research also needs to collect the data to support the investigation. Winter argues that the purpose of collecting data is "to gather information about the situation that preliminary interpretation can be checked, this means gathering information that will tell us more than as practitioners, we usually know," (Winter, 1989: 20).

In conducting such research I considered one of the characteristics of an action research namely multiple data collection. As mentioned by Winter (1989:20-22), there are many ways to collect the data such as:

- 1) Keeping a detailed diary
- 2) Collections of document relating to a situation
- 3) Observing on notes lesson
- 4) Questionnaire
- 5) Interview
- 6) Shadow studies
- 7) Tape recording
- 8) Negotiating a set of notes
- 9) Video recording
- 10) Still photograph and slides
- 11) Triangulation

I gathered the data to support this action research not all in those ways stated above. I chose some of them which were appropriate to my school environment and can be done there. I had collected it by:

- 1) A questionnaire
- 2) Diary
- 3) Tests (pre test and post test)
- 4) Interview
- 5) Observation

3.3.3 Action

This section discusses the steps and the activities in the action.

3.3.3.1 The Steps in the Action

- 1) Giving information to the students that we would have an action research for two cycles.
- 2) Preparing appropriate fairy tales and exercises.
- 3) Giving a pre test.
- 4) Giving clear explanation in the teaching and learning process.
- 5) Taking notes in every activity during the action research.
- 6) Giving some exercises which can improve their understanding and their practice of writing.
- 7) Analyzing the results of exercises.
- 8) Giving a post test.
- 9) Analyzing the results.
- 10) Making the table of students' marks.

3.3.3.2 The Activities in the Action

The action was carried out in two cycles which comprised eight activities.

3.3.3.2.1 The First Cycle

I provided five activities in this cycle. There were two fairy tales used in this cycle. The main fairy tale was *Cinderella* and another one used in exercise within groups was *Sleeping Beauty*.

1) The First Activity

In order to understand their needs especially their experiences on fairy tales the first activity was held on 13 December 2006. The material in this action was a questionnaire. It covered students' needs and interests in writing and fairy tales. The students only need 10 minutes to do the questionnaire. I considered giving this questionnaire and narrative writing. Therefore, I could determine the material, exercises, and the methods should be used in the action.

2) The Second Activity

The second activity was conducted on 14 December 2006. In this activity the material given was a pre test. The students were asked to do it before the action was started. It was to know the students' basic level of writing proficiency. The assessment task design chosen was dicto-comp as suggested by Brown (2004: 25). A short paragraph of *Cinderella* was read twice then the students were asked to rewrite as their best recollection using some phrases as cues. This activity was carried out in 60 minutes.

After the students finished doing the pre test, I asked them whether they had difficulties. Then, we discussed the pre test briefly, such as the students' mistakes

in using tenses, lack of full stop at the end of a sentence, etc. I decided to analyze the results of the pre test in simple formula such as: the average of students' marks in each writing category such as organization, grammar, etc. A table of students' marks and its average were made in order to know their achievement in the pre test and to determine what components of writing had to be more emphasized in the teaching and learning process. In this activity, I also observed and took notes all of the students' activities in this session. The students were asked to read *Cinderella* at home as the preparation for the next activity.

3) The Third Activity

This activity was conducted on 20 December 2006. In this activity I carried out teaching and learning process. Before the modeling activity, I intended to do the first stage of teaching that is Building Knowledge of the Field. I led the students to think about their childhood. I asked them to tell what story they have ever heard before bedtime. Then, I asked them what they knew about narrative.

Based on the pre test results, I could determine what kinds of material or exercises should be given to them. Thus, in the Modeling I attempted to give clear explanation about the text structures and the linguistic features of narrative with *Cinderella* fairytale as the model. I also planned to give them some examples of the use of some grammatical rules such as present tense and past tense, capitalization and punctuation, and pronouns. The students were involved to do the exercises on the board together. This activity was carried out in 90 minutes.

In this teaching and learning process I did not teach the students to master the fairy tale used as the model but I taught them to understand and master the knowledge such as grammar, lexical items, and text structures used in narrative. I also decided to observe the students' activities and their responses during this teaching and learning activity. Thus, I took notes all of their activities in the diary. I considered of managing the class and asked them to tell their difficulties about the material given. For the next meeting I asked them to read *Sleeping Beauty* at home. They might also watch the cartoon film of this fairy tale to internalize its plot that would help them in determining its text structures. I also asked them to do an exercise about punctuation and capitalization at home as their assignment. Hopefully, this assignment would be useful for them in doing the exercise in the next activity and it could motivate them to review the material at home.

4) The Fourth Activity

The fourth activity was held on 21 December 2006. In this occasion, the students were given an exercise in groups. It was a teaching and learning stage usually called as Joint Construction of Text (JCOT). In this scaffolding the students had more time to share and work with their friends. As stated by Hylland (2004:122) about two notions of learning. This stage displayed the notion of "shared consciousness".

In this activity the students were given an exercise to check their understanding about narrative text structure after submitting and discussing their assignments. In conducting this activity, the students were asked to make groups in four or five. Each group got two pieces of short paragraphs. They were asked to

guess what text structure the paragraphs belonged to. Then, they had to write a short paragraph of the missing text structures so that the story was completed. Their works were stuck on the work sheet and were labeled by the text structure of each paragraph.

The story used in this activity was *Sleeping Beauty*. I decided to use this fairy tale because it was the material they had got in the first grade. Thus, they had internalized the story and did not take time to do. They could more focus on their group writing of the missing text structures. After finishing the exercise they got a chance to discuss for whole class. As the previous activity, in this activity I also took notes all of the students' activities and responses in the diary. I assessed their works so that I could know whether they could apply the material they got in the modeling. This activity was carried out in 60 minutes. At the end of this activity I also gave homework to the students. I asked them to do an exercise about relative pronouns. This exercise would be discussed in the next activity and they might discuss with their friends at home.

5) The Fifth Activity

This activity was the last activity in the first cycle. It was on 27 December 2006. This was carried out in 60 minutes. In this session, the students were given some grammatical exercises. They were about past tense, pronouns, punctuation and capitalization. In doing those exercises, they worked individually. I did not let them cheat others' work in order to make easier in determining which material should be more focused or explain in the next cycle.

In this activity, I also observed the students' activities and responses in the diary. I also analyzed the result from which I could know how far they had mastered the material and which material most students failed on. To add the data I considered giving an interview to the students. I wanted to know their difficulties during the first cycle. As the result, I could determine the next cycle better. Hopefully, the students would have better understanding in writing narrative texts.

3.3.3.2.2 The Second Cycle

The second cycle was conducted on 28 December 2006, 10 and 11 January 2007.

1) The First Activity

I intended to conduct this activity on 28 December 2006. This activity was teaching and learning process. I used *Bawang Putih Bawang Merah* as the material. I intended to choose this Indonesian fairy tale because it has similar theme with *Cinderella*. Thus, the students could have another view of fairy tales in different culture. I elaborated this teaching and learning process into two activities. The first was Building Knowledge of the Field (BKOF) and the second was Modeling of Text (MOT).

In the modeling I explained the previous material of which the students got difficulties besides other new materials. As the previous cycle, I also decided to observe and take notes all of the students' activities and their responses during the lesson. I also gave them a chance to ask questions when they got difficulties or needed more explanation. This activity was carried out in 60 minutes. At the end

of this activity I intended to give an assignment to the students. It was about changing direct speech into indirect speech but it was emphasized on the personal pronouns and the form of the verbs.

2) The Second Activity

The second activity was conducted on 10 January 2007. Before the students took their post test in the next meeting, I gave them one more chance to have exercises both in groups or individually. This activity was elaborated into two sessions. In the first session, the students were asked to do the exercise given in pairs while the next session they did the exercises individually. This activity was carried out in 90 minutes.

In this activity I also intended to take notes all of the students' activities and their responses during the lesson. It was the last activity in the second cycle. However, I had to be more careful to carry out this teaching learning process. I gave them chance to ask question when they got difficulties. Before the lesson was closed I looked at glance on their work then I gave brief explanation and correction for them. Hopefully, their understanding could be improved and they could get better marks in the post test.

3) The Third Activity

This activity was the last activity in this action research. It was held on 11 January 2007. In this activity I decided to give the post test to the students. I provided 60 minutes for them to do the test. I also observed and took notes all of the students' activities and responses in the diary. I tried to manage the class well because the students needed good situation to work better. After they finished the test, I had an interview with some students. I asked them whether they got

difficulties in the post test. I decided to analyze the result of the post test so that I could conclude whether there was any improvement in their narrative writing ability.

3.3.4 Observation

I intended to observe the students and the teaching learning process during the action research. In order to be more objective, sometimes I intended to ask my collaborator to observe my classroom when the teaching and learning process going on. In the observation form I wanted to check and to take notes about students' activities in the writing class, students' responses during teaching and learning processes, students' activities in writing test and exercises. I also observed the students' achievement in their narrative writing.

3.3.5 Reflection

In the first cycle after getting the data from the questionnaire, the pre test, the exercises, and the observation, I decided to analyze the result to determine the next cycle. I attempted to give clear explanation to the students if there were some of them who still had difficulties in writing.

3.4. The Criterion of Assessment

The students' success or failure in doing the activities planned above would be assessed referring to the scoring rubric argued by Brown and Bailey (in Brown, 2004: 244-245). This scoring guide would be used to assess the results of pre test and post test. After the results were analyzed, I intended to know whether the difference between the students' results of pre test and post test was significant. I decided to use t-test formula suggested by Cohen (1978:334). I

would like to use t-test formula for large samples (>30) since there were 39 students in this action research. The formula is as follows:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{\sigma_1^2}{n_1} + \frac{\sigma_2^2}{n_2}}}$$

$$\text{where } \sigma_1 = \sqrt{\frac{\sum d_1^2}{n_1}} \quad \sigma_2 = \sqrt{\frac{\sum d_2^2}{n_2}} \quad \text{and } \overline{X} = \frac{\sum fX}{N}$$

\overline{X}_1 = Mean of the pre test

\overline{X}_2 = Mean of the post test

f = frequency of the score

$\sum d_1^2$ = Sum square of deviation of the pre test

$\sum d_2^2$ = Sum square of deviation of the post test

n_1 = Number of students in the pre test

n_2 = Number of students in the post test

CHAPTER IV

DATA ANALYSIS

4.1 The Description of the Result of the First Cycle

I intend to elaborate each of the data collected from the activities.

4.1.1 The Analysis of the First Activity

The first activity was conducted on 13 December 2006. In this activity I decided to give a questionnaire to the students first, because I needed to gather the data which supported this action research. I intended to know their needs and opinions. It was about the students' background and their interest in writing. I considered giving this questionnaire to check the influence of these factors on their writing achievement. They only needed 10 minutes to do the questionnaire.

The students' answers in the given questionnaire provided me the data of 39 students in VIIIA. Most of them realized that English is important for them. There was only 7.69% stated that English is not important for them. Unfortunately, there was only 25.64% reviewed their English material at home regularly. The rest that was about 74.36% studied English if only they had a test. They also had limited facilities in learning English. Most of them had no reference book. They only borrowed the compulsory book from the library. There was only 2.80% among them who had other English book.

All of the students had studied narrative when they were in the first grade. The teacher also taught a fairy tale as the material. But there were 17.95% among them

who gave negative response on this item. There were 7.69% of those rejected that they had learn fairy tales and the rest 10.26% was still confused to give answer. Most of them confessed that they forgot the linguistic features of narrative. There was only 12.82% stated that they still remembered the material about narrative given to them. However, they gave good responses to learn narrative. They were interested in learning narrative using fairy tales.

Based on the data above, I could conclude that most of the students depended on the teacher's explanation and help at school. They put bigger hope on their teacher and relied so much on what the teacher had explained in class. Considering this situation I told them that they should be more independent in learning English. They should review their lesson regularly at home to get better achievement especially in their writing. I also told hem that we would have an action research to improve their narrative writing ability using fairy tales. They were supposed to study harder and attended the class enthusiastically. Hopefully, the students would get better understanding in narrative.

4.1.2 The Analysis of the Second Activity

The second activity in this cycle was held on 14 December 2006. The pre test was given in this activity before the action was implemented. The pre test was to check their level mastery in narrative writing. In giving the pre test I used dicto-comp assessment task because the students in the eighth grade were in the area of intensive (controlled) writing. It was too difficult for them to have free writing. The material used was the story of *Cinderella*. This fairy tale was often read or heard by the

students so that they had internalized its plot story. However, I intended to check their understanding in narrative linguistic features instead of the story itself.

In the pre test I read a paragraph about Cinderella twice. The students were asked to listen attentively and pay attention to its linguistic features and text structure. Then, I distributed the work sheets and pieces of papers on which I typed some key words taken from the paragraph. They were asked to write the paragraph using those key words in developing their ideas.

This pre test was carried out in 60 minutes. While the students were doing the test I observed their activities and responses. I noticed that most of them got difficulties in doing the test. They seemed worried and unconfident. They tried to help each other but I reminded them not to do it. The time was up so that I asked them to stop their writing and submit their work. After submitting their work I asked them what difficulties they had. Some of them said that they were confused in combining the key words.

I intended to analyze the result of the pre test before the action implemented. Therefore, I could determine what kind of exercise should be given to them in order to improve their narrative writing. The criterion of assessment used in analyzing the students' writing was the scoring rubric of Brown and Bailey's.

In conducting this action research, I used simple formula to analyze the result of students' achievement in each category of their narrative writing. It was based on 'Petunjuk Penilaian' from Depdikbud. The analysis of the students' achievement of narrative linguistic features in the pre test is as follows:

Table 1: The Results of the Pre Test (Organization)

No.	X	f	fX
1.	11	2	22
2.	12	11	132
3.	13	18	234
4.	14	8	112
		$N = 39$	$\sum fX = 500$

$$\bar{X} = \frac{\sum fX}{N} = \frac{500}{39} = 12.82$$

Table 2: The Results of the Pre Test (Content)

No.	X	f	fX
1.	12	2	24
2.	13	24	312
3.	14	13	182
		$N = 39$	$\sum fX = 518$

$$\bar{X} = \frac{\sum fX}{N} = \frac{518}{39} = 13.28$$

Table 3: The Results of the Pre Test (Grammar)

No.	X	f	fX
1.	11	10	110
2.	12	16	192
3.	13	9	117
4.	14	4	56
		$N = 39$	$\sum fX = 475$

$$\bar{X} = \frac{\sum fX}{N} = \frac{475}{39} = 12.18$$

Table 4: The Results of the Pre Test (Punctuation, Spelling, and Mechanics)

No.	X	f	fX
1.	11	6	66
2.	12	19	228
3.	13	14	182
		$N=39$	$\sum fX = 476$

$$\bar{X} = \frac{\sum fX}{N} = \frac{476}{39} = 12.20$$

Table 5: The Results of the Pre Test (Style and Quality of Expression)

No.	X	f	fX
1.	12	12	144
2.	13	22	286
3.	14	5	70
		$N = 39$	$\sum fX = 500$

$$\bar{X} = \frac{\sum fX}{N} = \frac{500}{39} = 12.82$$

Based on the calculation above, it could be concluded that the students' mean score in each of the five categories was low or weak. The students' mean score in each category was about 12. This score meant that their writing was still unacceptable. However, the mean score of content category was better than others. It was about 12.28. It showed that the students could arrange their ideas although its development was incomplete. This achievement was not good but it was adequate. It

might because the students' understanding in the plot story of *Cinderella*. Thus, they could develop their ideas though their grammar, vocabulary, and mechanics were unsatisfying. Since it was an intensive writing, the analysis was more focused on grammar and mechanics. Other categories such as organization, content, and vocabulary were not emphasized too much.

The students' mean score of grammar and mechanics in this pre test were still poor or unacceptable. There were numerous serious grammatical errors in their writing. Most of them used incorrect tenses in their narrative writing, misused of pronouns, subject-verb agreement, conjunction, and redundancy of words or phrases. Meanwhile, in mechanics category most of them had understand to put full stops appropriately, but they made errors in putting comma and other punctuation marks. Some of them also made errors in spelling. Therefore, the students needed some exercises on such material in order to improve their narrative writing.

In the pre test, the total scores of each student were also unsatisfying. It can be seen in the following table.

Table 6: Classical Total Scores of the Pre Test (Linguistic Features)

No.	Category	ΣfX
1.	Organization	500
2.	Content	518
3.	Grammar	475
4.	Punctuation, Spelling, and Mechanics	476
5.	Style and Quality of Expression	500
	Classical Total Scores	2469

$$\bar{X} = \frac{\sum fX}{N} = \frac{2469}{39} = 63.31$$

Hence, the percentage of classical learning mastery level = 63.31%

Besides analyzing the students' results of narrative linguistic features, I also decided to analyze their achievement in using generic structure characterizing narrative text. The analysis is as follows:

Table 7. The results of the Pre Test (Generic Structure)

No.	<i>X</i>	<i>f</i>	<i>fX</i>
1.	6	11	66
2.	7	21	147
3.	8	7	56
		<i>N</i> = 39	$\sum fX$ = 269

$$\bar{X} = \frac{\sum fX}{N} = \frac{269}{39} = 6.89$$

From the data above, it can be seen that the mean of the students' scores of pre test for their narrative generic structure understanding was 6.89. It was not good but it was higher than the minimal mastery learning level should be achieved that is 6.5. Most of the students had understood to use text structure characterizing narrative text but they had not organized the structure well. The vocabulary choices still gave influence in the clarity of their writing text structure. Thus, it could not be differed one text structure from another because of the use of inappropriate vocabulary in certain text structure.

