DEVELOPING STUDENT'S WORKSHEET OF NARRATIVE TEXT USINGTEAM GAME TOURNAMENT TO IMPROVE STUDENTS' READING COMPREHENSION

(A Case of the Eighth Grade Students of Junior High School IT Insan Cendekia in the Academic Year 2014/ 2015)

a final project
submitted in partial fulfilment of the requirements
for the degree of *Sarjana Pendidikan*
in English

by
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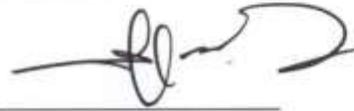
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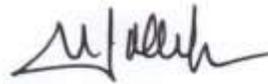
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DECLARATION

Dengan ini saya,

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Fakultas Bahasa dan Seni Universitas Negeri Semarang, menyatakan dengan sesungguhnya bahwa skripsi / tugas akhir / final project yang berjudul:

DEVELOPING STUDENT'S WORKSHEET OF NARRATIVE TEXT USING TEAM GAME TOURNAMENT TO IMPROVE STUDENTS' READING COMPREHENSION (A Case of the Eighth Grade Students of Junior High School IT Insan Cendekia in the Academic Year 2014/ 2015) Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, pemaparan, atau ujian. Semua kutipan baik yang langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas atau final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab sendiri. Jika kemudian ditemukan ketidaksesuaian kaidah atau tata tulis dalam penulisan skripsi ini, saya bersedia menerima akibatnya. Demikian, harap pernyataan ini digunakan seperlunya.

Semarang, 6 Mei 2015
Yang membuat pernyataan

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MOTTO AND DEDICATION

"Surely, there is ease after hardship"

(Al-Insyirah: 6)

To my beloved parents (Hj. Mutmainah and H. Eka Uriadi, S.Pd., M.Si.,), my beloved sister (Nadya Damayanti), my un-biological brothers (Fendi Nugroho and Andrika Ahmad), my beloved ESA UNNES and my beloved English Department years 2010 and 2011.

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First of all, I would like to praise Allah the Almighty for the blessing and mercy given to me during my study and in completing this final project.

I am grateful to many people who contributed their ideas and time given to me in completing my final project . I would like to dedicate my deepest gratitude to my father and mother who have supported financially, spiritualually and prayers for my success, Mrs. Novia Trisanti, S.Pd., M.Pd., as the advisor who gives me guidances and helps to finish the final project. Moreover, I would like to extend my sincere thanks to Mrs. Rini Susanti Wulandari, S.S, M.Hum. and Mrs. Prayudias Margawati, S.Pd.,M.Hum., as the examiners of my final project for their patience and valuable suggestions in improving my final project for its finalization and all my best friends for their support during my study, and all people who might not be mentioned individually here.

For the sake of this final project, I open all kinds of comment, criticism and suggestion for the better research and development of student's worksheet in the future.

ABSTRACT

Khumaidillah, Najib. 2015. *Developing Student's Worksheet of Narrative Text using Team Game Tournament to Improve Reading Comprehension (A Case of Eighth Grade Students of SMP IT Insan Cendekia).* Final Project. English Department. Languages and Arts Faculty. Semarang State University. Advisor: Novia Trisanti, S.Pd.,M.Pd.

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The narrative text is one of the reading materials taught in eight grade of Junior High School. It becomes the focus of this research because the comprehension of students in reading is low based on the observation done before the preliminary research. Moreover, the narrative text usually has a long form passage in which it will make students get bored easily if it is not taught in interesting way. On the other hand, teacher often just gives them a passage and then continues with its questions taken from the student's worksheet which is provided by government. This research is aimed at knowing the problem faced by the eighth grade students and the English teacher of SMP IT InsanCendekia in the teaching and learning narrative text using their currents student's worksheet, and also to know the steps to develop students' worksheet of narrative text using Team Game Tournament to improve students of the eight grade of Junior High school's reading comprehension. The Research and Development (RnD) approach was carried out by having preliminary research, need analysis, designing the prototype, expert validation, revision process and describing the research result. The subject of study was the eighth grade students of SMP IT Insan Cendekia. Besides, the questionnaire, interview guideline, observation and test were used as the instrument for collecting the data in this research. According to the interview with the English teacher of SMP IT Insan Cendekia, it can be concluded that the student's worksheet development was needed to cover the activeness of the students in class and the reading comprehension in narrative text. The steps in developing *Student's Worksheet of Narrative Text Using Team Game Tournament* were followed by other steps after the preliminary research that were expert validation, try-out and revision. The result of expert validation for the prototype was very good. Meanwhile, the result of the try-out showed that the students' score mean improved 10.26 point from 60.12 to 70.38.Therefore, it can be concluded that *Student's Worksheet of Narrative Text Using Team Game Tournament* has a good benefit to be used. In addition, the future researchers should conduct better research and development of student's worksheet to improve Junior High School students' reading comprehension

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CHAPTER I

INTRODUCTION

This chapter introduces basic ideas of the study. In Chapter I, the researcher explains about several parts. They are the background of the study, the reasons for choosing the topic, the research questions, the purposes of the study, the significance, and the outline of the report.

1.1 Background of the Study

English as a subject matter in school covers the four basic language skills which are listening, speaking, reading, and writing. As one of language skills, reading in English subject is taught in Junior High School for the English Teaching-Learning requirement. The reading focus in this research is that reading of narrative text. Narrative text is one of the reading materials taught in eighth grade of Junior High School. It becomes the focus of this research because the comprehension of students in reading is low. It is known from the result of the observation done before conducting preliminary research. Moreover, the narrative text usually has a long form passage in which it will make students get bored easily if it is not taught in interesting way. On the other hand, teacher often just gives them a passage and then continues with its questions taken from student's worksheet which is provided by the government. Thus, students experience boredom in learning activities that English teacher does in their class. One of the ways to make the teaching reading effective is

making the students active enjoying learning and as a result their reading comprehension can improve. Those can be covered by conducting a cooperative learning strategy in which it is a teaching method or technique which is intrinsically motivating. By doing so, students can get their chance to be involved in the discussion. It is in line with Brown's principles (2001: 313) for designing interactive reading techniques. The details are as follows:

a. in an interactive curriculum, make sure that you don't overlook the importance of specific instruction in reading skills.

b. use techniques that are intrinsically motivating.

c. balance authenticity and readability in choosing texts.

d. encourage the developments of reading strategies.

e. include both bottom- up and top- down techniques.

f. follow the "SQ3R" sequence.

g. subdivide your techniques into pre-reading, during-reading, and after-reading phases.

h. build in some evaluative aspect to your techniques.

Those principles become the basic ideas of developing the student's worksheet in this study. Besides, the researcher uses team game tournament as the learning strategy to improve students' reading skill. The reason why the researcher proposes team game tournament is because the team game tournament is a cooperative learning technique which fully requires students to work in group and compete with their friends from other groups to win the tournament for their group. It

is a learning strategy which demands the students to learn on group with 4-6 students' who have different academic performance, sex, and race of ethnicity.

The result of the preliminary research shows that the teaching and learning process of narrative text in eighth grade of SMPT IT Insan Cendekia is quiet interesting, but sometime the students do not understand the instructions on their worksheet, and some of the exercises provided on the worksheet make them bored because they just need to do the task in form of multiple choice items.

The result of the interview with the English teacher shows students will just choose randomly from the given answers and do not elaborate their ideas to do the essay exercise. In addition, they also like to compete with others in teaching and learning narrative text in the form of asking some difficult vocabularies and answering teacher's questions. However, the worksheet doesn't have any activity for them to work in group and compete with their friends. The unavailable of the activity on the student's worksheet makes the classroom condition conductivity is low, for the students just do the exercise and that makes the classroom interaction is low based on the interview with the teacher.

Hence, the teacher needs a student's worksheet which provides an activity to make the classroom condition alive, so that the teaching learning process can be done in a joyful way. Also the exercises which are arranged from the easiest one to the complicated one would stimulate students' stage of thinking. That's what makes the researcher is interested in developing the student's worksheet of narrative text using Team Game Tournament. By providing this worksheet, the students will have more various ways to learn the reading.

1.2 Reasons for Choosing the Topic

The reasons why the researcher chooses this topic are:

1. The eighth grade students of SMP IT Insan Cendekia are still passive in class, especially in English class.

2. The reading motivation of the eighth grade students of SMP IT Insan Cendekia is low, especially reading narrative text in which it has longer passages than other texts taught in Junior High School students.

3. The English teacher of SMP IT Insan Cendekia tends to give exercises provided by the student's worksheet from the government instead of developing it on her own in order to make it appropriate for the class.

4. The research in developing student's worksheet for improving reading skill in English is still in its infancy.

5. Team Game Tournament as the activity of the student's worksheet is an innovative way to gain students motivation and cooperation during teaching and learning process in class.

1.3 Statements of the Problem

The problems that will be discussed in this study are:

1. What are the problems faced by the English teacher of SMP IT Insan Cendekia in teaching reading narrative text?

2. What are the problems faced by the eighth grade students of SMP IT Insan Cendekia in learning reading narrative text?

3. What are the steps to develop students' worksheet of narrative text usingTeam Game Tournament to improve students of the eighth grade of Junior High school's reading comprehension?

1.4 Purpose of the Study

Based on the problems above, the purposes of the study are:

1. To know what the problems faced by the English teacher of SMP N IT Insan Cendekia in teaching reading narrative text are.

2. To know what the problems faced by the eighth grade students of SMP IT Insan Cendekia in reading narrative text are.

3. To know how to develop students' worksheet of narrative text using Team Game Tournament to improve students of the eighth grade of Junior High school's reading comprehension.