Based on the results of the pre test, I decided to conduct teaching and learning process and give some supporting exercises to the students. The teaching and learning activity would be conducted in the on 20 December 2006. It was to give the material about narrative by using fairy tales as the models. Therefore, from the data analysis above, it could be concluded that VIIIA students had not achieved the target of mastery learning level in linguistic features mastery as the percentage of the students' mastery learning was less than 65%. Hence, I decided to give them more exercises about narrative linguistic features than its generic structure.

4.1.3 The Analysis of the Third Activity

This activity was held on 20 December 2006. In this activity I conveyed teaching and learning process. It was carried out in 90 minutes. Before I conveyed the main material, I set the context by asking some questions to the students. I asked them about their activity on Sunday. Most of them said that they like watching cartoon films such as *The Barbie as Rapunzel*, *Cinderella*, *Beauty and the Beast*, *Doraemon*, and so on. Then I asked them whether a story took place in the past or in the future. They said that it was in the past. I also asked them what they felt when they read or watched such stories. From this starting point, then I told them what a narrative is, its purpose, and when people usually produced this genre. In this shared context activity, I gave them the chance to bring their own experiences so that they could understand what I meant.

In this activity I explained the text structure and the linguistic features of narrative. The students were involved in this modeling activity. I asked them to see

the reading passage given. The reading passage was the story of *Cinderella*. They had been asked to read at home as personal reading. From the reading passage the students could see the real examples of the use of past tense and present tense, direct and indirect speech, pronouns, punctuation, and so on.

In this teaching and learning process the students were free to ask questions when they had difficulties. I wrote other examples of the narrative linguistic features on the black board and asked the students to tell their ideas. In my observation, I noticed that they were enthusiastic in this activity. Many students gave comments and asked questions.

In this activity I managed to give clear explanation. The material was more emphasized on the micro skills of writing. Improvement in grammar and mechanics were the main objectives while improvement in developing ideas, content, and vocabulary was not too emphasized. However, I taught them some lexical items usually used in narrative and trained them to combine two sentences using appropriate conjunction. Thus, some grammar problems such as redundancy, misuse of certain grammar rules hopefully could be avoided.

To prepare the next stage in the next activity, I asked them to read fairy tale *Sleeping Beauty* which they had got when they were in the seventh grade. I told them that they would have an exercise on narrative text structure. I also gave them homework. It was about capitalization and punctuation. Hopefully, what had been conveyed in this activity could improve their understanding in narrative.

4.1.4 The Analysis of the Fourth Activity

The fourth activity was held on 21 December 2006. In this activity I decided to give group exercises to the students. Before starting this activity the students were asked to submit their homework. I asked them whether they got difficulties. Their answers and their results showed that they had not understood how to put quotation marks when there were direct speeches in the text. The classical total score on this assignment was 281 and the number of students was 39. Hence, the average of their achievement in punctuation and capitalization was 7.20. Most of them made mistakes in question number 5 which was about putting quotation marks. Thus, I explained direct speech to the students briefly and gave other examples of this material.

After discussing the homework, the students were asked to make groups in four or five. The students were noisy because they had different ideas in choosing their partners. I asked them to be quiet and sit in their own chairs. I gave another choice and asked their agreement. All of them agreed to count one to seven then those who had same number became one group. I thought it was fair enough because the students liked to group with their own best friends and rejected other students who were not their close friends. Then they broke into groups and sit round the student's table the group chose to enable them in working together.

In this activity each group was given two pieces of short paragraphs that represented a given text structure. Those paragraphs were about *Sleeping Beauty*. I also gave them a piece of paper on which they stuck the given paragraphs and wrote

their group writing. Because my voice was not loud enough I decided to write the instruction on the black board besides giving instruction and explanation orally.

In this Joint Construction of text (JCOT) the students were asked to label the generic structures of the two paragraphs their group had then they should write the missing text structure using their own words simply. The text structures given in this activity were orientation, complication, and resolution. I did not ask them to write the coda because it was still too difficult for them. When they were sure on their works then they stuck the given paragraphs on the work sheet and wrote the name of each its text structure. They wrote their group writing of the missing text structure in the appropriate position on the work sheet. Thus, the story became complete. It had orientation, complication, and resolution. I provided 60 minutes to the students in doing the task.

After finishing their work, I asked the representatives of two groups that got different paragraphs to read their groups' work. Other groups were asked to give comments or questions when they found difficulties. All students agreed with the structures but each group had different paragraphs in completing the story. During this activity the students' talks were more dominant. They often asked questions and gave ideas. From their faces, acts, and talks I noticed that they enjoyed the activity. The result of this activity can be seen in the appendices. The average of the students' achievement was 76.28.

At the end of this activity I gave an assignment to the students so that they would review the material at home. The assignment was about relative pronouns.

Some of them intended to use relative pronouns in their writing but they were confused. I asked them to study hard because they would have individual exercises in the next activity. Therefore, the students could do the exercises given in this cycle and their understanding in narrative writing both in its linguistic features and its generic structure was improved.

4.1.5 The Analysis of the Fifth Activity

This activity was conducted on 27 December 2006 and it was carried out in 60 minutes. Before giving the exercises in this activity, the students were asked to submit their homework. It comprised 5 items which dealt with relative pronouns. In this assignment the students were asked to combine sentences with the given relative pronouns and drop the words or phrases underlined. Thus, it was not too difficult but they should write their answers using appropriate punctuation and capitalization.

In this fifth activity the students also had to write their answers using right punctuation and capitalization. It was useful for them to train themselves to write appropriately. In doing the exercises the students were not allowed to cheat and help each other. It was an Independent Construction of Text (ICOT). I intended to know their mastery in using *was* or *were* in the sentences, personal pronouns, and past tense.

The first part of the exercises was about subject-verb agreement using *was* or *were*. It comprised 10 items which required the students understanding to use *was* or *were* based on the subject preceded it. Many students were confused whether certain

subject such as ‘the princess’ was plural or singular. Their results in this part of exercises were good enough. Its average was 7.44.

The second part of the exercises given in this activity was about personal pronouns. The exercise on this area comprised 10 items. In each item the students were asked to change the words or phrases into personal pronouns mentioned in the direction. The average of students’ achievement in this area was lower than that of in the first part. It was 7.05 with total classical score 275 which was gathered from 39 students. Most of them made mistakes in the items whose dealing with plural nouns such as “the mice”, “the glass slippers” in the item number 8 and 9 respectively.

The last part of the exercise comprised 16 items. Item number 1 had been answered as the model. This exercise dealt with the use of present and past tense in narrative. It was a cloze procedure task. The students were asked to change the verbs in the brackets to fill the gaps in the paragraph. Many students did not understand that not all verbs should be added by *-ed* in their past forms. Thus, some of them only added *-ed* in answering the questions. Most of them also used past form in the direct speech such as “Look!” Many of them wrote “Looked!” in their answer. The students’ achievement this part of exercises was 2853 so that its average was 73.15 because the number of students was 39.

During this activity I observed the students’ activities and responses. Some students seemed to be unconfident and tried to cheat others’ work. I reminded them not to do it. I appreciated their results whatever the marks they would get. Thus, I could know those needed more explanation and exercises and what difficulties they

had. At the end of this activity I intended to give an interview with some students. I asked four students as the representatives. From the interview I noticed that the students enjoyed the activity in this cycle but they said that the time was not enough that they needed more time in order to get better understanding and learning assistance from me.

Based on the data analysis above I decided to conduct the second cycle better and gave them clearer explanation. Hopefully, the students' understanding and achievement in narrative writing could be better.

4.2 The Description of the Result of the Second Cycle

The second cycle in this action research was conducted on 28 December 2006, 10, and 11 January 2007. I elaborated this cycle into three activities. The analysis of the data gathered in each activity is discussed in this section.

4.2.1 The Analysis of the First Activity

The first activity in the second cycle was conducted on 28 December 2006. In this cycle I intended to use an Indonesian fairy tale. The fairy tale chosen as the material was *Bawang Putih Bawang Merah*. I decided to use this fairy tale because it has similar theme to *Cinderella*. I intended to convey teaching and learning activities in this session.

The teaching and learning process in this cycle was also elaborated into two activities. The first activity was setting the context or Building Knowledge of the Field scaffolding. The second one was Modeling of Text (MOT) in which I read

Bawang Putih Bawang Merah for the students. While they were listening to me, spontaneously they read the written *Bawang Putih Bawang Merah* by heart and paid attention to narrative linguistic features found in the text including the punctuation and capitalization. I reminded the students the last material in the first cycle. Thus, in this cycle I did not need to explain narrative text structure and its linguistic features.

In this modeling activity, I decided to give clearer explanation to the students. This teaching and learning activity was carried out in 60 minutes. I explain about some conjunctions such as and, but, then, though, because, and so on. I gave examples in combining sentences using those conjunctions with or without any ellipsis in the sentences. I also explained again the last material about direct and indirect speech, and the use of personal pronouns. Thus, I hoped that the students who got low marks would have another chance to improve their understanding in this material.

According to my observation and my collaborator's opinion, the students were more serious in listening to my explanation. It could have resulted from my highlight that the material in this cycle was more difficult than the one in the first cycle. Some students asked questions and even asked me to explain certain material once more. I was aware that the time allocated to conduct this activity was short. It was because the students also had to have other exercises to prepare the summative test in this semester. Therefore, I motivated my students to learn their material independently.

At the end of this teaching and learning process the students were given a home assignment. They were asked to do an exercise about direct and indirect speech. It was not too difficult because they were not asked to change direct speech into indirect one. They only changed the form of the verbs and the personal pronouns in the sentences. This assignment should be done and submitted in the next activity before discussing further material. Hence, the explanation and also the exercises given to them hopefully would be useful for the next activities and their understanding in writing.

4.2.2 The Analysis of the Second Activity

The second activity was held on 10 January 2007. Before doing the exercises in this activity, I asked the students to submit their assignment. From their results in this exercise I could conclude that direct speech or dialogue, past tense, and pronouns were so crucial in narrative that misused in these linguistic features could give effect on the communication. The reader might not understand when the writer used present tense in telling a story. The students' achievement in this exercise was good. Its average was 7.90. It was better than the one in the first cycle both in past tense and pronouns. Hence, it could be concluded that their understanding was improved.

This second activity in this cycle was elaborated into two sessions and carried out in 90 minutes. The first was Join Construction of Text in which the students were asked to make a short paragraph about four to six sentences in groups of four. The paragraphs could be about the orientation, the complication, or the resolution of

Bawang Putih Bawang Merah or *Cinderella*. They had 45 minutes in doing this group exercises.

The results of this group tasks were not so different from such activity in the first cycle. In the first cycle the students' mean score in their group writing was 76.28, in this second cycle it was 76.41. The improvement was not so significant that their writing was not very different from their group writing in the first cycle.

In the second session the students were asked to do some exercises individually. This session was also carried out in 45 minutes. The exercises still dealt with personal pronouns as object in the sentences. In this activity, there were also two exercises dealing with conjunction. The mean of students' achievement in personal pronouns was 7.74. Whereas, the means in the exercises dealt with conjunction were 8.31 and 7.74 respectively. The second exercise about conjunction was lower than the first exercise. It was because there were ellipses in the sentences of the second exercise.

4.2.3 The Analysis of the Third Activity

The third activity was carried out in 11 January 2007. It was the last activity in the second cycle and in this action research. In this occasion, I intended to know the students' improvement after doing two cycles of teaching and learning activities. Therefore, I gave a post test to the students in this activity.

In giving the post test I used the same test as I did in the pre test. I wanted to know whether their writing was better than they had achieved in the pre test. This post test was carried out in 60 minutes.

In this last activity I also observed all the students' activities and their responses as I did in the previous activity. From their acts, and mime I could notice that they were more confident in doing the test. They did not seem worried. They could finish their work about 5 minutes before the time given was up. I asked them to check their writing before they submitted their work. Some of them asked me to check their works whether they were good or not. I told them that they had done their best but they should study hard and regularly though there was no action research conducted in their class. As in the first cycle, in this cycle I also decided to conduct an interview from which the data gathered would support the results of the post test and the action research.

I decided to analyze the students' results in their post test both in linguistic features and generic structure the students used in their narrative writing. I used the same scoring rubric and the formula used in analyzing the pre test. The students' results of each category in their writing can be seen in the following tables.

Table 8: The Results of the Post Test (Organization)

No.	X	f	fX
1.	12	2	24
2.	13	14	182
3.	14	11	154
4.	15	12	180
		$N = 39$	$\sum fX = 540$

$$\bar{X} = \frac{\sum fX}{N} = \frac{540}{39} = 13.85$$

Table 9: The Results of the Post Test (Content)

No.	X	f	fX
1.	13	3	39
2.	14	7	98
3.	15	15	225
4.	16	14	238
		$N = 39$	$\sum fX = 586$

$$\bar{X} = \frac{\sum fX}{N} = \frac{586}{39} = 15.03$$

Table 10: The Results of the Post Test (Grammar)

No.	X	f	fX
1.	12	4	48
2.	13	9	117
3.	14	15	210
4.	15	9	135
5	16	2	32
		$N = 39$	$\sum fX = 542$

$$\bar{X} = \frac{\sum fX}{N} = \frac{542}{39} = 13.90$$

Table 11: The Results of the Post Test (Punctuation, Spelling, and Mechanics.)

No.	X	f	fX
1.	12	1	12
2.	13	11	143
3.	14	11	154
4.	15	15	225
5.	16	1	16
		$N = 39$	$\sum fX = 550$

$$\bar{X} = \frac{\sum fX}{N} = \frac{550}{39} = 14.10$$

Table 12: The Results of the Post Test (Style and Quality of Expression)

No.	X	f	fX
1.	12	4	48
2.	13	12	156
3.	14	16	224
4.	15	7	105
		$N = 39$	$\sum fX = 533$

$$\bar{X} = \frac{\sum fX}{N} = \frac{533}{39} = 13.67$$

Based on the data analysis above, it can be seen that the students' mean score in the post test was better than that in the pre test. Their achievement of grammar category was 13.85. Thus, their grammar understanding was adequate. The improvement was not so significant that this level of achievement revealed that there were grammar problems in their writing which could affect the communication. However, it was good enough because they were still in the intensive (controlled) writing skill area.

Their achievement of mechanics category was also improved. The average became 14.10. It could be said that their level of achievement was less good but more than adequate. Most of their writing was neat. There were not many problems with their writing conventions though there were some spelling errors.

Although the category of organization, content, and vocabulary were not too emphasized as grammar and mechanics categories, these categories were also crucial to be analyzed. The improvement of grammar and mechanics achievement gave good influence on the quality of their ideas development. Their sentences became more meaningful. The content was also better than their writing in the pre test.

As in the pre test, the students' mean score of content category was better than others. It was 15.03. The worst one was the achievement in vocabulary (style and quality of expression). It was due to their limited vocabulary mastery. This problem could be understood because they were still in Junior High School level and they did not use to comprehend their English material independently.

In order to compare the students' achievement of narrative linguistic features in the pre test and post test, I decided to analyze the total scores that the students achieved in the post test as follows:

Table 13: Classical Total score in the Post Test (Linguistic Features)

No.	Category	$\sum fX$
1.	Organization	540
2.	Content	586
3.	Grammar	542
4.	Punctuation, Spelling, and Mechanics	550
5.	Style and Quality of Expression	533
	Classical Total Scores	2751

$$\bar{X} = \frac{\sum fX}{N} = \frac{2751}{39} = 70.5$$

Hence, the percentage of classical learning mastery level = 70.54%

From the data analysis above, I could conclude that the classical total score was improved from 2469 to 2751. The mean of student's total scores was increased from 63.31 to 70.54. There was 7.23 points of improvement. Therefore, the students' achievement was improved.

As in the pre test, in this post test I also analyzed the students' mastery of narrative generic structure in order to know whether there was any improvement of their achievement. The analysis is as follows:

Table 14. The results of the Post Test (Generic Structure)

No.	X	f	fX
1.	6	2	12
2.	7	23	161
3.	8	14	112
		$N = 39$	$\sum fX = 285$

$$\bar{X} = \frac{\sum fX}{N} = \frac{285}{39} = 7.31$$

Based on the data above, it can be seen that the average of students' score in generic structure achievement was better than it was in the pre test. It was improved from 6.89 to 7.31. The improvement was not so high that in the pre test they had enough basic knowledge about narrative generic structure. Therefore, the improvement might not because those who did not use generic structure in the pre test finally did it in the post test, but it was because the use of appropriate lexical items to differ each text structure from another one.

From the results of this action research I noticed that teaching and learning process could not be separated from teaching language components such as grammar, vocabulary, and so on. Hence, teaching narrative writing needs exercises dealt with each linguistic feature beside its text structure.