1.5 Significance of the Study

By conducting this research, the researcher hopes that the result of the research will be useful to give contributions to English language teaching and learning as follows:

1. For science development, this research may give new ideas and can be a reference for researchers who like to develop student's worksheet for various grades of students with reading skill as the focus.

2. Practical advantages: for the students, this research is expected to increase their motivation and reading comprehension in learning reading in narrative text. For teachers, this research can be used as a student's worksheet to

facilitate them in teaching. For researchers, this research can be used as a reference for additional knowledge in conducting new research.

1.6 The Outline of the Report

This report of the study is divided into 5 chapters. Chapter I consists of background of the study, reasons for choosing the topic, statement of the problem, purpose of the study, significance of the study and outline of the report.

Chapter II presents the review of the related literature. It covers the review of previous study, theoretical background consisting reading, narrative, theory of Team Game Tournament (TGT), student's worksheet, the overview of *student's worksheet of Narrative Text using Team Game Tournament*, and theoretical framework that underlies the theory of research and development approach.

Chapter III discusses the method of investigation. It includes the research design, subject of the study, instrument for collecting the data, stage of media development and data analysis technique.

Chapter IV describes the results of the study based on data analysis and the discussion of research findings.

Chapter V contains the conclusions and suggestions. This chapter concludes the study and provides suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

Every piece of research includes a review of relevant research. This review of related studies is used as a basic material to formulate and analyze the data. The researcher describes several points of theories and previous studies that will be used to analyze the data.

2.1 Review of Previous Study

The research of the development of student's worksheet and the use of cooperative learning Team Game Tournament (TGT) method to teach English has been done by researchers to prove that teaching English can be developed into many ways in order to assimilate students. Here are some previous studies done by some researchers which are related to the development of student's worksheet and the use of cooperative learning in teaching in English.

Salasa (2013) conducted a study entitled "The Effectiveness of Team Game Tournament (TGT) to Improve Students' Reading Skill in Report Text on the Second Grade at Madrasah Aliyah Negeri Purworejo in the Academic Year 2012/ 2013." She used two classes for the control group and experimental group in order to examine the effectiveness of teaching reading using this method. After analyzing the data from

the two classes given different treatment, the result of the score comparison of control group and experimental group is quite significant. There is no change of score in control group which received no treatment. On the other hand, the experimental group which received treatment got a better change. It shows that the mean of post-test in the control group (67.81) was lower than the mean of post test in experimental group (76.56), meaning that it is effective to use using Team Game Tournament as a strategy in teaching reading to improve students reading skill of the second grade students of MAN Purworejo.

Both of this study and the researcher's study have a similarity in the use of cooperative learning Team Game Tournament (TGT). The difference of the Salasa's and the researcher's study is in the research design to collect the data. The researcher's study uses research and development research design, while her study used experimental research design.

Imaroh (2011) conducted a study entitled "The Effectiveness of Team Game Tournament (TGT) to Teach Reading Comprehension Viewed from Students' Reading Habit at MTsN 2 Paron Ngawi in the Academic Year 2009/ 2010." The method used is experimental study. The population is the students of MTsN 2 Paron Ngawi in the academic year 2009/ 2010. The samples are the seventh year students who are taken by using cluster random sampling. There are two classes used in her research: experimental class, and control class. After analyzing the data collected from both control class, and experimental class, she found that this method is more effective than Direct Instruction method to teach reading for the seventh year students. She also found that after implementing this method, the students who had

high reading habits had better reading comprehension than those who have low reading habits, and the last she found that there is a significant change from the use of TGT towards the students achievement on the two variables. From these research findings, it can be concluded that TGT is proved as a method which is effective to teach reading for the seventh year students.

Compared to the researcher's study, the study above has a similarity in the use of cooperative learning Team Game Tournament (TGT). The difference of the study is in the research design to collect the data. The researcher's study uses research and development research design, while her study used experimental research design.

Karsli and Sahin (2009) did a research entitled "Developing worksheet based on science process skills: Factors affecting solubility". The purpose of their study is to develop a worksheet about the factors affecting solubility, which could be useful for the prospective science teachers (PST) to remind and regain their science process skills (SPS). The worksheet is developed based on science process skills about factors affecting solubility in chemistry laboratory practices. In order to have effective results from laboratory practices, students should take advantage of using worksheets. The worksheets are developed to meet the needs in the learning environment and also used for different purposes according to researchers' needs or aims.

The above study and the researcher's study have similarities in the use of research design that is Research and Development (RnD). The difference of the study is in the field of study. The researcher's study's field is in English, while Karsli and Sahin's study's field is in science.

Kibar and Ayas (2010) did a research about "Developing a worksheet about physical and chemical event". This activity constitutes of four phases. The first phase begins with a focus question that the students firstly explain the causes individually. At the second phase, they are to prepare solutions at required concentration and volume. The third phase asks the students to follow the directions in the experiment and then they take a note about their observation on the worksheets. The fourth phase is the assessment of the activity which consists of three questions related to events at the previous phases. Then, the students are asked to reflect what they have learned by giving them choices to explain these chemical events at the fifth phase. In conclusion, their different ways of understanding reflection could represent how they internalize what they learned, so different assessment methods should be given on each phase of the student's worksheets. Hereby, how they learned and reflected it could be understood. Therefore, this type of activities should be developed more, especially at the assessment phase.

The research design used in both the researcher's study and the above study is Research and Development (RnD) design. The difference of the study is in the field of study. The researcher's study's field is in English, while Kibar and Ayas' study's field is in science.

After looking at some studies about the development of student's worksheet and cooperative learning Team Game Tournament (TGT), the researcher concerns his research on the developing student's worksheet of narrative text using team game tournament to improve student's reading comprehension to make sure whether there is any improvement of the worksheet development towards students or not.

2.2 Theoretical Reviews

This sub chapter discusses issues on reading, narrative text, cooperative learning Team Game Tournament (TGT), and student's worksheet development.

2.2.1 General Concept of Reading

There are definitions of reading stated by the experts. Here the researcher presents some theories of reading to strengthen the understanding about reading. The conclusion is also provided to summarize the ideas from the experts.

Moreillon (2007:10) points out that reading is making meaning from printed and visual information. We can enrich our vocabulary and also get more new knowledge from reading. It means that if we do not reading, we will not get new information. In addition, we will be stuck in our mindset and will not improve our knowledge.

Then, reading is a set of skills that involves making sense and deriving meaning from the printed word (Linse, 2006: 69). In learning every subject, reading activities are involved. Meanwhile, reading in general sense is what happens when people look at a text and assign meaning to the written symbols in that text.

During reading activities in EFL classroom students usually find it hard to understand the text because of the unfamiliar vocabularies and what happens next is that there will be a guessing process for transferring the ideas of the text. It is in line with Grellet's statement (1999:3) that reading is a process of guessing. In the process of guessing, the information which students interpret sometimes is not same with

what the author means, so the students must be early taught to use their basic knowledge in knowing the meaning of the text they read.

It can be deduced from the theories that reading is the activity of getting the message and understanding to the written symbols that are written by the authors.

2.2.2Teaching reading

Molly K. Ness in the Reading Horizons Journal (2009: 143) stated that in today's middle and high schools, a significant number of students struggle with the complex academic and literacy tasks they encounter in their content area classes. It is in line with the finding of the Alliance for Excellent Education in Ness (2009) that found approximately 8 million students in grades 4-12 read well below grade level. According to Biancarosa and Snow in Ness (2009), it is stated that those struggling secondary readers, nearly 70% struggle with reading comprehension. When teachers explain and model a single comprehension strategy or multiple strategies, as well as provide guided and independent practice with feedback until students begin to use the strategy independently, the reading comprehension of middle and high school students can improve.

Highlighting the importance of comprehension instruction, the National Reading Panel (2000) in Ness (2009) found research evidence for the following eighth reading comprehension strategies:

1) Comprehension monitoring in which the reader learns how to be aware or conscious of his or her understanding during reading and learns procedures to deal with problems in understanding as they arise.

2) Cooperative learning in which readers work together to learn strategies in the context of reading.

3) Graphic and semantic organizers, which allow the reader to represent graphically (write or draw) the meanings and relationships of the ideas that underlie the words in the text.

4) Story structure from which the reader learns to ask and answer who, what, where, when, and why questions about the plot and, in some cases, maps out the time line, characters, and events in stories.

5) Question answering in which the reader answers questions posed by the teacher and is given feedback on the correctness.

6) Question generation in which the reader asks himself or herself why, when, where, why, what will happen, how, and who questions.

7) Summarization in which the reader attempts to identify and write the main or most important ideas that integrate or unite the other ideas or meanings of the text into a coherent whole.

8) Multiple strategy instruction in which the reader uses several of the procedures in interaction with the teacher over the text. Multiple strategy teaching is effective when the procedures are used flexibly and appropriately by the reader or the teacher in naturalistic contexts.

In order to be readers, learners must take their ability to pronounce words and to "read" pictures and then make the words and images mean something. Reading comprehension strategies are tools that proficient readers use to solve the

comprehension problems they encounter in texts. Zimmermann and Hutchins (2003) in Moreillon (2007) identify seven reading comprehension strategies as follows:

1) Activating or building background knowledge

2) Using sensory images

3) Questioning

4) Making predictions and inferences

5) Determining main ideas

6) Using fix-up options

7) Synthesizing

2.2.3 Reading Comprehension

Reading comprehension is the process of understanding and constructing meaning from a piece of text. According to Paris and Stahl (2005: 144), what is meant by reading comprehension is that the ability to identify meaningful relations between the various parts of a text and between these parts and the readers' background knowledge. To do so, readers engage in inferential processes which, if all goes well, result in a coherent mental network representation of the text. On the other hand, Lems, et al (2010: 170) state that:

> Reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved. When the prerequisite skills are in place, reading becomes an evolving interaction between the text and the background knowledge of the reader. This is accomplished through use of strategies, both cognitive and meta-cognitive.
> In addition to those definition of reading comprehension, Kamil, et al (2011:

143) also give a definition of reading comprehension that reading comprehension is

an interaction among reader characteristics, text features, and the activity or socio-cultural context in which the text is situated.