After gathering the data from the pre test and post test results, in this final project I also intended to know whether the improvement was significant or not. Therefore, I applied the formula of standard deviation (σ) and the formula of t-test before determining its level of significance. The explanation of the data can be seen in the following computation.

The Data of Linguistic Features Achievement

$$\begin{aligned} \bar{X}_1 &= 63.31 & \Sigma d_1^2 &= 332.11 & n_1 &= 39 \\ \bar{X}_2 &= 70.54 & \Sigma d_2^2 &= 367.71 & n_2 &= 39 \\ \sigma_1 &= \sqrt{\frac{\Sigma d_1^2}{n_1}} = \frac{\Sigma d_1^2}{n_1} = \frac{332.11}{39} = 8.52 \\ \sigma_2 &= \sqrt{\frac{\Sigma d_2^2}{n_2}} = \frac{\Sigma d_2^2}{n_2} = \frac{367.71}{39} = 9.43 \\ t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sigma_1^2}{n_1} + \frac{\sigma_2^2}{n_2}}} = \frac{332.11 - 367.71}{\sqrt{\frac{8.52^2}{39} + \frac{9.43^2}{39}}} = \frac{-7.23}{\sqrt{0.46}} = \frac{-7.23}{0.68} = -10.632 \end{aligned}$$

The data of Generic Structure Achievement

$$\begin{aligned} \bar{X}_1 &= 6.89 & \Sigma d_1^2 &= 17.51 & n_1 &= 39 \\ \bar{X}_2 &= 7.31 & \Sigma d_2^2 &= 12.46 & n_2 &= 39 \end{aligned}$$

$$\sigma_1 = \sqrt{\frac{\sum d_1^2}{n_1}} = \frac{\sum d_1^2}{n_1} = \frac{17.51}{39} = 0.45$$

$$\sigma_2 = \sqrt{\frac{\sum d_2^2}{n_2}} = \frac{\sum d_2^2}{n_2} = \frac{12.46}{39} = 0.32$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sigma_1^2}{n_1} + \frac{\sigma_2^2}{n_2}}} = \frac{6.89 - 7.31}{\sqrt{\frac{0.45^2}{39} + \frac{0.32^2}{39}}} = \frac{-0.42}{\sqrt{0.2}} = \frac{-0.42}{0.14} = -3$$

Based on the computation above, it can be seen that the t-value of linguistic features and generic structure were vary 10.632 and 3 respectively. In order to find out whether the value of $t = 10.632$ and $t = 3$ indicate significant differences between the mean scores before and after the action research, I determined the number of degrees of freedom. Degrees of freedom (df) in this study are given by the formula $(N_1 + N_2 - 2)$. Substituting from the data above, I obtained 76. At the 5% (.05) alpha level of significance the obtained critical value is 1.980. The obtained values gathered from the data were 10.632 and 3. Hence, I could conclude that the differences between the means of the pre test and post test both for narrative linguistic features and generic structure mastery were significant. Though the improvement was statistically significant but considering the scoring rubric of Brown and Bailey's both the achievement of pre test and post test had not achieved good category but they were still in the level of adequate.

CHAPTER V

CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS

5.1 Conclusions

Narrative writing is one of the target genres taught in Junior High School Level. It is important to teach this kind of genre effectively. Therefore, an action research can be beneficial to improve the teaching and learning process and the students' understanding in writing. From this study it can be concluded that:

- 1) The teaching of linguistic features characterizing narrative text through fairy tales contributes significantly to the students' improvement in writing narrative. Though the difference between the means of students' scores of pre test and post test was statistically significant but referring to Brown and Bailey's scoring rubric for assessing writing the improvement was not good because both the mean score of pre test and post test were in the level of adequate.
- 2) The teaching of narrative generic structure through fairy tales contributes significantly to the students' improvement in writing narrative. The students' basic understanding about narrative generic structure before the action research was good enough but some vocabulary misuses made their structures little bit confusing that after the action research the students used better generic structure in their narrative writing.

5.2 Pedagogical Implications

Referring to my experiences in conducting this study, I offered several pedagogical implications as follows:

- 1) Teachers need interesting teaching media to attract the students' attention and enable them in internalizing the material given so that their memory span about the material is longer.
- 2) It is advised that teachers not skip one or more of the teaching cycles (BKOF, MOT, JCOT, and ICOT) especially in teaching language learners at beginning level.
- 3) It is important that teachers use time allotted effectively so that the students can practice a lot and get more exercises without ignoring other material.

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The Students' Results of the Pre Test

No	NIS	Organization	Content	Grammar	Mechanics	Vocab.	Total
1	251828	12	13	11	11	12	59
2	251829	11	13	11	12	12	59
3	251830	13	13	13	12	13	64
4	251831	13	14	13	13	12	65
5	251832	12	13	12	12	12	61
6	251833	13	13	13	12	13	64
7	251916	14	14	13	12	13	66
8	251917	13	14	12	12	13	64
9	251918	14	14	13	13	13	67
10	251919	13	13	12	11	12	61
11	251838	14	14	13	12	14	67
12	251839	13	13	12	13	12	63
13	251841	14	13	12	12	13	64
14	251840	14	14	12	13	14	67
15	251843	12	12	11	11	12	58
16	251844	13	14	11	12	12	62
17	251845	14	14	12	13	13	66
18	251846	13	14	13	12	13	65
19	251847	13	14	14	13	13	67
20	251848	12	13	11	11	12	59
21	251849	13	13	12	12	13	63
22	251850	12	13	12	13	13	63
23	251851	13	14	14	13	14	68
24	251852	13	13	13	13	13	65
25	251853	13	13	12	13	13	64
26	251854	13	13	13	12	13	64
27	251855	12	13	11	12	13	61
28	251856	12	13	11	12	12	60
29	251857	13	14	14	13	14	68
30	251858	12	13	12	12	13	62
31	251899	12	13	12	11	13	61
32	251900	14	14	12	12	13	65
33	251901	13	13	12	13	13	64
34	251902	12	13	11	12	12	60
35	251903	11	12	11	11	12	57
36	251865	12	13	12	12	13	62
37	251866	14	13	14	13	14	68
38	251867	13	13	12	13	13	64
39	251868	13	13	11	12	13	62
	Total	500	518	475	476	500	2469

The Analyses of Pre Test and Post Test (Linguistic Features)

No	NIS	Pre Test			Post Test		
		X ₁	d ₁	d ₁ ²	X ₂	d ₂	d ₂ ²
1	251828	59	-4.31	18.58	64	-6.54	42.77
2	251829	59	-4.31	18.58	65	-5.54	30.69
3	251830	64	0.69	0.48	74	3.46	11.97
4	251831	65	1.69	2.86	72	1.46	2.13
5	251832	61	-2.31	5.34	69	-1.54	2.37
6	251833	64	0.69	0.48	74	3.46	11.97
7	251916	66	2.69	7.24	76	5.46	29.81
8	251917	64	0.69	0.48	72	1.46	2.13
9	251918	67	3.69	13.62	68	-2.54	6.45
10	251919	61	-2.31	5.34	67	-3.54	12.53
11	251838	67	3.69	13.62	77	6.46	41.73
12	251839	63	-0.31	0.09	64	-6.54	42.77
13	251841	64	0.69	0.48	68	-2.54	6.45
14	251840	67	3.69	13.62	74	3.46	11.97
15	251843	58	-5.31	28.19	61	-9.54	91.01
16	251844	62	-1.91	3.65	68	-2.54	6.45
17	251845	66	2.69	7.24	74	3.46	11.97
18	251846	65	1.69	2.86	73	2.46	6.05
19	251847	67	3.69	13.62	78	7.46	55.65
20	251848	59	-4.31	18.58	71	0.46	0.21
21	251849	63	-0.31	0.09	73	2.46	6.05
22	251850	63	-0.31	0.09	71	0.46	0.21
23	251851	68	4.69	21.99	76	5.46	29.81
24	251852	65	1.69	2.86	73	2.46	6.05
25	251853	64	0.69	0.48	74	3.46	11.97
26	251854	64	0.69	0.48	69	-1.54	2.37
27	251855	61	-2.31	5.34	67	-3.54	12.53
28	251856	60	-3.31	10.96	64	-6.54	42.77
29	251857	68	4.69	21.99	73	2.46	6.05
30	251858	62	-1.91	3.65	70	-0.54	0.29
31	251899	61	-2.31	5.34	72	1.46	2.13
32	251900	65	1.69	2.86	75	4.46	19.89
33	251901	64	0.69	0.48	71	0.46	0.21
34	251902	60	-3.31	10.96	66	-4.54	20.61
35	251903	57	-6.31	39.82	64	-6.54	42.77
36	251865	62	-1.91	3.65	67	-3.54	12.53
37	251866	68	4.69	21.99	76	5.46	29.81
38	251867	64	0.69	0.48	72	1.46	2.13
39	251868	62	-1.91	3.65	69	-1.54	2.37
	Total	2469		332.11	2751		367.71

The Analyses of Pre Test and Post Test (Generic Structure)

No	NIS	Pre Test			Post Test		
		X ₁	d ₁	d ₁ ²	X ₂	d ₂	d ₂ ²
1	251828	6	-0.89	0.79	7	-0.31	0.10
2	251829	6	-0.89	0.79	7	-0.31	0.10
3	251830	7	0.11	0.01	8	0.69	0.48
4	251831	7	0.11	0.01	8	0.69	0.48
5	251832	7	0.11	0.01	7	-0.31	0.10
6	251833	7	0.11	0.01	8	0.69	0.48
7	251916	7	0.11	0.01	7	-0.31	0.10
8	251917	7	0.11	0.01	7	-0.31	0.10
9	251918	8	1.11	1.23	7	-0.31	0.10
10	251919	6	-0.89	0.79	7	-0.31	0.10
11	251838	8	1.11	1.23	8	0.69	0.48
12	251839	7	0.11	0.01	7	-0.31	0.10
13	251841	7	0.11	0.01	7	-0.31	0.10
14	251840	7	0.11	0.01	8	0.69	0.48
15	251843	6	-0.89	0.79	6	-1.31	1.72
16	251844	6	-0.89	0.79	7	-0.31	0.10
17	251845	7	0.11	0.01	8	0.69	0.48
18	251846	8	1.11	1.23	7	-0.31	0.10
19	251847	8	1.11	1.23	8	0.69	0.48
20	251848	6	-0.89	0.79	7	-0.31	0.10
21	251849	7	0.11	0.01	7	-0.31	0.10
22	251850	7	0.11	0.01	8	0.69	0.48
23	251851	8	1.11	1.23	7	-0.31	0.10
24	251852	7	0.11	0.01	8	0.69	0.48
25	251853	7	0.11	0.01	8	0.69	0.48
26	251854	6	-0.89	0.79	7	-0.31	0.10
27	251855	6	-0.89	0.79	7	-0.31	0.10
28	251856	7	0.11	0.01	7	-0.31	0.10
29	251857	8	1.11	1.23	8	0.69	0.48
30	251858	7	0.11	0.01	7	-0.31	0.10
31	251899	6	-0.89	0.79	7	-0.31	0.10
32	251900	8	1.11	1.23	8	0.69	0.48
33	251901	7	0.11	0.01	8	0.69	0.48
34	251902	6	-0.89	0.79	7	-0.31	0.10
35	251903	6	-0.89	0.79	7	-0.31	0.10
36	251865	7	0.11	0.01	7	-0.31	0.10
37	251866	7	0.11	0.01	8	0.69	0.48
38	251867	7	0.11	0.01	7	-0.31	0.10
39	251868	7	0.11	0.01	6	-1.31	1.72
	Total	269		17.51	285		12.46

The Students' Results of the Post Test

No	NIS	Organization	Content	Grammar	Mechanics	Vocab.	Total
1	251828	13	13	12	13	13	64
2	251829	13	14	13	13	12	65
3	251830	14	16	15	15	14	74
4	251831	14	15	14	15	14	72
5	251832	13	15	14	14	13	69
6	251833	15	16	14	15	14	74
7	251916	15	16	15	15	15	76
8	251917	15	15	14	14	14	72
9	251918	14	14	13	13	14	68
10	251919	13	14	13	14	13	67
11	251838	15	16	16	15	15	77
12	251839	12	13	13	13	13	64
13	251841	13	14	13	14	14	68
14	251840	15	16	13	15	14	74
15	251843	12	13	12	12	12	61
16	251844	14	15	13	13	13	68
17	251845	15	16	15	14	14	74
18	251846	14	15	15	15	14	73
19	251847	15	16	16	16	15	78
20	251848	13	15	14	14	15	71
21	251849	15	16	14	14	14	73
22	251850	14	15	14	15	13	71
23	251851	15	16	15	15	15	76
24	251852	14	16	14	15	14	73
25	251853	15	16	15	15	13	74
26	251854	14	15	14	13	13	69
27	251855	13	15	13	13	13	67
28	251856	13	14	12	13	12	64
29	251857	14	16	15	14	14	73
30	251858	13	15	14	14	14	70
31	251899	13	15	14	15	15	72
32	251900	15	16	15	15	14	75
33	251901	14	15	14	14	14	71
34	251902	13	14	13	13	13	66
35	251903	13	14	12	13	12	64
36	251865	13	15	13	13	13	67
37	251866	15	16	15	15	15	76
38	251867	14	15	14	15	14	72
39	251868	13	15	14	14	13	69
	Total	540	586	542	550	533	2751

1. Listen to your teacher.
2. Rewrite the paragraph from the best of your recollection. Use the words or phrases below as the cues.
 - ❖ - Cinderella
 - live
 - stepmother and stepsisters
 - mean
 - ❖ - Stepmother and stepsisters
 - ask
 - house works
 - ❖ - The prince
 - dance party
 - invite
 - all girls
 - ❖ - Stepmother and stepsisters
 - don't let her go
 - ❖ - Fairy godmother
 - help
 - ❖ - Cinderella
 - dance
 - ❖ - 12 o'clock
 - have to go home
 - run
 - glass slipper
 - ❖ - The prince
 - look for
 - owner
 - ❖ - The prince and Cinderella
 - marry

The Students' Results of Pre Test and Post Test

No	NIS	Pre Test	Post Test
1	251828	<p style="text-align: center;">Cinderella</p> <p>Once day ago lives a mean family the family without cinderela, step mother and step sister cinderela live with mean family shy use many time to finish ho use wouk</p> <p>tomorow the price prepare a dancing party the family go join to the party but the Cinderella stai in Home in night fairy godmother help cinderela to join in prince party now the cinderela hev a Dress the cinderela going to the prince party and dancing with the prince the cinderela fell happy and she forgot the promise to back at 12 o'clock and the cinderela ran To home Quickly and one of her shoes lose in prince party the prince invite all the girl in the land to found Cinderela and marry her.</p>	<p style="text-align: center;">Cinderella</p> <p>Once upon a time, there was girl namely Cinderella. She have step mother and step sister who were mean. She did house works every day</p> <p>A prince held a dance party to looked for a wife. Cinderella cannot go to the party by her mother and sisters. But fairy godmother helped her. In the party Cinderella danced with prine until she forgeted to come to home before 12 o'clock. She ran and lost her shoe. The prince looked for the shoe's owner and then found Cinderella.</p> <p>Finally, they marry and happy.</p>
2	251829	<p style="text-align: center;">Cinderella</p> <p>Once upon a time there was somebody girl, namely Cinderella. Cinderella beautiful girls. Cinderella's step mother and step sister who Very mean. In the house, She was asked did house works.</p> <p>One day, prince held party and he invite all girls in the land. Cinderella help fairy godmother, then Cinderella dance for prince. Prince love Cinderella. Cinderella shoes lose in party. Prince marry Cinderella.</p>	<p style="text-align: center;">Cinderella</p> <p>Once upon a time, there was a girl named Cinderella. She was beautiful but she had mean family. She did all house works at home.</p> <p>One day there is a dance party and all girls want to come to see handsome prince. Cinderella sisters prohibited her to join the party but a fairy godmother helped her. Cinderella get a good dress and seemed beautiful. In the party she danced and forget to back before 12 o'clock. She left her shoe in the party. The prince wanted the shoe owner. Finally they married and lived happy.</p>
3	251830	<p style="text-align: center;">Cinderella</p> <p>Once day ago lives a mean family The family with Cinderela step mother and step sisters. She use many time to finish house work.</p> <p>Tomorow The prince prepare a Dancing party the Cinderella Family join to the party but the Cinderella stay in Home in night Fairy godmother help cinderela to join in prince party now the cinderela hev a Dress the cinderela going to the prince party and dancing with the prince The Cinderela Fell happy and Forgot the promise to back at 12 o'clock and the cinderela ran To home Quickly and one of her shoes loss in prince party. The prince donnot Found Cinderella but he has found her glass shoe next morning the prine invite all the girl in the land to Found Cinderella and The Prince found Cinderella in the mean family. Next morning Cinderella marry with prince and live happy together eferandafter</p>	<p style="text-align: center;">Cinderella</p> <p>Once upon a time in a land, lived a poor girl named Cinderella. She lived with her step mother and sisters who were mean. She had many house work to do every day.</p> <p>One day, a handsome prince looked for a wife and invited all girls in the land to join a dance party. Cinderella cannot follow because she had many house work and she didn't have beautiful dress like her step sisters. Fairy godmother helped Cinderella with her power. Cinderella come to the party like a princess. The prince fall in love with Cinderella. But at 12 o'clock Cinderella ran and left her shoe. The prince wanted to found girl that shoe left in the party. The prince met Cinderella in a mean family. They married and lived happy.</p>
4	251831	<p style="text-align: center;">Cinderella</p> <p>Once day ago, lives a family The family with Cinderela step mother and step sisters. She use many time to finish house work.</p> <p>One day, the prince prepare a party the Cinderella family join to the party but the Cinderella stay home. in night Fairy godmother help cinderela to join in prince party now the cinderela hev a Dress the cinderela going to the prince party and dancing with the prince. The Cinderela is happy and Forgot the promise to back at 12 o'clock and then cinderela ran To home Quickly and one of her shoes loss in prince party. The prince donnot Found Cinderella but he has found her glass shoe. next morning the prine invite all the girl in the land to Found Cinderella and The Prince found Cinderella in the mean family. Cinderella marry with prince and live hapy together eferandafter</p>	<p style="text-align: center;">Cinderella</p> <p>One day, there lived a beautiful girl named Cinderella. She lived together step mother and step sisters. Cinderella suffered, because she had to do house works.</p> <p>One day, a prince held a dance party and invited all girls. Cinderella was prohibited to come to dance party. Then, fairy godmother help Cinderella with big power. So Cinderella changed very beautiful. But Cinderella had to go home to before 12 o'clock. When Cinderella danced with prince, the clock rang twelve time then she run and left the palace. One of her shoes left then the prince found the Cinderella's shoe.</p> <p>Finally the prince marry with Cinderella and they lived happily.</p>
5	251832	<p style="text-align: center;">Cinderella</p> <p>Cinderella is beautiful girl. Cinderella's steep mother</p>	<p style="text-align: center;">Cinderella</p> <p>Once upon a time, there is a girl named Cinderella she</p>

		and steep sisters mean she have house work some time prince there was dance party. Prince all girls in the land because to looked for princess. Finally going good mother help Cinderella go to dance party. Cinderella wish come done party origin loked for 3 mouse ll. Cinderella then black magic become princess. Fairy godmother ask Cinderella go to home at 12 o'clock. Then Cinderella forget because met prince. The Cinderella go to prince looked for prince, prince Followed Cinderella and prince found one of her shoes. Cinderella shoes save. Finally prince marry with Cinderella and lived happily.	lived with stepmother and stepsister who mean. Cinderella must did house work with good. One night the prince looked for candidate for his wife in a dance party. The prince invited all girls in the land. Stepmother and step sisters didn't let her go to party. Fairy godmother helped her. She is very beautiful because magic of fairy godmother who help her. In the party Cinderella dance with prince. Prince to be attracted looked at Cinderella who beautiful.12 o'clock Cinderella must go home wit run. Cinderella glas slipper free. Prince looked for the shoes owner. Princes meet with Cinderella that clothes rumped. After they meet they married and lived happy.
6	251833	Cinderella Once day ago lives a mean family The family with Cinderela step mother and step sisters. She use many time to finish house work. Tomorow The prince prepare a Dancing party the Cinderella Family join to the party but the Cinderella stay in Home in night Fairy godmother help cinderela to join in prince party now the cinderela have a Dress the cinderela going to the prince party and dancing with the prince The Cinderela Fell happy and Forgot the promise to back at 12 o'clock and the cinderela ran To home Quickly and one of her shoes loss in prince party. The prince donnot Found Cinderella but he has found her glass shoe next morning the prince invite all the girl in the land to Found Cinderella and The Prince found Cinderella in the mean family. next morning Cinderella marry with prince and live happy together eferandafter	Cinderella One day, there lived a beautiful girl named Cinderella. She lived together step mother and step sisters. Cinderella was suffered, because she had to do house works. One day, in a kingdom, a prince held a dance party and invited all girls in the land. Cinderella was prohibited to come to dance party. Then, fairy godmother help Cinderella with big power. So Cinderella changed very beautiful. But Cinderella had to go home to before 12 o'clock. When Cinderella danced with prince, the clock rang twelve times then she run and left the palace. One of her shoes left then the prince found the Cinderella's shoe. Finally the prince marry with Cinderella and they lived happily
7	251916	Cinderella In a kingdom, there live a girl beautiful named Cinderella. She is lived step mother and step sisters. Cinderella was suffered, Because she is had to do house works. One day, a prince who held a dance party then, Cinderella was prohibited come to dance party. Then fairy godmother help Cinderella with power magic. Then Cinderella changed very beautiful. But Cinderella had to go home to before 12 o'clock. When Cinderella goes and run, when one of her shoes lose then the prince foud the Cinderella's shoe. finally the prince marry with Cinderella.	Cinderella In a kingdom, there lived a beautiful girl named Cinderella. She lived together step mother and step sisters. Cinderella was suffered, because she is had to do house works. One day, a prince held a dance party and invited all girl in the land. Cinderella was prohibited to come to dance party. Then, fairy godmother help Cinderella with big power. So Cinderella changed very beautiful. But Cinderella had to go home to before 12 o'clock. When Cinderella danced with prince, the clock ringing twelve times then she run from the palace. One of her shoes left then the prince found the Cinderella's shoe. Finally the prince marry with Cinderella.
8	251917	Cinderella Once day ago, lives afamily The family with Cinderela step mother and step sisters. She use many time to finish house work. One day, the prince prepare a party the Cinderella family join to the party but the Cinderella stay home. in night Fairy godmother help cinderela to join in prince party now the cinderela hev a Dress the cinderela going to the prince party and dancing with the prince. The Cinderela is happy and Forgot the promise to back at 12 o'clock and then cinderela ran To home Quickly and one of her shoes loss in prince party. The prince donnot Found Cinderella but he has found her glass shoe. next morning the prine invite all the girl in the land to Found Cinderella and The Prince found Cinderella in the mean family. Cinderella marry with prince and live hapy together eferandafter	Cinderella One day, there lived a beautiful girl named Cinderella. She lived together step mother and step sisters. Cinderella was suffered, because she had to do house works. One day, a prince held a dance party and invited all girls in the land. Cinderella was prohibited to come to dance party. Then, fairy godmother help Cinderella with big power. So Cinderella changed very beautiful. But Cinderella had to go home to before 12 o'clock. When Cinderella danced with prince, the clock rang twelve time then she run and left the palace. One of her shoes left then the prince found the Cinderella's shoe. Finally the prince marry with Cinderella and they lived happily.
9	251918	Cinderella Once upon a time, there lived a girl named Cinderella.	Cinderella Once upon a time, there is a girl named Cinderella she

		<p>She step mother and step sisters were mean. Cinderella had to do all house work in her home. Prince held dance party and invite all girls in the land. Cinderella was prohibited to come to the party. Fairy godmother help Cinderella. Cinderella can followed but Cinderella had to go home before at 12 o'clock. She ran and one of her shoes lose. Prince looked for the shoe's owner. Finally prince marry Cinderella and they lived happily.</p>	<p>lived with stepmother and stepsister who mean. Cinderella must did house work with good.</p> <p>One night the prince looked for candidate for wife in a dance party. The prince invited all girls in the land. Stepmother and stepsisters didn't let her go to party. Fairy godmother helped her. She is very beautiful because magic of fairy godmother who help her. In the party Cinderella dance with prince. Prince to be attracted looked at Cinderella who beautiful. 12 o'clock Cinderella must go home wit run. Cinderella glas slipper free. Prince looked for the shoes owner. Princes meet with Cinderella that clothes rumped. After they meet they married and lived happy.</p>
10	251919	<p style="text-align: center;">Cinderella</p> <p>Cinderella is beautiful girl. Cinderella's steep mother and steep sisters mean she have house work some time prince there was dance party. Prince all girls in the land because to looked for princess. Finally going good mother help Cinderella go to dance party. Cinderella wish come done party origin loked for 3 mouse ll. Cinderella then black magic become princess. Fairy godmother ask Cinderella go to home at 12 o'clock. Then Cinderella forget because met prince. The Cinderella go to prince looked for prince, prince Followed Cinderella and prince found one of her shoes. Cinderella shoes save. Finally prince marry with Cinderella and lived happily.</p>	<p style="text-align: center;">Cinderella</p> <p>One day, there is a girl named Cinderella she lived with stepmother and stepsister who mean. Cinderella must did house work with good.</p> <p>One night the prince looked for candidate for wife in a dance party. The prince invited all girls in the land. Stepmother and stepsisters didn't let her go to party. Fairy godmother helped her. She is very beautiful because magic of fairy godmother who help her. In the party Cinderella dance with prince. Prince to be attracted looked at Cinderella who beautiful. 12 o'clock Cinderella must go home wit run. Cinderella glas slipper free. Prince looked for the shoes owner. Princes meet with Cinderella that clothes rumped. After they meet they married and lived happy.</p>
11	251838	<p style="text-align: center;">Cinderella</p> <p>Once upon a time, there lived a girl named Cinderella. She step mother and step sisters were mean. Cinderella had to do all house work in her home. Prince held dance party and invite all girls in the land. Cinderella was prohibited to come to the party. Fairy godmother help Cinderella. Cinderella can followed but Cinderella had to go home before at 12 o'clock. She ran and one of her shoes lose. Prince looked for the shoe's owner. Finally prince marry Cinderella and they lived happily.</p>	<p style="text-align: center;">Cinderella</p> <p>Once upon Once upon a time in a land, there lived a girl named Cinderella. Her step mother and step sisters were mean. Cinderella had to do all house work in her home. Prince held dance party and invite all girls in the land. Cinderella was prohibited to come to the party. Fairy godmother help Cinderella.</p> <p>One day, A prince held a dance party and invited all girls in the land. Cinderella was prohibited to come to the party. Fortunately, a fairy godmother help Cinderella. She changed Cinderella become a beautiful princess with beautiful gown. In the party Cinderella danced with prince. They enjoyed the danced and Cinderella forgot to back before 12 o'clock. She ran and left one of her glass slipper in the party. The command to find Cinderella because he loved her very much. Finally, prince found Cinderella and they married and lived happily in the palace.</p>
12	251839	<p style="text-align: center;">Cinderella</p> <p>Once day ago lives a mean family The family with Cinderela step mother and step sisters. She use many time to finish house work.</p> <p>Tomorrow The prince prepare a Dancing party the Cinderella Family join to the party but the Cinderella stay in Home in night Fairy godmother help cinderela to join in prince party now the cinderela hev a Dress the cinderela going to the prince party and dancing with the prince The Cinderela Fell happy and Forgot the promise to back at 12 o'clock and the cinderela ran To home Quickly and one of her shoes loss in prince party. The prince donnot Found Cinderella but he has found her glass shoe next morning the prine invite all the girl in the land to Found Cinderella and The Prince found Cinderella in the mean family.</p> <p>Next morning Cinderella marry with prince and live happy together eferandafter.</p>	<p style="text-align: center;">Cinderella</p> <p>Once upon a time, there was girl namely Cinderella. She had step mother and step sister who were mean. She did house works every day.</p> <p>A prince held a dance party. Cinderella cannot go to the party by her mother and sisters. But fairy godmother helped her. In the party Cinderella danced with prince until she forget to come to home before 12 o'clock. She ran and lost her shoe. The prince looked for the shoe's owner and then found Cinderella. Cinderella lived in the palace and her family asked apologise to her. Finally, prince and Cinderella marry and happy.</p>

13	251841	<p style="text-align: center;">Cinderella</p> <p>Once day ago lives a mean family The family with Cinderela step mother and step sisters. She use many time to finish house work.</p> <p>Tomorrow The prince prepare a Dancing party the Cinderella Family join to the party but the Cinderella stay in Home in night Fairy godmother help cinderela to join in prince party now the cinderela hev a Dress the cinderela going to the prince party and dancing with the prince The Cinderela Fell happy and Forgot the promise to back at 12 o'clock and the cinderela ran To home Quickly and one of her shoes loss in prince party. The prince donnot Found Cinderella but he has found her glass shoe next morning the prine invite all the girl in the land to Found Cinderella and The Prince found Cinderella in the mean family.</p> <p>Next morning Cinderella marry with prince and live happy together eferandafter.</p>	<p style="text-align: center;">Cinderella</p> <p>Once upon a time, there is a girl named Cinderella she lived with stepmother and stepsister who mean. Cinderella must did house work with good.</p> <p>One night the prince looked for candidate for wife in a dance party. The prince invited all girls in the land. Stepmother and stepsisters didn't let her go to party. Fairy godmother helped her. She is very beautiful because magic of fairy godmother who help her. In the party Cinderella dance with prince. Prince to be attracted looked at Cinderella who beautiful.12 o'clock Cinderella must go home wit run. Cinderella glas slipper free. Prince looked for the shoes owner. Princes meet with Cinderella that clothes rumped. After they meet they married and lived happy.</p>
14	251840	<p style="text-align: center;">Cinderella</p> <p>Once upon a time, there lived a girl named Cinderella. She step mother and step sisters were mean. Cinderella had to do all house work in her home. Prince held dance party and invite all girls in the land. Cinderella was prohibited to come to the party. Fairy godmother help Cinderella. Cinderella can followed but Cinderella had to go home before at 12 o'clock. She ran and one of her shoes lose. Prince looked for the shoe's owner. Finally prince marry Cinderella and they lived happily.</p>	<p style="text-align: center;">Cinderella</p> <p>One day, there lived a beautiful girl named Cinderella. She lived together step mother and step sisters. Cinderella was suffered, because she had to do house works.</p> <p>One day, in a kingdom, a prince held a dance party and invited all girls in the land. Cinderella was prohibited to come to dance party. Then, fairy godmother help Cinderella with big power. So Cinderella changed very beautiful. But Cinderella had to go home to before 12 o'clock. When Cinderella danced with prince, the clock rang twelve time then she run and left the palace. One of her shoes left then the prince found the Cinderella's shoe. Finally the prince marry with Cinderella and they lived happily.</p>
15	251843	<p style="text-align: center;">Cinderella</p> <p>Once day ago lives a mean family The family with Cinderela step mother and step sisters. She use many time to finish house work.</p> <p>Tomorow The prince prepare a Dancing party the Cinderella Family join to the party but the Cinderella stay in Home in night Fairy godmother help cinderela to join in prince party now the cinderela hev a Dress the cinderela going to the prince party and dancing with the prince The Cinderela Fell happy and Forgot the promise to back at 12 o'clock and the cinderela ran to home</p>	<p style="text-align: center;">Cinderella</p> <p>Once d ay ago, lived Cinderella and step mother and two step sisters who mean. Cinderella must did house work with good. The a prince held a dance party and Cinderella cannot come there because her mother didn't let her. She sad and then fairy godmother help her to be beautiful. Cinderella danced with prince. In 12 in the night Cinderella ran out from the kingdom and her shoe fall. Prince looked Cinderella. Finally they married and happy in the kingdom.</p>
16	251844	<p style="text-align: center;">Cinderella</p> <p>Once upon a time there is somebody girl named Cinderella she is to live seemed mother and step sister who mean. Cinderella must did house work with good.</p> <p>Once upon a night Cinderella go to dance party. She is very beautiful because magic of fairy godmother who help Cinderella. In the party Cinderella dance with prince. Prince to be attracted looked at Cinderella who beautiful. Time already to ppoint blow out 12. Cinderella must go home moment running. Shoes Cinderella lose. Prince look for the shoes owner. Prince meet with Cinderella that clothes dirty and rumped. After they meet they marry with party that noisy.</p>	<p style="text-align: center;">Cinderella</p> <p>Once upon a time there is someone girl named Cinderella she lived with stepmother and stepsister who mean. Cinderella must did house work with good.</p> <p>One night the prince looked for candidate for wife in a dance party. The prince invited all girls in the land. Stepmother and ste p[sisters didn't let her go to party. Fairy godmother helped her. She is very beautiful because magic of fairy godmother who help her. In the party Cinderella dance with prince. Prince to be attracted looked at Cinderella who beautiful.12 o'clock Cinderella must go home wit run. Cinderella glas slipper free. Prince looked for the shoes owner. Princes meet with Cinderella that clothes rumped. After they meet they married with party that noisy.</p>
17	251845	<p style="text-align: center;">Cinderella</p> <p>Once upon a time there was somebody girl. She is Cinderella. She lived with all step mother and sisters. They were mean.</p> <p>Tomorrow The prince prepare a Dancing party the Cinderella Family join to the party but the Cinderella stay in</p>	<p style="text-align: center;">Cinderella</p> <p>In a kingdom, there lived a beautiful girl named Cinderella. She lived together step mother and step sisters. Cinderella was suffered, because she is had to do house works.</p> <p>One day, a prince held a dance party and invited all</p>