In conclusion, reading comprehension is the ability that needs effort to understand the meaning of the texts. By reading the whole texts, readers try to create the meaning of what texts might mean. In addition, reading comprehension intentionally forces the readers to create the meaning to get convert information from the texts.

2.2.4 General Concept of Narrative

Anderson and Anderson (1997: 8) say that a narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. In addition, based on Gerot and Wignell (1994: 204), the social function of narrative text is to amuse the reader and to deal with actual or vicarious experience in different ways; Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

Based on the quotations above, I conclude that narrative text is a text which has a purpose to amuse the reader by presenting crisis or problem and have the resolutions.

2.2.5 General Concept of Team Game Tournament

Slavin (1995: 84) gives description about the definition of Team Game Tournament:

> TGT is the same as STAD (Students Team-Achievement Divisions) in every respect but one; instead of the quizzes and the individual improvement score system, TGT uses academic tournaments, in which students compete as representatives of their teams with members of other teams who are like them in past academic performance".

The following are three major activities of the Team Game Tournament proposed by Slavin (1995: 84):

a. Team

Teams are composed of four or five students who represent a cross- section of the class in term of academic performance, sex, and race of ethnicity.

b. Game

The games are composed of content- relevant questions designed to test the knowledge of the students gain from class presentation and team practice. Games are played at the tables of three students, each of whom represents a different team.

c. Tournaments

The tournament is the structure in which the games take place. It is usually held at the end of the week or unit, after the teacher has made a class presentation and the teams have done practicing the worksheet.

This is the figure of the tournament table based on Slavin's theory of Team Game Tournament Model.
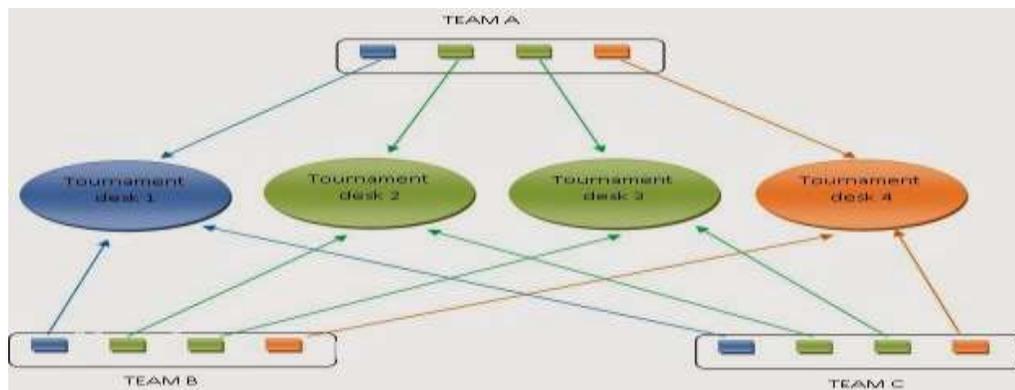
Figure 2.1The seat arrangement of Team Game Tournament (TGT)

2.2.6 Student's worksheet

In this discussion the researcher would like to discuss further what the student's worksheet is and the way it is constructed in order to give basic ideas in developing the student's worksheet in this study.

2.2.6.1 The Definition of Student's Worksheet

Trianto (2009: 222- 223) argued that student's worksheet is a guideline for students to do an investigation or problem solving. Student's worksheet can be a guide for practicing the development of cognitive aspects as well as all learning aspects in form of guidelines to do experiments or demonstrations. Student worksheet contains a set of learning activities to be carried out by students in an effort to maximize the understanding of the formation basic capabilities based on the indicators of achievement of learning outcomes that should be taken.

According to Vembrianto (1976: 50-51), it is stated that:

Student's worksheet contains material that must be mastered by the students. The material in the student worksheet is well-structured so that by studying materials, the students are able to achieve learning objectives which have been formulated.Learning materials are prepared step by step on a regular basis andsystematically so that students can follow easily and precisely.
On the other hand, USAID Module for Junior High School (2014: 77-78) writes:

Worksheets / assignment sheet is part of a lesson plan (RPP) and is the most 'tool' used by teachers in their teaching. Therefore, student's worksheet is not intended to replace the teacher. Teachers still have a role, which makes into an interactive learning environment in order to communicate the students and discuss the results of the study by using student's worksheet. Teachers still have to ask additional questions to the student who does more and simplify the question for students are capable below average.