		<p>Home in night Fairy godmother help cinderela to join in prince party now the cinderela hev a Dress the cinderela going to the prince party and dancing with the prince The Cinderella Fell happy and Forgot the promise to back at 12 o'clock and the cinderela ran To home Quickly and one of her shoes loss in prince party. The prince donnot Found Cinderella but he has found her glass shoe next morning the prince invite all the girl in the land to Found Cinderella and The Prince found Cinderella in the mean family.</p> <p>Next morning Cinderella marry with prince and live happy together eferandafter.</p>	<p>girl in the land. Cinderella was prohibited to come to dance party. Then, fairy godmother help Cinderella with big power. So Cinderella changed very beautiful. But Cinderella had to go home to before 12 o'clock. When Cinderella danced with prince, the clock ringing twelve times then she run from the palace. One of her shoes left then the prince found the Cinderella's shoe. Finally the prince married with Cinderella.</p>
18	251846	<p style="text-align: center;">Cinderella</p> <p>Once upon a time there was somebody girl. She named Cinderella. Cinderella beautiful and kind girl. She lived together with step mother and step sister who mean.</p> <p>One day in the kingdom held a dance party. Prince Steven invite all girls in the land. Kingdom also invited Cinderella's family. But Cinderella didn't come in the dance party.</p> <p>Cinderella meet wit fairy godmother. Fairy godmother intend to help Cide3rella for come in the dance party.</p> <p>Prince Steven see beautiful girl. She I Cinderella. Prince Steven asked dance Cinderela. At 12 o'clock Cinderella had to go home. One of her shoes lose. Prince looked for the shoe's owner Cinderela.</p> <p>Finally Prince steven married with Cinderella and they lived happily.</p>	<p style="text-align: center;">Cinderella</p> <p>Once upon a time, in a kingdom, there lived a beautiful girl namely Cinderella. She lived together step mother and step sisters. Cinderella was sad she had to do house works.</p> <p>One day, a prince held a dance party and invited all girls in the land. Cinderella was prohibited to come to dance party. Then, fairy godmother help Cinderella with big power. So Cinderella changed very beautiful. But Cinderella had to go home to before 12 o'clock. When Cinderella danced with prince, the clock ringing twelve times then she run from the palace. One of her shoes left then the prince found the Cinderella's shoe. Finally the prince married with Cinderella</p>
19	251847	<p style="text-align: center;">Cinderella</p> <p>Once upon a time, there lived a girl named Cinderella. She step mother and step sisters were mean. Cinderella had to do all house work in her home. Prince held dance party and invite all girls in the land. Cinderella was prohibited to come to the party. Fairy godmother help Cinderella.</p> <p>In the party Cinderella dance with prince. Prince to be attracted looked at Cinderella who beautiful. Time already to ppoint blow out 12. Cinderella must go home moment running. Shoes Cinderella lose. Prince look for the shoes owner. Prince meet with Cinderella that clothes dirty and rumped. Finally prince marry Cinderella and they lived happily.</p>	<p style="text-align: center;">Cinderella</p> <p>Once upon a time, there lived a girl named Cinderella. She had step mother and step sisters who were mean. Cinderella had to do all house work in her home.</p> <p>One day, Prince held a dance party and invited all girls in the land. Cinderella was prohibited to come to the party. Fortunately, a fairy godmother help Cinderella. She changed Cinderella become a beautiful princess with beautiful gown. In the party Cinderella danced with prince. They enjoyed the danced and Cinderella forgot to back before 12 o'clock. She ran and left one of her glass slipper in the party. The prince give command to find Cinderella because he loved her very much. Finally, prince found Cinderella and then they married and lived happily.</p>
20	251848	<p style="text-align: center;">Cinderella</p> <p>Once day ago lives amean family the family witout cinderela, step mother and step sister cinderela live with mean family shy use many time tofinish ho use wouk</p> <p>tomorrow the price prepare a dancing party the family go join to the party but the Cinderella stai in Home in night fairy godmother help cinderela to join in prince party now the cinderela hev a Dress the cinderela going to the prince party and dancing with the prince the cinderela fell happy and she forgot the promise to back at 12 o'clock and the cinderela ran To home Quickly and one of her shoes lose in prince party the prince invite all the girl in the land to found the shoe owner and then marry with her</p>	<p style="text-align: center;">Cinderella</p> <p>One day, there lived a beautiful girl named Cinderella. She lived together step mother and step sisters. Cinderella was suffered, because she had to do house works.</p> <p>One day, a prince held a dance party and invited all girl in the land. Cinderella is prohibited to come to dance party. Then, fairy godmother help Cinderella with big power. So Cinderella changed very beautiful. But Cinderella had to go home to before 12 o'clock. When Cinderella danced with prince, the clock rang twelve time then she run and left the palace. One of her shoes left then the prince found the Cinderella's shoe. Finally the prince marry with Cinderella and they lived happily.</p>
21	251849	<p style="text-align: center;">Cinderella</p> <p>Once day ago lives a mean family The family with Cinderela step mother and step sisters. She use many time to finish house work.</p> <p>Tomorrow The prince prepare a Dancing party the Cinderella Family join to the party but the Cinderella stay in Home in night Fairy godmother help cinderela to join in prince</p>	<p style="text-align: center;">Cindere lla</p> <p>One day in a kingdom, there lived a beautiful girl named Cinderella. She lived together step mother and step sisters. Cinderella was suffered, because she is had to do house works.</p> <p>One day, a prince held a dance party and invited all girl in the land. Cinderella was prohibited to come to dance</p>

		<p>party now the cinderela hev a Dress the cinderela going to the prince party and dancing with the prince The Cinderella Fell happy and Forgot the promise to back at 12 o'clock and the cinderela ran To home Quickly and one of her shoes loss in prince party. The prince donnot Found Cinderella but he has found her glass shoe next morning the prine invite all the girl in the land to Found Cinderella and The Prince found Cinderella in the mean family.</p> <p>Next morning Cinderella marry with prince and live happy together eferandafter.</p>	<p>party. Then, fairy godmother help Cinderella with big power. So Cinderella changed very beautiful. But Cinderella had to go home to before 12 o'clock. When Cinderella danced with prince, the clock ringing twelve times then she run from the palace. One of her shoes left then the prince found the Cinderella's shoe. Finally the prince married with Cinderella.</p>
22	251850	<p style="text-align: center;">Cinderella</p> <p>Once day ago lives a mean family The family with Cinderela step mother and step sisters. She use many time to finish house work.</p> <p>Tomorrow The prince prepare a Dancing party the Cinderella Family join to the party but the Cinderella stay in Home in night Fairy godmother help cinderela to join in prince party now the cinderela hev a Dress the cinderela going to the prince party and dancing with the prince The Cinderella Fell happy and Forgot the promise to back at 12 o'clock and the cinderela ran To home Quickly and one of her shoes loss in prince party. The prince donnot Found Cinderella but he has found her glass shoe next morning the prine invite all the girl in the land to Found Cinderella and The Prince found Cinderella in the mean family.</p> <p>Next morning Cinderella marry with prince and live happy together eferandafter.</p>	<p style="text-align: center;">Cinderella</p> <p>One day, there lived a beautiful girl named Cinderella. She lived together step mother and step sisters. Cinderella was suffered, because she had to do house works.</p> <p>One day, a prince held a dance party and invited all girl in the land. Cinderella is prohibited to come to dance party. Then, fairy godmother help Cinderella with big power. So Cinderella changed very beautiful. But Cinderella had to go home to before 12 o'clock. When Cinderella danced with prince, the clock rang twelve time then she run and left the palace. One of her shoes left then the prince found the Cinderella's shoe. Finally the prince marry with Cinderella and they lived happily.</p>
23	251851	<p style="text-align: center;">Cinderella</p> <p>Once upon a time, there lived a girl named Cinderella. She step mother and step sisters were mean. Cinderella had to do all house work in her home. Prince held dance party and invite all girls in the land. Cinderella was prohibited to come to the party. Fairy godmother help Cinderella. Cinderella can followed but Cinderella had to go home before at 12 o'clock. She ran and one of her shoes lose. Prince looked for the shoe's owner. Finally prince marry Cinderella and they lived happily.</p>	<p style="text-align: center;">Cinderella</p> <p>Once upon a time, there lived a beautiful girl named Cinderella. She lived together step mother and step sisters. Cinderella was suffered, because she had to do house works.</p> <p>One day, a prince held a dance party and invited all girl in the land. Cinderella was prohibited to come to dance party. Then, fairy godmother help her to go to the party. So Cinderella changed very beautiful. But Cinderella had to go home to before 12 o'clock. When Cinderella danced with prince, the clock ringing twelve times then she run from the palace. One of her shoes left then the prince found the Cinderella's shoe. Finally the prince and Cinderella got married and lived happily.</p>
24	251852	<p style="text-align: center;">Cinderella</p> <p>Once upon a time there was somebody girl. She named Cinderella. Cinderella beautiful and kind girl. She lived together with step mother and step sister who mean.</p> <p>One day in the kingdom held a dance party. Prince Steven invite all girls in the land. Kingdom also invited Cinderella's family. But Cinderella didn't come in the dance party.</p> <p>Cinderella meet wit fairy godmother. Fairy godmother intend to help Ciderella for come in the dance party.</p> <p>Prince Steven see beautiful girl. She I Cinderella. Prince Steven asked dance Cinderela. At 12 o'clock Cinderella had to go home. One of her shoes lose. Prince looked for the shoe's owner Cinderela.</p> <p>Finally Prince steven married with Cinderella and they lived happily.</p>	<p style="text-align: center;">Cinderella</p> <p>Once upon a time, there lived a beautiful girl named Cinderella. She lived together step mother and step sisters. Cinderella was suffered, because she is had to do house works.</p> <p>One day, a prince held a dance party and invited all girl in the land. Cinderella was prohibited to come to dance party. Then, fairy godmother help Cinderella with big power. So Cinderella changed very beautiful. But Cinderella had to go home to before 12 o'clock. When Cinderella danced with prince, the clock ringing twelve times then she run from the palace. One of her shoes left then the prince found the Cinderella's shoe. Finally the prince and Cinderella lived together in the palace.</p>
25	251853	<p style="text-align: center;">Cinderella</p> <p>Once day ago lives a mean family The family with Cinderela step mother and step sisters. She use many time to finish house work.</p> <p>Tomorrow The prince prepare a Dancing party the</p>	<p style="text-align: center;">Cinderella</p> <p>In a kingdom, there lived a beautiful girl named Cinderella. She lived together step mother and step sisters. Cinderella was suffered, because she is had to do house works.</p>

		<p>Cinderella Family join to the party but the Cinderella stay in Home in night Fairy godmother help cinderela to join in prince party now the cinderela hev a Dress the cinderela going to the prince party and dancing with the prince The Cinderella Fell happy and Forgot the promise to back at 12 o'clock and the cinderela ran To home Quickly and one of her shoes loss in prince party. The prince donnot Found Cinderella but he has found her glass shoe next morning the prine invite all the girl in the land to Found Cinderella and The Prince found Cinderella in the mean family.</p> <p>Next morning Cinderella marry with prince and live happy together eferandafter.</p>	<p>One day, a prince held a dance party and invited all girl in the land. Cinderella was prohibited to come to dance party. Then, fairy godmother help Cinderella with big power. So Cinderella changed very beautiful. But Cinderella had to go home to before 12 o'clock. When Cinderella danced with prince, the clock ringing twelve times then she run from the palace. One of her shoes left then the prince found the Cinderella's shoe. Finally the prince married with Cinderella.</p>
26	251854	<p style="text-align: center;">Cinderella</p> <p>Once day ago lives a mean family The family with Cinderela step mother and step sisters. She use many time to finish house work.</p> <p>Tomorrow The prince prepare a Dancing party the Cinderella Family join to the party but the Cinderella stay in Home in night Fairy godmother help cinderela to join in prince party now the cinderela hev a Dress the cinderela going to the prince party and dancing with the prince The Cinderella Fell happy and Forgot the promise to back at 12 o'clock and the cinderela ran To home Quickly and one of her shoes loss in prince party. The prince donnot Found Cinderella but he has found her glass shoe next morning the prine invite all the girl in the land to Found Cinderella and The Prince found Cinderella in the mean family.</p> <p>Next morning Cinderella marry with prince and live happy together eferandafter.</p>	<p style="text-align: center;">Cinderella</p> <p>Once upon a time, there is a girl named Cinderella she lived with stepmother and stepsister who mean. Cinderella must did house work with good.</p> <p>One night the prince looked for candidate for his wife in a dance party. The prince invited all girls in the land. Stepmother and step sisters didn't let her go to party. Fairy godmother helped her. She is very beautiful because magic of fairy godmother who help her. In the party Cinderella dance with prince. Prince to be attracted looked at Cinderella who beautiful.12 o'clock Cinderella must go home wit run. Cinderella glas slipper free. Prince looked for the shoes ownner. Princes meet with Cinderella that clothes rumped. After they meet they married and lived happy.</p>
27	251855	<p style="text-align: center;">Cinderella</p> <p>Once day ago lives a mean family The family with Cinderela step mother and step sisters. She use many time to finish house work.</p> <p>Tomorow The prince prepare a Dancing party the Cinderella Family join to the party but the Cinderella stay in Home in night Fairy godmother help cinderela to join in prince party now the cinderela hev a Dress the cinderela going to the prince party and dancing with the prince The Cinderella Fell happy and Forgot the promise to back at 12 o'clock and the cinderela ran To home Quickly and one of her shoes loss in prince party. The prince donnot Found Cinderella but he has found her glass shoe next morning the prine invite all the girl in the land to Found Cinderella and The Prince found Cinderella in the mean family. Next morning Cinderella marry with prince and live happy together eferandafter</p>	<p style="text-align: center;">Cinderella</p> <p>One day, there is a girl named Cinderella she lived with stepmother and stepsister who mean. Cinderella must did house work with good.</p> <p>One night the prince looked for candidate for wife in a dance party. The prince invited all girls in the land. Stepmother and stepsisters didn't let her go to party. Fairy godmother helped her. She is very beautiful because magic of fairy godmother who help her. In the party Cinderella dance with prince. Prince to be attracted looked at Cinderella who beautiful.12 o'clock Cinderella must go home wit run. Cinderella glas slipper free. Prince looked for the shoes owner. Princes meet with Cinderella that clothes rumped. After they meet they married and lived happy.</p>
28	251856	<p style="text-align: center;">Cinderella</p> <p>Once day ago lives a mean family The family with Cinderela step mother and step sisters. She use many time to finish house work.</p> <p>Tomorow The prince prepare a Dancing party the Cinderella Family join to the party but the Cinderella stay in Home in night Fairy godmother help cinderela to join in prince party now the cinderela hev a Dress the cinderela going to the prince party and dancing with the prince The Cinderella Fell happy and Forgot the promise to back at 12 o'clock and the cinderela ran To home Quickly and one of her shoes loss in prince party. The prince donnot Found Cinderella but he has found her glass shoe next morning the prine invite all the girl in the land to Found Cinderella and The Prince found Cinderella in the mean family. Next morning Cinderella marry with prince and live happy together eferandafter</p>	<p style="text-align: center;">Cinderella</p> <p>Once upon a time, there was girl namely Cinderella. She have step mother and step sister who were mean. She did house works every day</p> <p>A prince held a dance party to looked for a wife. Cinderella cannot go to the party by her mother and sisters. But fairy godmother helped her. In the party Cinderella danced with prine until she forgeted to come to home before 12 o'clock. She ran and lost her shoe. The prince looked for the shoe's owner and then found Cinderella.</p> <p>Finally, they marry and happy.</p>

29	251857	<p style="text-align: center;">Cinderella</p> <p>Cinderella lived together step mother and two step sister. Step mother and step sister made Cinderella suffered. She was like a servant in the home.</p> <p>Once upon a time there is an invitation to join a dance party. Cinderella can't follow to the dance party. Then Cinderella met with a fairy godmother. The fairy god mother helped Cinderella and She can go to the party. Moment arrive in the palace, She met with appropriate prince and prince asked dance Cinderella. Prince loved Cinderella and in contrary. Moment at 12 o'clock she in a hurry go home and one of her shoes fall and lose. After that prince looked for Cinderella and after that they met and held marry party. Finally, they lived together.</p>	<p style="text-align: center;">Cinderella</p> <p>One day in a kingdom, there lived a beautiful girl named Cinderella. She lived together step mother and step sisters. Cinderella was suffered, because she is had to do house works.</p> <p>One day, a prince held a dance party and invited all girl in the land. Cinderella was prohibited to come to dance party. Then, fairy godmother help Cinderella with big power. So Cinderella changed very beautiful. But Cinderella had to go home to before 12 o'clock. When Cinderella danced with prince, the clock ringing twelve times then she run from the palace. One of her shoes left then the prince found the Cinderella's shoe. Finally the prince married with Cinderella.</p>
30	251858	<p style="text-align: center;">Cinderella</p> <p>Once day ago lives a mean family The family with Cinderela step mother and step sisters. She use many time to finish house work.</p> <p>Tomorrow The prince prepare a Dancing party the Cinderella Family join to the party but the Cinderella stay in Home in night Fairy godmother help cinderela to join in prince party now the cinderela hev a Dress the cinderela going to the prince party and dancing with the prince The Cinderela Fell happy and Forgot the promise to back at 12 o'clock and the cinderela ran To home Quickly and one of her shoes loss in prince party. The prince donnot Found Cinderella but he has found her glass shoe next morning the prine invite all the girl in the land to Found Cinderella and The Prince found Cinderella in the mean family.</p> <p>Next morning Cinderella marry with prince and live happy together eferandafter.</p>	<p style="text-align: center;">Cinderella</p> <p>One day, there lived a beautiful girl named Cinderella. She lived together step mother and step sisters. Cinderella was suffered, because she had to do house works.</p> <p>One day, a prince held a dance party and invited all girl in the land. Cinderella is prohibited to come to dance party. Then, fairy godmother help Cinderella with big power. So Cinderella changed very beautiful. But Cinderella had to go home to before 12 o'clock. When Cinderella danced with prince, the clock rang twelve time then she run and left the palace. One of her shoes left then the prince found the Cinderella's shoe. Finally the prince marry with Cinderella and they lived happily.</p>
31	251899	<p style="text-align: center;">Cinderella</p> <p>Cinderella is beautiful girl. Cinderella's steep mother and steep sisters mean she have house work some time prince there was dance party. Prince all girls in the land because to looked for princess. Finally going good mother help Cinderella go to dance party. Cinderella wish come done party origin loked for 3 mouse ll. Cinderella then black magic become princess. Fairy godmother ask Cinderella go to home at 12 o'clock. Then Cinderella forget because met prince. The Cinderella go to prince looked for prince, prince Followed Cinderella and prince found one of her shoes. Cinderella shoes save. Finally prince marry with Cinderella and lived happily</p>	<p style="text-align: center;">Cinderella</p> <p>One day, there lived a beautiful girl named Cinderella. She lived together step mother and step sisters. Cinderella was suffered, because she had to do house works.</p> <p>One day, a prince held a dance party and invited all girls in the land. Cinderella was prohibited to come to dance party. Then, fairy godmother help Cinderella with big power. So Cinderella changed very beautiful. But Cinderella had to go home to before 12 o'clock. When Cinderella danced with prince, the clock rang twelve time then she run and left the palace. One of her shoes left then the prince found the Cinderella's shoe. Finally the prince marry with Cinderella and they lived happily.</p>
32	251900	<p style="text-align: center;">Cinderella</p> <p>Once day ago lives a mean family The family with Cinderela step mother and step sisters. She use many time to finish house work.</p> <p>Tomorrow The prince prepare a Dancing party the Cinderella Family join to the party but the Cinderella stay in Home in night Fairy godmother help cinderela to join in prince party now the cinderela hev a Dress the cinderela going to the prince party and dancing with the prince The Cinderela Fell happy and Forgot the promise to back at 12 o'clock and the cinderela ran To home Quickly and one of her shoes loss in prince party. The prince donnot Found Cinderella but he has found her glass shoe next morning the prine invite all the girl in the land to Found Cinderella and The Prince found Cinderella in the mean family.</p> <p>Next morning Cinderella marry with prince and live happy together eferandafter.</p>	<p style="text-align: center;">Cinderella</p> <p>Once upon a time, Cinderella lived together stepmother and stepsisters. They very mean. Stepmother and stepsisters asked her to do house works.</p> <p>One day, the prince held a big dance party in the kingdom. The prince invited all girls in the land. Stepmother and stepsisters didn't let her go to party. Cinderella dance with the prince. 12 o'clock she had to go home. She ran and left her glass slipper. The prince looked for Cinderella. Finally, they got married.</p>

33	251901	<p style="text-align: center;">Cinderella</p> <p>Once day ago lives a mean family The family with Cinderela step mother and step sisters. She use many time to finish house work.</p> <p>Tomorrow The prince prepare a Dancing party the Cinderella Family join to the party but the Cinderella stay in Home in night Fairy godmother help cinderela to join in prince party now the cinderela hev a Dress the cinderela going to the prince party and dancing with the prince The Cinderela Fell happy and Forgot the promise to back at 12 o'clock and the cinderela ran To home Quickly and one of her shoes loss in prince party. The prince donnot Found Cinderella but he has found her glass shoe next morning the prine invite all the girl in the land to Found Cinderella and The Prince found Cinderella in the mean family.</p> <p>Next morning Cinderella marry with prince and live happy together eferandafter.</p>	<p style="text-align: center;">Cinderella</p> <p>Once upon a time, Cinderella lived together stepmother and stepsisters. Stepmother and stepsisters very mean. Cinderella stepmother and stepsisters asked her doing house works.</p> <p>One day, the prince held a b9g dance party in the kingdom. The prince invited all girls in the land. Stepmother and stepsisters didn't let her got. She was very sad . Then, verry fairy godmother helped her. Cinderella danced with the prince. 12 o'clock she had to go home. She ran and left her glass slipper. The prince looked for Cinderella. Finally, they got married.</p>
34	251902	<p style="text-align: center;">Cinderella</p> <p>Cinderella is beautiful girl. Cinderella's steep mother and steep sisters mean she have house work some time prince there was dance party. Prince all girls in the land because to looked for princess. Finally going good mother help Cinderella go to dance party. Cinderella wish come done party origin loked for 3 mouse ll. Cinderella then black magic become princess. Fairy godmother ask Cinderella go to home at 12 o'clock. Then Cinderella forget because met prince. The Cinderella go to prince looked for prince, prince Followed Cinderella and prince found one of her shoes. Cinderella shoes save. Finally prince marry with Cinderella and lived happily</p>	<p style="text-align: center;">Cinderella</p> <p>One day, there is a girl named Cinderella she lived with stepmother and stepsister who mean. Cinderella must did house work with good.</p> <p>One night the prince looked for candidate for wife in a dance party. The prince invited all girls in the land. Stepmother and stepsisters didn't let her go to party. Fairy godmother helped her. She is very beautiful because magic of fairy godmother who help her. In the party Cinderella dance with prince. Prince to be attracted looked at Cinderella who beautiful.12 o'clock Cinderella must go home wit run. Cinderella glas slipper free. Prince looked for the shoes owner. Princes meet with Cinderella that clothes rumped. After they meet they married and lived happy.</p>
35	251903	<p style="text-align: center;">Cinderella</p> <p>Once day ago lives amean family the family witout cinderela, step mother and step sister cinderela live with mean family shy use many time to finish ho use wouk</p> <p>tomorrow the price prepare a dancing party the family go join to the party but the Cinderella stai in Home in night fairy godmother help cinderela to join in prince party now the cinderela hev a Dress the cinderela going to the prince party and dancing with the prince the cinderela fell happy and she forgot the promise to back at 12 o'clock and the cinderela ran To home Quickly and one of her shoes lose in prince party the prince invite all the girl in the land to found the shoe owner and then marry with her</p>	<p style="text-align: center;">Cinderella</p> <p>Once upon a time, there was girl namely Cinderella. She have step mother and step sister who were mean. She did house works every day</p> <p>A prince held a dance party to looked for a wife. Cinderella cannot go to the party by her mother and sisters. But fairy godmother helped her. In the party Cinderella danced with prince until she forget to come to home before 12 o'clock. She ran and lost her shoe. The prince looked for the shoe's owner and then found Cinderella. Cinderella foolowed prince to lived in the palace and her family asked apologise to her. Finally, prince and Cinderella marry and happy.</p>
36	251865	<p style="text-align: center;">Cinderella</p> <p>Once day ago lives a mean family The family with Cinderela step mother and step sisters. She use many time to finish house work.</p> <p>Tomorrow The prince prepare a Dancing party the Cinderella Family join to the party but the Cinderella stay in Home in night Fairy godmother help cinderela to join in prince party now the cinderela hev a Dress the cinderela going to the prince party and dancing with the prince The Cinderela Fell happy and Forgot the promise to back at 12 o'clock and the cinderela ran To home Quickly and one of her shoes loss in prince party. The prince donnot Found Cinderella but he has found her glass shoe next morning the prine invite all the girl in the land to Found Cinderella and The Prince found Cinderella in the mean family.</p> <p>Next morning Cinderella marry with prince and live happy together eferandafter.</p>	<p style="text-align: center;">Cinderella</p> <p>Once upon a time, at last a daughter was born, She is named Cinderella. She lived with stepmother and stepsisters. Stepmother and stepsisters were mean. Cinderella's stepmother and stepsisters asked her do house works.</p> <p>One day, the prince, held a big dance party in the kingdom. The prince invited all girls in the land. Cinderella's stepmother didn't let her go to the party. She became very sad.</p> <p>Fortunately, fairy godmother helped Cinderella. Cinderella went to the party and dance with the prince. In the midnight the clock rang twelve times. Cinderella had to go hme as she promised. Then she ran and left her glass slipper. The prince looked for the slipper owner until he found Cinderella.</p> <p>Finally, they prince and Cinderella got married. They lived happily ever after.</p>

37	251866	<p style="text-align: center;">Cinderella</p> <p>Once upon a time, there lived a girl named Cinderella. She step mother and step sisters were mean. Cinderella had to do all house work in her home. Prince held dance party and invite all girls in the land. Cinderella was prohibited to come to the party. Fairy godmother help Cinderella. Cinderella can followed but Cinderella had to go home before at 12 o'clock. She ran and one of her shoes lose. Prince looked for the shoe's owner. Finally prince marry Cinderella and they lived happily.</p>	<p style="text-align: center;">Cinderella</p> <p>Once upon a time in a land, there lived a girl named Cinderella. Her step mother and step sisters were mean. Cinderella had to do all house work in her home. Prince held dance party and invite all girls in the land. Cinderella was prohibited to come to the party. Fairy godmother help Cinderella.</p> <p>One day, A prince held a dance party and invited all girls in the land. Cinderella was prohibited to come to the party. Fortunately, a fairy godmother help Cinderella. She changed Cinderella become a beautiful princess with beautiful gown. In the party Cinderella danced with prince. They enjoyed the danced and Cinderella forgot to back before 12 o'clock. She ran and left one of her glass slipper in the party. The command to find Cinderella because he loved her very much. Finally, prince found Cinderella and they married and lived happily in the palace.</p>
38	251867	<p style="text-align: center;">Cinderella</p> <p>Once day ago lives a mean family The family with Cinderela step mother and step sisters. She use many time to finish house work.</p> <p>Tomorrow The prince prepare a Dancing party the Cinderella Family join to the party but the Cinderella stay in Home in night Fairy godmother help cinderela to join in prince party now the cinderela hev a Dress the cinderela going to the prince party and dancing with the prince The Cinderela Fell happy and Forgot the promise to back at 12 o'clock and the cinderela ran To home Quickly and one of her shoes loss in prince party. The prince donnot Found Cinderella but he has found her glass shoe next morning the prine invite all the girl in the land to Found Cinderella and The Prince found Cinderella in the mean family.</p> <p>Next morning Cinderella marry with prince and live happy together eferandafter.</p>	<p style="text-align: center;">Cinderella</p> <p>One day, there lived a beautiful girl named Cinderella. She lived together step mother and step sisters. Cinderella was suffered, because she had to do house works.</p> <p>One day, a prince held a dance party and invited all girls in the land. Cinderella was prohibited to come to dance party. Then, fairy godmother help Cinderella with big power. So Cinderella changed very beautiful. But Cinderella had to go home to before 12 o'clock. When Cinderella danced with prince, the clock rang twelve time then she run and left the palace. One of her shoes left then the prince found the Cinderella's shoe. Finally the prince marry with Cinderella and they lived happily.</p>
39	251868	<p style="text-align: center;">Cinderella</p> <p>Once upon a time there is somebody girl I named Cinderella she is to live seemed mother and step sister who mean. Cinderella must did house work with good.</p> <p>Once upon a night Cinderella gmto dance party. She is very beautiful because magic of fairy godmother who help Cinderella. In the party Cinderella dance with prince. Prince to be attracted looked at Cinderella who beautiful. Time already to ppoint blow out 12. Cinderella must go home moment running. Shoes Cinderella lose. Prince look for the shoes owner. Prince meet with Cinderella that clothes dirty and rumped. After they meet they marry with party that noisy.</p>	<p style="text-align: center;">Cinderella</p> <p>Once upon a time, there is a girl named Cinderella she lived with stepmother and stepsister who mean. Cinderella must did house work with good.</p> <p>One night the prince looked for candidate for his wife in a dance party. The prince invited all girls in the land. Stepmother and step sisters didn't let her go to party. Fairy godmother helped her. She is very beautiful because magic of fairy godmother who help her. In the party Cinderella dance with prince. Prince to be attracted looked at Cinderella who beautiful. 12 o'clock Cinderella must go home wit run. Cinderella glas slipper free. Prince looked for the shoes owner. Princes meet with Cinderella that clothes rumped. After they meet they married and lived happy.</p>

Exercise 1(Homework): Punctuation and Capitalization

No	Name	Question Number										Total Scores
		1	2	3	4	5	6	7	8	9	10	
1	Ade Safela	0	0	1	1	1	0	1	1	1	1	7
2	Aditya Faisal	1	1	0	0	1	0	1	1	1	1	7
3	Aditya H.	1	0	0	1	1	1	0	1	1	1	7
4	Andika K.	0	1	1	1	0	0	1	1	1	1	7
5	Andre S.	0	1	1	1	1	0	1	1	1	1	8
6	Angga A.P.	1	1	1	0	1	0	1	1	0	1	7
7	Devi Nurul I.	0	1	1	1	1	0	1	1	1	1	8
8	Dhavid S.	1	1	1	0	0	0	1	1	0	1	6
9	Dwi Agustin	1	1	1	0	1	0	1	1	0	1	7
10	Dwi Ayu P.	1	0	1	1	1	0	1	1	1	1	8
11	Bondan B. M.	1	0	1	1	1	1	1	1	1	1	9
12	Devi Setyowati	1	1	1	0	1	0	1	1	0	1	7
13	Dewi Ang.	1	1	1	1	0	0	1	1	1	1	8
14	Dewi Apri	1	1	1	0	1	0	1	1	1	1	8
15	Erik Yohan P.	0	1	1	1	0	0	1	1	0	1	6
16	Erna S.	0	1	1	0	0	0	1	1	1	1	6
17	Firdiana O.	1	1	1	0	1	0	1	1	1	1	8
18	Fitria El Sera	1	1	1	1	1	0	0	1	1	1	8
19	Ibnu P.	1	1	1	0	1	0	1	0	1	1	7
20	Ifan Bayu P.	1	1	1	0	0	0	1	1	1	1	7
21	Indra Wibowo	1	1	0	0	0	1	1	1	1	1	7
22	Ismoyo C. R.	0	1	1	0	1	1	1	1	1	0	7
23	Jayanti W.	1	1	1	0	1	0	1	1	1	1	8
24	Kiki Ade C.	0	1	1	1	1	1	1	1	0	1	8
25	Kukuh P. S.	1	1	1	0	1	0	1	0	1	1	7
26	Lia Septi	1	1	1	0	1	0	1	1	1	1	8
27	M. Sholeh	1	0	1	1	0	0	1	1	1	1	7
28	Meidawati	0	1	1	1	0	0	1	0	1	1	6
29	M. B. Ayub	1	1	1	1	1	0	1	1	1	1	9
30	Mukti W.	1	0	1	0	1	0	1	1	1	1	7
31	Nita Cahya	0	1	1	1	1	0	1	1	1	1	8
32	Novita A.	1	1	1	1	1	0	1	0	1	1	8
33	Putri P.	0	1	1	1	0	0	1	1	1	1	7
34	Rainaldi K.	0	0	1	1	1	0	0	1	1	1	6
35	Rezha C.	0	0	1	0	1	0	1	1	1	1	6
36	S. Syahadah	1	1	1	1	0	0	0	1	1	1	7
37	Wahyu N.	1	1	1	1	1	0	0	1	1	1	8
38	Yuni Ratnasari	0	1	1	1	0	0	1	1	1	1	7
39	Yunita Susanti	1	1	1	1	0	0	1	1	0	1	7
		25	30	36	22	26	5	32	35	32	38	281

Name :

No. :

Part I

Put a full stop (.), comma (,), apostrophe ('), question mark (?), exclamation mark (!), or quotation marks ("...") if necessary.

Example: They lived happily ever after

Answer: They lived happily ever after .

1. Once upon a time in far way land there was a girl named Cinderella.
2. "Cinderella, make my bed " asked Cinderella's stepsister.
3. One day there was an invitation to a big dance party.
4. Finally, the messenger arrived at Cinderella s house.
5. "Who is that " asked the messenger.
6. I must find her, said the prince.

Part II

Use the right capitalization to correct the sentences below.

Example: long ago, there lived a beautiful girl named cinderella.

Answer: Long ago, there lived a beautiful girl named Cinderella.

7. cinderella welcomed her new family.

Answer:

8. "she may look pretty now," said one of the stepsister.

Answer:

9. the prince said, "you must find that girl!"

Answer:

10. finally, they lived happily.