Based on the above theories, it can be concluded that the student's worksheets are sheets that contain instructions to learn or guide the learning activities for the students to acquire knowledge of a material that is attached on the learning objectives. The learning activities can include investigations, solving problems, and drawing conclusions. The learning materials are arranged systematically so that students can follow easily and accurately as well as the arrangement of the question / exercise.

2.2.6.2 Steps in Constructing a Worksheet

These are four steps to prepare a worksheet (Depdiknas, 2008: 23-24):

    a. Analyzing curriculum

    b. Arranging the need map of student worksheet

    c. Deciding the title of the worksheet

    d. These are the procedures in constructing a worksheet:

        1. The formulation of the basic competencies of content standards

        2. Determining the form of assessment

        3. Constructing materials

        4. The worksheet's structures are as follows:

            a) Title

            b) Learning instructions (student's guide)

            c) Competencies to be achieved

            d) Supporting information

            e) Exercises and steps to do

            f) Assessment.

2.2.6.3 Requirements in Constructing a Worksheet

Student worksheet is one of the teaching aids in form of printed book which mostly contains of exercises of a particular material. In constructing a worksheet we have to consider some aspects in order to make it easily used in supporting the learning material. Darmodjo and Kaligis (1992: 41-46) point out that student's worksheet should fulfill the requirements as follows:

a. Didactic requirement, meaning that student's worksheet should follow the rules of effective learning, they are:

1. A good student worksheet pays attention to the individual difference, so that it is usable by all students who have different ability.

2. Student worksheet emphasizes on the process of concept findings as a guideline for students to search information and not as an information notifier .

3. Student worksheet has a variety of stimuli through various media and student activities so as to provide an opportunity to students to write, draw, communicate with friends, using tools, etc. touching real objects.

4. Student worksheet develops the social communication skill, emotional, moral, and aesthetic in children, so that it is not merely purposed for knowing facts and academic concepts. The activity which makes students able to interact with others and communicate their ideas and their work.

5. The learning experience in student worksheet pays attention to the purpose of the personal development of students (intellectual, emotional, and so on) and is not determined by the subject matter.

b. Construction requirements, , meaning that the student worksheet should pay attention to the use of language, sentence structure, vocabulary, level of difficulty and clarity so that it can be understood by students.

1. Student worksheet uses language which is appropriate to the level of maturity of the children.

2. Student worksheet uses clear sentence structure.

3. Student worksheet has a hierarchy of subject in accordance with level of student's ability.

4. Student worksheet avoids questions that are too open. The answers are obtained or derived from the processing of information, not taken from the treasury of infinite knowledge.

5. Student worksheet refers to the learning resources that are still in students' ability and legibility.

6. Student worksheet provides sufficient space to give breadth to the students to write and illustrate things they want to convey by giving students a writing frame and drawing answers.

7. Student worksheet uses simple and short sentences.

8. Student worksheet uses more illustration than words.

9. Student worksheet uses communicative and interactive sentences.

10. Student worksheet has clear learning objectives and benefits as motivation sources.

11. Student worksheet has an identity (learning objectives, owner identity, etc) for easy administration.

c. Technical requirements

1. Writing, things to consider are:

a) Using a clear readable letters including the type and size letters.

b) Using the frame to distinguish the command instruction with student's answer when necessary.

c) Comparing the font size and picture harmoniously.

2. Picture, a good picture is a picture which conveys the message effectively in the use of student worksheet to support the clearness of the concept.

3. Appearance, the appearance should be interestingly made, including the size of student worksheet and the design of both content and appearance of skin book which includes layout and illustrations.

Moreover, USAID module for Junior High School (2014: 85-86) also states some requirements for worksheet's content and exercises as follows:

Student's worksheet components which are introduced are ' information' / 'context of the problem' and 'question' / 'command' with the following characteristics:

a. Information / Context problems, should 'inspire students to answer / tasks; not too little or less clear that students 'powerless' to answer / tasks; but also not too much, thereby reducing the 'creative space' of students. Information / context of the problems can be equipped with image, text tables, or concrete objects.

b. Question / command, should lead students to experiment, investigate, discover, solve problems and / or imaginative / creative

The number of questions should be no more than 3 items so that the student's worksheet is not as 'wilderness' so it becomes a burden for students read. If the teacher has more than 3 good questions, questions that should be kept in mind and has made orally to students as an extra when needed.

2.2.7 Student's Worksheet of Narrative Text Using TGT

Student's Worksheet of Narrative Text Using TGT is a worksheet which is constructed using the concept of cooperative learning Team Game Tournament (TGT). It consists of learning materials and exercises for being used as a prerequisite to conduct a game and tournament activities in class. This game and tournament are in the form of reading test for students since this research concerns on reading skill.

There are two kinds of worksheet constructed by the researcher described as follows:

1. Student's worksheet for students. This worksheet works on the teaching learning activity and the application of the game phase.