Answer:

Exercise 2 (Homework): Relative Pronouns

No	Name	Question Number					Total Scores
		1	2	3	4	5	
1	Ade Safela	2	0	2	2	2	8
2	Aditya Faisal Y.	0	2	2	2	2	8
3	Aditya Hermawan	2	0	0	2	2	6
4	Andika K.D.S.	2	2	0	2	2	8
5	Andre S.	2	2	2	0	2	8
6	Angga A.P.	2	2	2	0	2	8
7	Devi Nurul I.	2	2	0	2	0	6
8	Dhavid S.	2	2	0	2	2	8
9	Dwi Agustin	2	0	2	2	0	6
10	Dwi Ayu P.	2	0	2	2	2	8
11	Bondan Bayu M.	2	2	2	2	2	10
12	Devi Setyowati	0	2	0	2	2	6
13	Dewi Anggraini	2	2	0	2	2	8
14	Dewi Apriyaningrum	2	0	2	0	2	6
15	Erik Yohan P.	0	2	0	2	2	6
16	Erna Setyowati	0	2	2	2	2	8
17	Firdiana Oktaviani	2	2	2	0	2	8
18	Fitria El Sera	2	2	2	2	0	8
19	Ibnu Purwanto P.	2	2	2	2	2	10
20	Ifan Bayu P.	2	2	0	2	0	6
21	Indra Wibowo	0	2	0	2	2	6
22	Ismoyo C. R.	0	2	2	2	0	6
23	Jayanti W.	0	2	2	2	2	8
24	Kiki Ade C.	2	2	2	2	2	10
25	Kukuh P. S.	2	2	2	2	0	8
26	Lia Septi C. W.	0	2	2	2	2	8
27	M. Sholeh	0	2	0	2	2	6
28	Meidawati	2	2	2	0	2	8
29	M. Bukhori Ayub	2	2	2	0	2	8
30	Mukti Wibowo	0	2	2	0	2	6
31	Nita Cahya	2	2	2	2	0	8
32	Novita Amalia	0	2	2	2	2	8
33	Putri Permatasari	2	2	2	0	0	6
34	Rainaldi K.	0	2	2	0	2	6
35	Rezha C. K. S.	2	2	2	2	0	8
36	S. Syhadah	0	2	0	2	2	6
37	Wahyu Novita Sari	2	2	2	2	0	8
38	Yuni Ratnasari	0	2	2	2	2	8
39	Yunita Susanti	0	2	2	2	2	8
		48	68	56	60	58	290

Name :

Class :

No. :

Combine the sentences below. Use the conjunction in the brackets and drop the underlined words or phrases.

1. Cinderella lived with her stepmother and stepsisters.

They were very mean. (who)

2. The prince looked for the glass slipper owner.

The girl left her glass slipper in the party. (who)

3. All girls in the land came to the party.

The party was held in the palace. (which)

4. Cinderella wore beautiful dress.

The dress was given by the fairy godmother. (that)

5. Cinderella went to the palace with a golden coach.

The golden coach was made of pumpkin. (which)

Answers:

1.

2.

3.

4.

5.

Exercise 3 (JCOT): Text Structure (Sleeping Beauty)

No	Name	Students' Marks
1	Ade Safela	70
2	Aditya Faisal Y.	75
3	Aditya Hermawan	80
4	Andika K.D.S.	80
5	Andre S.	70
6	Angga A.P.	75
7	Devi Nurul I.	75
8	Dhavid S.	70
9	Dwi Agustin	75
10	Dwi Ayu P.	80
11	Bondan Bayu M.	75
12	Devi Setyowati	75
13	Dewi Anggraini	80
14	Dewi Apri.	80
15	Erik Yohan P.	80
16	Erna Setyowati	80
17	Firdiana Oktaviani	75
18	Fitria El Sera	80
19	Ibnu Purwanto P.	80
20	Ifan Bayu P.	70
21	Indra Wibowo	75
22	Ismoyo C. R.	80
23	Jayanti W.	75
24	Kiki Ade C.	80
25	Kukuh P. S.	75
26	Lia Septi C. W.	75
27	M. Sholeh	70
28	Meidawati	80
29	M. Bukhori Ayub	80
30	Mukti Wibowo	80
31	Nita Cahya	70
32	Novita Amalia	80
33	Putri Permatasari	75
34	Rainaldi K.	75
35	Rezha C. K. S.	80
36	S. Syhadah	70
37	Wahyu Novita	80
38	Yuni Ratnasari	80
39	Yunita Susanti	70
		2975

Exercise 4 (ICOT): Subject-Verb Agreement (was and were)

No	Name	Question Number										Total Scores
		1	2	3	4	5	6	7	8	9	10	
1	Ade Safela	1	1	1	1	0	1	0	0	1	1	7
2	Aditya Faisal Y.	1	1	1	1	0	0	1	0	0	1	6
3	Aditya Hermawan	1	1	1	1	1	1	0	1	0	1	8
4	Andika K.D.S.	1	1	1	1	0	1	0	0	1	1	7
5	Andre S.	1	1	1	1	0	1	1	0	1	1	8
6	Angga A.P.	1	1	1	1	0	1	0	1	1	1	8
7	Devi Nurul I.	1	1	1	1	0	1	0	0	1	1	7
8	Dhavid S.	1	1	1	1	0	1	0	0	0	1	6
9	Dwi Agustin	1	1	1	1	1	1	0	1	0	1	8
10	Dwi Ayu P.	1	1	1	0	0	1	1	0	1	1	7
11	Bondan Bayu M.	1	1	1	1	1	1	1	0	1	1	9
12	Devi Setywati	1	1	1	1	1	1	0	0	1	1	8
13	Dewi Anggraini	1	1	1	1	1	1	0	0	1	1	8
14	Dewi Apri.	1	1	1	1	0	1	0	0	1	1	7
15	Erik Yohan P.	1	1	1	0	1	0	0	0	1	1	6
16	Erna Setyowati	1	1	1	0	0	1	0	0	1	1	6
17	Firdiana Oktaviani	1	1	1	1	1	0	1	0	0	1	7
18	Fitria El Sera	1	1	1	0	1	1	0	0	1	1	7
19	Ibnu Purwanto P.	1	1	1	1	1	1	1	0	1	1	9
20	Ifan Bayu P.	1	1	1	0	1	1	1	0	1	1	8
21	Indra Wibowo	1	1	1	1	1	0	0	0	1	1	7
22	Ismoyo C. R.	1	1	1	0	0	1	0	1	1	1	7
23	Jayanti W.	1	1	1	0	1	1	1	0	1	1	8
24	Kiki Ade C.	1	1	1	1	0	0	1	1	1	1	8
25	Kukuh P. S.	1	1	1	1	0	0	0	1	1	1	7
26	Lia Septi C. W.	1	1	1	1	0	1	0	0	1	1	7
27	M. Sholeh	1	1	1	1	0	1	1	0	1	1	8
28	Meidawati	1	1	1	1	0	1	0	0	1	1	7
29	M. Bukhori Ayub	1	1	1	1	1	0	1	0	1	1	8
30	Mukti Wibowo	1	0	1	1	1	1	1	0	1	1	8
31	Nita Cahya	1	1	1	1	0	1	0	1	1	1	8
32	Novita Amalia	1	1	1	1	1	0	0	1	0	1	7
33	Putri Permatasari	1	1	1	1	0	1	0	1	0	1	7
34	Rainaldi K.	1	1	1	1	0	1	0	0	0	1	6
35	Rezha C. K. S.	1	1	1	1	0	1	0	0	1	1	7
36	S. Syhadah	1	1	1	1	0	1	1	0	1	1	8
37	Wahyu Novita Sari	1	1	1	1	1	1	1	0	1	1	9
38	Yuni Ratnasari	1	1	1	1	0	1	0	1	1	1	8
39	Yunita Susanti	1	1	1	1	1	1	0	0	1	1	8
		39	38	39	32	17	31	14	10	31	39	290

Name :

Class :

No. :

Complete the following sentences by using the word *was* or *were*.

1. Cinderellakind.
2. Cinderella's step mother and step sisters Mean.
3. There an invitation to a big dance party.
4. All girls in the land Invited to the party.
5. The princess beautiful.
6. The king and his queen happy.
7. The party luxurious.
8. There many beautiful girls came to the party.
9. One of her shoes left in the party.
10. Cinderella Sure that her step mother and step sisters would love her.

Exercise 5 (ICOT): Personal Pronouns (1)

No	Name	Question Number										Total Scores
		1	2	3	4	5	6	7	8	9	10	
1	Ade Safela	1	1	1	1	1	0	0	0	0	1	6
2	Aditya Faisal Y.	1	1	1	1	0	0	0	0	0	1	5
3	Aditya Hermawan	1	1	1	1	0	1	0	0	0	1	6
4	Andika K.D.S.	1	1	1	1	0	1	1	0	0	1	7
5	Andre S.	1	1	1	1	0	1	1	0	0	1	7
6	Angga A.P.	1	1	1	1	1	0	1	1	0	1	8
7	Devi Nurul I.	1	1	1	1	1	0	1	1	0	1	8
8	Dhavid S.	1	1	1	1	1	0	1	1	0	1	8
9	Dwi Agustin	1	1	1	1	1	0	0	1	0	1	7
10	Dwi Ayu P.	1	1	1	1	0	1	1	0	0	1	7
11	Bondan Bayu M.	1	1	1	1	1	0	0	1	1	1	8
12	Devi Setywati	1	1	1	1	1	1	0	0	1	1	8
13	Dewi Anggraini	1	1	1	1	1	0	1	1	0	1	8
14	Dewi Apri.	1	1	1	1	1	0	0	0	0	1	6
15	Erik Yohan P.	1	1	1	0	1	0	1	0	0	0	5
16	Erna Setyowati	1	1	1	0	1	1	1	0	0	0	6
17	Firdiana Oktaviani	1	1	1	1	1	1	0	0	1	1	8
18	Fitria El Sera	1	1	1	0	1	1	1	1	0	0	7
19	Ibnu Purwanto P.	1	1	1	1	1	0	1	1	0	1	8
20	Ifan Bayu P.	1	1	1	1	0	1	1	1	0	1	8
21	Indra Wibowo	1	1	1	0	1	1	0	0	0	1	6
22	Ismoyo C. R.	1	1	1	1	0	1	1	0	1	1	7
23	Jayanti W.	1	1	1	1	0	1	1	1	0	0	7
24	Kiki Ade C.	1	1	1	1	1	0	1	1	0	1	8
25	Kukuh P. S.	1	1	1	1	1	1	0	1	0	1	8
26	Lia Septi C. W.	1	1	1	1	1	1	0	0	0	1	7
27	M. Sholeh	1	1	1	1	1	0	0	1	0	1	7
28	Meidawati	1	1	1	0	1	1	0	0	1	1	6
29	M. Bukhori Ayub	1	1	1	1	1	1	0	0	1	1	8
30	Mukti Wibowo	1	1	1	1	1	1	0	0	1	1	8
31	Nita Cahya	1	1	1	1	0	1	1	0	0	1	7
32	Novita Amalia	1	1	1	1	1	0	0	0	1	1	7
33	Putri Permatasari	1	1	1	1	1	1	0	0	1	1	8
34	Rainaldi K.	1	1	1	0	1	0	0	0	0	1	5
35	Rezha C. K. S.	1	1	1	1	0	0	0	0	0	0	5
36	S. Syhadah	1	1	1	1	0	1	1	0	1	1	8
37	Wahyu Novita S.	1	1	1	1	1	0	1	1	0	1	8
38	Yuni Ratnasari	1	1	1	1	1	1	0	0	0	1	7
39	Yunita Susanti	1	1	1	1	0	1	0	0	0	1	6
		39	39	39	33	27	22	18	14	10	34	275

Name :

Class :

No. :

Use the pronouns *she, he, we, I, you, they*, or *it* to substitute the words or phrases underlined in the sentences below.

1. The girl loved her father.
2. The prince held a dance party.
3. The party was joyful.
4. Budi and I walked to school yesterday.
5. Mr. and Mrs. Smith liked hiking.
6. The princess was very beautiful.
7. You and John cleaned the garden.
8. The mice were turned into horses.
9. The glass slippers were expensive.
10. The fairy godmother turned the pumpkin into a golden coach.

Answers:

1. loved her father.
2. held a dance party.
3. was joyful.
4. walked to school yesterday.
5. liked hiking.
6. was very beautiful.
7. cleaned the garden.
8. were turned into horses.
9. were expensive.
- 10..... turned the pumpkin into a golden coach.

Exercise 6 (ICOT): Present Tense and Past Tense

No	NIS	Question Number																Marks
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1	251828		1	0	1	1	0	1	1	1	0	1	0	0	1	1	0	67
2	251829		0	1	1	1	1	1	1	1	0	0	1	0	1	1	1	73
3	251830		1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	80
4	251831		1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	73
5	251832		0	1	1	1	1	1	1	1	0	1	0	0	1	1	0	67
6	251833	E	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	80
7	251916		0	1	1	0	1	1	1	1	0	1	0	1	1	1	1	73
8	251917		1	1	1	0	1	1	1	1	0	1	1	0	1	1	0	73
9	251918		1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	67
10	251919		0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	80
11	251838	X	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	87
12	251839		1	1	1	0	1	1	1	1	0	1	0	0	1	1	1	73
13	251841		1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	87
14	251840		1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	87
15	251843	A	0	1	1	0	1	1	1	1	0	1	0	0	1	1	0	60
16	251844		0	1	1	1	0	1	1	1	0	1	0	0	1	1	1	67
17	251845		1	1	1	0	0	1	1	1	0	0	0	1	1	1	1	67
18	251846		0	1	1	0	1	1	1	1	1	0	1	0	1	1	0	67
19	251847		0	1	1	1	1	1	1	1	0	1	1	0	1	1	0	73
20	251848	M	0	1	1	1	0	1	1	1	0	0	1	1	1	1	0	67
21	251849		0	1	1	1	0	1	1	1	0	0	1	0	1	1	0	60
22	251850		1	1	1	1	0	1	1	1	0	0	1	0	1	1	0	67
23	251851		1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	80
24	251852		1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	80
25	251853	P	1	1	1	1	0	1	1	1	0	0	1	0	1	1	1	73
26	251854		0	1	1	1	0	1	1	1	0	0	1	0	1	1	1	67
27	251855		1	1	1	1	0	1	1	1	0	0	1	0	1	1	1	73
28	251856		0	1	1	1	0	1	1	1	0	0	1	0	1	1	0	60
29	251857		0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	80
30	251858	L	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	80
31	251899		0	1	1	1	0	1	1	1	1	0	1	0	1	1	0	67
32	251900		0	1	1	1	0	1	1	1	0	1	1	0	1	1	0	73
33	251901		0	1	1	1	0	1	1	1	0	1	1	0	1	1	1	73
34	251902		0	1	1	1	1	1	1	1	0	0	1	0	1	1	0	67
35	251903	E	1	0	1	1	0	1	1	1	0	0	1	0	1	1	1	67
36	251865		1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	80
37	251866		0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	80
38	251867		0	1	1	1	1	1	1	1	0	0	1	0	1	1	0	67
39	251868		1	1	1	1	0	1	1	1	0	0	1	0	1	1	0	67
	Total		20	37	39	33	20	39	39	39	13	18	29	7	39	38	18	2853

Name :

No. :

Change the words in the brackets into the right form.

.....

The poor girl (1)....worked.....(work) from early morning until late night. She (2).....(sweep) the floors, (3)(cook) the meals, and (4)(wash) the clothes. Her stepsisters (5).....(eat) the best food, (6)(buy) the best clothes, and (7).....(go) to parties all day long. But poor Ella (8)(eat) crumbs from the table and (9).....(dress) in rags. “(10).....(Look),” her stepmother (11)(joke) one day. “She (12).....(spend) so much time by the stove that she (13).....(be) covered in cinders.” “Let’s call her Cinderella,” (14).....(laugh) the elder stepsister. And so it (15).....(be) that Ella (16).....(become) known as Cinderella.

.....

Exercise 1 (Home work): Direct and Indirect Speech

No	Name	Question Number					Total Scores
		1	2	3	4	5	
1	Ade Safela	2	2	2	0	2	8
2	Aditya Faisal Y.	2	2	2	2	1	9
3	Aditya Hermawan	1	1	2	1	2	7
4	Andika K.D.S.	2	2	2	0	2	8
5	Andre S.	2	2	2	0	2	8
6	Angga A.P.	2	1	2	1	0	6
7	Devi Nurul I.	2	1	2	1	2	8
8	Dhavid S.	2	0	2	0	2	6
9	Dwi Agustin	2	0	2	2	1	7
10	Dwi Ayu P.	1	2	2	1	2	8
11	Bondan Bayu M.	2	2	2	2	1	9
12	Devi Setywati	0	2	2	1	1	6
13	Dewi Anggraini	2	1	2	2	1	8
14	Dewi Apriyaningrum	2	1	2	1	0	6
15	Erik Yohan P.	2	2	2	1	0	7
16	Erna Setyowati	2	2	1	0	2	7
17	Firdiana Oktaviani	2	2	2	0	1	7
18	Fitria El Sera	0	2	2	2	2	8
19	Ibnu Purwanto P.	1	1	2	2	2	8
20	Ifan Bayu P.	2	2	2	1	2	9
21	Indra Wibowo	2	2	2	1	1	8
22	Ismoyo C. R.	2	2	2	2	0	8
23	Jayanti W.	2	2	2	2	1	9
24	Kiki Ade C.	2	2	1	2	0	7
25	Kukuh P. S.	1	1	1	2	2	8
26	Lia Septi C. W.	2	2	1	1	2	8
27	M. Sholeh	0	2	2	1	2	7
28	Meidawati	2	2	2	1	2	9
29	M. Bukhori Ayub	0	2	2	2	2	8
30	Mukti Wibowo	2	0	2	1	1	6
31	Nita Cahya	2	1	1	2	2	8
32	Novita Amalia	2	2	2	2	0	8
33	Putri Permatasari	0	2	2	1	1	6
34	Rainaldi K.	1	2	2	2	2	9
35	Rezha C. K. S.	1	1	2	2	2	8
36	S. Syhadah	2	2	2	1	1	8
37	Wahyu Novita Sari	2	2	2	2	1	9
38	Yuni Ratnasari	2	2	2	2	0	8
39	Yunita Susanti	2	1	1	2	2	8
		62	62	71	51	62	308

Name :

Class :

No. :

Change these sentences into indirect speeches.