2. Teacher's book for teacher. This worksheet is similar to student's worksheet for the students, but the guidance for teacher to conduct the activity of team game tournament is added since the tournament's sheet is not available on the student's worksheet. It is played separately because the game is used for evaluating the achievement of students after they have done with the game. It is used to check whether their comprehension in reading improves or not.

Later on this worksheet can be used as a medium for teaching reading in narrative text for improving students' comprehension, for it is a worksheet which comes in bundle with the application of cooperative learning for improving students' competitive sense during the class because they will compete with other teams to win the tournament. As a result they must study hard in order to win the game.

The researcher chose TGT as the activity used in this worksheet because it is applicable to use in any kind of subject. It is in line with Trianto (2009: 83) who stated, "TGT can be used in any kinds of subject, from natural science subject, social science subject even language subject starting from elementary school, junior high school, until university."

2.3 Educational Research and Development

This educational research and development is used for collecting the data. This research design is aimed at developing a new product which is applicable for being used later on.

Some experts have defined the definition of educational research and development. One of them is Sugiyono (2009: 407) who states that Research and Development is a research method which is used to produce particular products, and examine the effectiveness of the products. The products here can be in all fields where the study is conducted and in a various types of product; for example, in education, the product of this research and development can be in form of curriculum

for a particular educational needs, teaching method, teaching media, textbook, evaluation system, worksheet, etc.

These processes are similar to the instructional design's processes. The methods on the instructional design can be used in educational research and development. One of the instructional design models is from Lee and Owens which is drawn below.
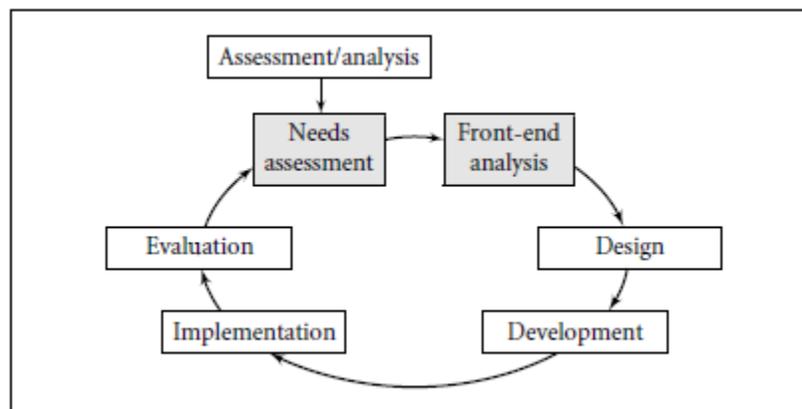
Figure 2.2 Steps on educational research and development based on Lee and Owens' instructional design model

As shown on the figure above the process of developing a model is started with need assessment or front-end analysis. Lee and Owens (2004: 4), furthermore, state that there are some considerations and steps to follow in developing worksheet as explained below:

During needs assessment, it is critical to focus on gathering the information you need to be able to make informed decisions. The information from needs assessment provides input into front-end analysis. Once the need for an intervention is established in needs assessment, front-end analysis explores deeper levels of

information needed for the design of the solution. To perform needs assessment and front-end analysis the researcher will need to:

a. make a judgment about how much assessment and analysis is required to make an informed decision based on the researcher's time frame, project size, and project constraints,

b. determine the appropriate sources for collecting information, and

c. establish a technique for collecting and assembling information

The second process is making design. It involves the preparation in creating the product such as media devices that are needed in creating the product and structure of the material. After the researcher has done with the need analysis and design, the next step is developing the initial product or prototype. It needs to be evaluated by experts before being implemented to the subject of the research.

In the implementation step, the researcher should take note how the product works and how the performance is. The evaluation as the last step can be done by evaluating the data obtained from the implementation step. The result tells the researcher the whole performance of the product whether it answers the questions of the problem or not.

CHAPTER III

METHOD OF INVESTIGATION

This chapter deals with the method of investigation done by the researcher. It consists of the research design, the subjects of the study, the research instrument, the stage of media development, and the data analysis technique.

3.1 Research Design

Since the aim of this research is to develop student's worksheet of narrative text using Team Game Tournament, the researcher used qualitative approach and RnD (research and development) research design. Those are explained as follows:

3.1.1 Qualitative Approach

The approach used in this study is qualitative approach. The way this approach presents the analysis of the study is that by describing or in descriptive way. It is different from quantitative approach which uses number to present the analysis of the research data.

The reason why the researcher uses this approach is that because this research isn't only connected with the research variable, but also all the social condition. It is in line with Sugiyono (2009: 285) that states:

> In view of qualitative research, the holistic phenomenon (thorough, cannot be separated), so that the qualitative researchers will not be set the research based solely on the study variables, but overall social status under study covering aspects of the place, actors and activities that interact synergistically.

In order to collect reliable and factual data, the questionnaire, interview and observation were conducted. By doing so, the researcher would be able to analyze the problem and develop the proper design of student's worksheet. Those were done to create a valid product of student's worksheet to teach reading.