Example: The king said, “**I have** a beautiful baby.”

Answer : The king said that he had a beautiful baby.

1. “The slipper **belongs** to my daughter,” said Cinderella’s stepmother.
Cinderella’s stepmother said that the slipper.....to.....daughter.
2. “*I* must find her!” said the prince.
The prince said thatmust find her.
3. “*You* must leave the party before the clock **strikes** twelve,” said the fairy godmother.
The fairy godmother said thatmust leave the party before the clocktwelve.
4. “They **are** *my* family,” said Cinderella.
Cinderella said that family.
5. “*Your* fish **will** not help *you* again,” said Bawang Merah.
Bawang Merah said thatfishnot helpagain.

Exercise 2 (JCOT): Text Structure (Bawang Putih Bawang Merah)

No	Name	Students' Mark
1	Ade Safela	75
2	Aditya Faisal Y.	70
3	Aditya Hermawan	80
4	Andika K.D.S.	70
5	Andre S.	70
6	Angga A.P.	80
7	Devi Nurul I.	80
8	Dhavid S.	75
9	Dwi Agustin	80
10	Dwi Ayu P.	75
11	Bondan Bayu M.	80
12	Devi Setywati	75
13	Dewi Anggraini	80
14	Dewi Apri.	75
15	Erik Yohan P.	80
16	Erna Setyowati	70
17	Firdiana Oktaviani	80
18	Fitria El Sera	80
19	Ibnu Purwanto P.	80
20	Ifan Bayu P.	80
21	Indra Wibowo	70
22	Ismoyo C. R.	75
23	Jayanti W.	75
24	Kiki Ade C.	80
25	Kukuh P. S.	80
26	Lia Septi C. W.	80
27	M. Sholeh	70
28	Meidawati	80
29	M. Bukhori Ayub	80
30	Mukti Wibowo	80
31	Nita Cahya	80
32	Novita Amalia	75
33	Putri Permatasari	75
34	Rainaldi K.	80
35	Rezha C. K. S.	80
36	S. Syhadah	70
37	Wahyu Novita Sari	70
38	Yuni Ratnasari	70
39	Yunita Susanti	75
		2980

Exercise 3 (ICOT): Personal Pronouns (2)

No	Name	Question Number										Total Scores
		1	2	3	4	5	6	7	8	9	10	
1	Ade Safela	1	1	1	1	1	0	1	0	1	1	8
2	Aditya Faisal Y.	1	1	0	1	0	1	0	1	1	1	7
3	Aditya Hermawan	1	1	1	1	0	1	0	1	0	1	7
4	Andika K.D.S.	1	1	1	1	0	1	1	0	1	1	8
5	Andre S.	1	1	1	1	0	1	1	0	1	1	8
6	Angga A.P.	1	1	1	1	1	1	0	1	1	1	9
7	Devi Nurul I.	1	1	1	1	0	1	1	1	0	1	8
8	Dhavid S.	1	1	1	1	0	1	1	1	0	1	8
9	Dwi Agustin	1	1	1	1	0	1	1	1	0	1	9
10	Dwi Ayu P.	1	1	1	1	0	1	1	1	0	1	8
11	Bondan Bayu M.	1	1	1	1	1	1	1	1	1	1	10
12	Devi Setyowati	1	1	1	1	1	1	1	0	1	1	9
13	Dewi Anggraini	1	1	1	1	1	1	1	0	1	1	9
14	Dewi Apri.	1	1	1	1	1	1	1	1	1	1	10
15	Erik Yohan P.	1	1	1	0	0	1	1	0	1	1	7
16	Erna Setyowati	1	1	1	0	1	1	1	0	0	1	7
17	Firdiana Oktaviani	1	1	1	1	1	1	0	1	1	1	9
18	Fitria El Sera	1	1	1	1	0	1	0	1	1	1	8
19	Ibnu Purwanto P.	1	1	1	1	1	1	1	1	1	1	10
20	Ifan Bayu P.	1	1	1	1	0	1	1	1	1	1	9
21	Indra Wibowo	1	1	1	0	1	1	0	0	1	1	7
22	Ismoyo C. R.	1	1	1	1	0	1	1	0	1	1	8
23	Jayanti W.	1	1	1	1	0	1	0	1	1	1	8
24	Kiki Ade C.	1	1	1	1	1	0	1	1	0	1	8
25	Kukuh P. S.	1	1	1	1	1	1	0	1	1	1	9
26	Lia Septi C. W.	1	1	1	1	1	1	0	1	1	1	8
27	M. Sholeh	1	1	1	1	1	0	0	1	1	1	8
28	Meidawati	1	1	1	0	1	1	0	1	1	1	8
29	M. Bukhori Ayub	1	1	1	1	1	1	1	1	1	1	10
30	Mukti Wibowo	1	1	1	1	1	1	0	1	1	1	9
31	Nita Cahya	1	1	1	1	1	1	0	1	1	1	9
32	Novita Amalia	1	1	1	1	1	0	0	1	1	1	8
33	Putri Permatasari	1	1	1	1	1	1	0	1	1	1	9
34	Rainaldi K.	1	1	1	0	1	0	0	1	0	1	7
35	Rezha C. K. S.	1	1	1	1	0	0	0	1	1	1	7
36	S. Syhadah	1	1	1	1	0	1	1	0	1	1	8
37	Wahyu Novita S.	1	1	1	1	1	0	1	1	1	1	9
38	Yuni Ratnasari	1	1	1	1	0	1	0	1	0	1	7
39	Yunita Susanti	1	1	1	1	0	1	0	1	0	1	7
		39	39	38	34	22	32	20	29	10	39	302

Name :

Class :

No. :

Use personal pronouns *me, him, her, us, or them* to complete the sentences.

Example: **I** liked Jim.

Answer : Jim didn't like **me**.

1. **She** sent him a letter.
He didn't send a letter.
2. **They** invited you to the party.
You didn't invite.....to the party.
3. **I** wrote a letter for them.
They didn't write a letter for
4. **He** told us the story.
We didn't tell the story.
5. **We** gave the food to her.
She didn't give the food to
6. **John** bought some books for me.
I didn't buy some books for
7. **Andy and I** asked Mary to open the door.
She didn't ask to open the door.
8. **Tommy and Tony** sang a song for us.
We sang a song for
9. **Jane** passed him some sugar.
He didn't pass some sugar.
10. **Mr. Brown** lent them some money.
They didn't lendsome money.

Exercise 4 (ICOT): Conjunctions (1)

No	Name	Question Number										Total Scores
		1	2	3	4	5	6	7	8	9	10	
1	Ade Safela	1	1	0	1	1	0	1	0	1	1	7
2	Aditya Faisal Y.	1	1	1	1	0	1	0	1	1	1	8
3	Aditya Hermawan	1	1	1	1	0	1	0	1	0	1	7
4	Andika K.D.S.	1	1	1	1	0	1	1	0	1	1	8
5	Andre S.	1	1	1	1	1	1	1	0	1	1	9
6	Angga A.P.	1	1	1	1	1	1	1	1	1	1	10
7	Devi Nurul I.	1	1	1	1	0	1	1	1	0	1	8
8	Dhavid S.	1	1	1	1	0	1	1	1	0	1	8
9	Dwi Agustin	1	1	1	1	0	1	1	1	0	1	8
10	Dwi Ayu P.	1	1	1	1	0	1	1	1	0	1	9
11	Bondan Bayu M.	1	1	1	1	1	1	1	1	1	1	10
12	Devi Setyowati	1	1	1	1	1	1	1	0	1	1	9
13	Dewi Anggraini	1	1	1	1	1	1	1	0	1	1	9
14	Dewi Apri.	1	1	1	1	1	1	1	1	1	1	10
15	Erik Yohan P.	1	1	1	0	1	1	1	0	1	1	8
16	Erna Setyowati	1	1	1	0	1	1	1	0	0	1	7
17	Firdiana Oktaviani	1	1	1	1	1	1	1	1	1	1	10
18	Fitria El Sera	1	1	1	1	1	1	1	1	1	1	10
19	Ibnu Purwanto P.	1	1	1	0	1	1	1	0	1	1	8
20	Ifan Bayu P.	1	1	1	1	0	1	0	1	1	1	8
21	Indra Wibowo	1	1	1	0	1	1	0	0	1	1	7
22	Ismoyo C. R.	1	1	1	1	0	1	1	0	1	1	8
23	Jayanti W.	1	1	1	1	0	1	0	1	1	1	8
24	Kiki Ade C.	1	1	0	1	1	1	1	1	0	1	9
25	Kukuh P. S.	1	1	0	1	1	1	0	1	1	1	8
26	Lia Septi C. W.	1	1	0	1	0	1	0	1	1	1	7
27	M. Sholeh	1	1	1	1	1	0	0	1	1	1	8
28	Meidawati	1	1	0	1	1	1	0	1	1	1	8
29	M. Bukhori Ayub	1	1	1	1	1	1	1	1	1	1	10
30	Mukti Wibowo	1	1	0	1	1	1	0	1	1	1	8
31	Nita Cahya	0	1	1	1	1	1	0	1	1	1	8
32	Novita Amalia	1	1	1	1	1	1	0	1	1	1	9
33	Putri Permatasari	1	1	1	1	0	1	1	1	1	1	9
34	Rainaldi K.	1	1	1	1	1	1	0	1	0	1	8
35	Rezha C. K. S.	1	1	0	1	0	1	0	1	1	1	7
36	S. Syhadah	1	1	1	1	0	1	1	0	1	1	8
37	Wahyu Novita S.	1	1	1	1	1	1	1	1	1	1	10
38	Yuni Ratnasari	1	1	1	1	1	1	0	1	0	1	8
39	Yunita Susanti	0	1	1	1	1	1	0	1	0	1	7
		37	39	32	35	25	37	23	28	29	39	324

Name :

Class :

No. :

Combine the sentences below using the conjunctions in the brackets.

1. Bawang Putih was sad. (because)
Her stepmother was mean.
2. Bawang Putih was kind. (and)
She had beautiful face.
3. Bawang Putih loved her stepmother. (although)
She was very mean.
4. The golden fish helped Bawang Putih. (so that)
She became very happy.
5. The fish turned her tears into beautiful pearls. (when)
Bawang Putih cried.
6. Bawang Merah and her mother caught the golden fish. (then)
They killed him.
7. Bawang Merah was beautiful. (but)
She had bad habits.
8. The golden fish was killed. (so that)
No body helped Bawang Putih.
9. Bawang Putih met a handsome man. (then)
She fell in love with him.
10. The man did not love Bawang Merah. (although)
She was beautiful.

Answers:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Exercise 5 (ICOT): Conjunctions (2)

No	Name	Question Number					Total Scores
		1	2	3	4	5	
1	Ade Safela	2	2	2	2	0	8
2	Aditya Faisal Y.	2	2	0	2	2	8
3	Aditya Hermawan	2	2	0	2	0	6
4	Andika K.D.S.	2	2	2	2	0	8
5	Andre S.	2	2	2	2	0	8
6	Angga A.P.	2	2	2	2	2	10
7	Devi Nurul I.	2	2	0	2	0	6
8	Dhavid S.	2	2	0	2	2	8
9	Dwi Agustin	2	2	2	2	0	8
10	Dwi Ayu P.	2	2	2	2	0	8
11	Bondan Bayu M.	2	2	2	2	2	10
12	Devi Setyowati	2	2	2	2	0	8
13	Dewi Anggraini	2	2	0	2	0	6
14	Dewi Apriyaningrum	2	2	0	2	2	8
15	Erik Yohan P.	2	2	0	2	2	8
16	Erna Setyowati	2	2	0	2	0	6
17	Firdiana Oktaviani	2	2	0	2	2	8
18	Fitria El Sera	2	2	0	2	2	8
19	Ibnu Purwanto P.	2	2	0	2	2	8
20	Ifan Bayu P.	2	0	2	2	0	6
21	Indra Wibowo	2	2	0	2	2	8
22	Ismoyo C. R.	2	2	0	2	2	8
23	Jayanti W.	2	2	2	2	2	10
24	Kiki Ade C.	2	2	0	2	2	8
25	Kukuh P. S.	2	2	0	2	2	8
26	Lia Septi C. W.	2	2	0	2	2	8
27	M. Sholeh	2	2	0	2	0	6
28	Meidawati	2	2	0	0	2	6
29	M. Bukhori Ayub	2	2	0	2	2	8
30	Mukti Wibowo	2	2	0	0	2	6
31	Nita Cahya	2	2	2	2	0	8
32	Novita Amalia	2	2	2	2	2	10
33	Putri Permatasari	2	2	2	2	2	10
34	Rainaldi K.	2	0	2	0	2	6
35	Rezha C. K. S.	2	2	0	2	0	6
36	S. Syhadah	2	2	2	2	0	8
37	Wahyu Novita Sari	2	2	2	2	2	10
38	Yuni Ratnasari	2	2	0	2	2	8
39	Yunita Susanti	2	2	0	2	0	6
		78	74	32	72	46	302

Name :

Class :

No. :

Combine the sentences below with the conjunction provided.

Example: Bawang Putih was beautiful. Bawang Putih was dilligent. (and)

Answer : Bawang Putih was beautiful and dilligent.

1. She was poor. She was honest. (but)
2. Her stepsisters were mean. Her stepsisters were lazy. (and)
3. The food was ready. The drinks were ready. (and)
4. The man was very rich. The man was generous. (and)
5. The boy was fat. The girl was fat. (and)

Answers:

- 1.
- 2.
- 3.
- 4.
- 5.

KUESIONER

Jawablah kuesioner berikut ini dengan sejujur-jujurnya. Apapun jawaban Anda tidak mempengaruhi nilai Anda. Anda tidak perlu membubuhkan nama Anda pada lembar kuesioner ini. Berikan tanda (X) pada kotak yang Anda pilih.

- | | Ya | Tidak | Rg-rg |
|---|--------------------------|--------------------------|--------------------------|
| 1. Apakah pelajaran Bahasa Inggris penting bagi Anda? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Apakah Anda memiliki buku-buku penunjang selain buku paket dari sekolah? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Apakah Anda selalu mengulang pelajaran Bahasa Inggris dengan rutin di rumah? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Apakah Anda pernah mendapat materi tentang naratif? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Apakah Anda masih ingat tentang fitur-fitur bahasa dalam narrative? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Apakah guru Anda pernah menggunakan fairy tale (dongeng) dalam mengajar naratif? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Apakah Anda tertarik untuk belajar naratif melalui dongeng? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

OBSERVATION FORM
The Analysis of the Lesson

The Fourth Activity in the First Cycle

Date : December 27th 2006

Class : VIII A

Activity : Guessing text structures and writing the missing part.

Time Allotment: 60 minutes

Observation results:

1. Specific objectives:

- a. Students could identify type of text structures of the given short paragraphs given.
- b. Students could write the missing text structure to complete the story.
- c. Students learnt to cooperate in learning and making group decision.

2. Material

The material was good enough. The method was challenging and it allowed the students' creativities to stick the pieces of the story on the work sheet. The students have ever read the material before in their lesson.

3. Steps in the lesson

- a. The teacher grouped her students in four or five.
- b. The teacher gave each group 2 pieces of short paragraphs.
- c. The teacher explained and gave example what the students had to do.
- d. The students worked in their groups with the teacher assistance.
- e. Some students read their group work for the whole class.

4. Organization pattern of the lesson

The teacher couldn't control the students when they had different idea in choosing their partners.

The Collaborator

Sudjati,S. Pd.
NIP.132205145

OBSERVATION FORM
Classroom Management

The Fourth Activity in the First Cycle

Date : December 27th 2006

Class : VIII A

Activity : Guessing text structures and writing the missing part.

Time Allotment: 60 minutes

Observation Results:

1. Instruction

The instruction was clear but the voice was not loud enough, so she wrote the instruction on the black board.

2. Class Atmosphere

Some students were still noisy. They asked another group about the paragraphs they got.

3. Teacher's Talk

Teacher did not talk too much or dominate the lesson. She gave chance to her students to ask questions when they got difficulties.

4. Students' Talk

Students were free to express their ideas and had chance to consult their group work.

5. Error Correction and Feedback

Teacher did not give discouraging comments when her students made error. She led her students to correct their errors or mistakes in doing the task.

6. Students' responses

They gave good response although not all of them did it. Some students thought that the task was like a game. So that, they used their own way in sticking the pieces of story given to them.

The Collaborator

Sudjati, S. Pd.

NIP.132205145