3.1.2 Research and Development (RnD)

The method used in this research is educational research and development (RnD). Based on Borg and Gall (1983:772), educational research and development is a process used to develop and validate educational products. Sugiyono (2009: 407) also stated that educational research and development is a research method which is used to produce particular products, and examine the effectiveness of the products. The products here can be in all fields where the study is conducted and in a various types of product; for example, in education, the product of this research and development can be in form of curriculum for a particular educational level, teaching method, teaching media, textbook, evaluation system, worksheet, etc.

This study used RnD design since the objective of the study was to develop student's worksheet of narrative text for reading. The product was in form of hardware and the material inside was designed to meet the solution of the problem analyzed from the research instrument that had been done before. The competencies provided on the product were adopted from the standard competence and basic competence in the KTSP curriculum.

3.2 Subject of Study

The subject of this study was the eighth grade of Junior School IT Insan Cendekia in the academic year 2014/2015. This school was chosen because of the consideration that this school is new and the students of this school were considered in an average until low level learners and also to be passive in teaching learning activity based on the interview with the teacher. So the researcher did the research in this school to develop the applicable worksheet to be applied by the teacher during teaching learning process so that the students' reading comprehension and participation would increase.

3.3 Instrument of the Study

Instrument for collecting data is tools used by the researcher to collect any data during research process for later being analyzed to conclude the study finding. It has various types such as, questionnaire, check list, interview guide or interview schedule, observation sheet, test, and scale. The researcher can choose some of them as appropriate tools for collecting the data needed.

This study used four kinds of instruments which were questionnaire, interview, observation sheet and test.

3.3.1 Questionnaire

According to Sugiyono (2009:199), questionnaires are data collection techniques done by giving a set of questions or a written statement to the respondents to answer.

There are some types of questionnaire. Arikunto (2006:151) proposes three kinds of questionnaire. They are:

a. from the way how to answer the question

   1. Opened questionnaire, the respondents can answer the questions using their own sentences.

   2. Closed questionnaire, the respondents can directly choose the appropriate answer provided.

b. from the given answer,

   1. Direct questionnaire, the respondents answer the questions about themselves.

   2. Indirect questionnaire, the respondents answer the questions related to other person.

c. from the form of questionnaire

   1. Multiple-choice questionnaire, the respondents choose the appropriate answer.

   2. An essay questionnaire, the respondents answer the questions by using their own sentences.

   3. Checklist questionnaire, the respondents put the check ($\sqrt{}$) on the appropriate column.

   4. Rating-scale questionnaire, the respondents choose the statement followed by rating column, for example "very good" to "bad".

This study used two checklist questionnaires in which respondents just directly put check mark ($\sqrt{}$) on the given statement whether they agreed, quite agreed or disagreed. The first questionnaire was given on 16th of February, 2015 during the

preliminary research. It was used to collect the data of the need analysis, and the second one was given on 13th of March, 2015 after the post-test was given. It was used to check the practicality of the student's worksheet.

3.3.2 Interview

interviews are used as data collection techniques if researchers want to conduct a preliminary study to find a problem that must be studied, and also if researchers want to know the things of the respondents are more in-depth and the small number of respondents (Sugiyono, 2009:194). There are some kinds of interview to collect data. Arikunto (2006:136) classified it into three types as follow:

a. Un-guided interview

   The interviewer is free to ask anything to the interviewee without guided sheet. However, she/he has to focus about the data that she/he would collect.

b. Guided interview

   The interviewer prepares the questions that she/he wants to ask first so the interview asks the questions based on the guided sheet.

c. Free-guided interview

   It is the combination of un-guided interview and guided interview which the interview gives the interviewee opportunity to express his/her idea, but the conversation does not deviate from the topic.

This study used the free-guided interview to collect the data from the English teacher of SMP IT Insan Cendekia. This was used in order to give the researcher freedom to

ask as much as information needed about the research topic to support the data, but it was still in the topic of teaching and learning narrative text.

3.3.3 Observation

Observation as a data collection technique has specific characteristics when compared to other techniques, namely interviews and questionnaires. If interviews and questionnaires always communicate with people, the observation is not only limited on communicating with people, but also on other natural objects. (Sugiyono, 2009: 203).

The observation is used to measure the practical aspect of the student's worksheet. Its purpose is to observe the practicality of student's worksheet during teaching and learning process, the use of lesson plan during teaching and learning process, and any obstacles of the student's worksheet usage during teaching and learning process. There are two kinds of observations. Arikunto (2006: 157) classified it as follows:

a. Non- systematic observation

   Observation done by the observer without any observation instrument

b. Systematic observation

   Observation done by the observer using any guidelines as the instrument

This study used systematic observation as the instrument to measure the practicality of the student's worksheet during the class, and the English teacher of SMP IT Insan Cendekia would be the observer to give any ideas or suggestions about the educational product to be much better later on.

3.3.4 Test

There were two types of the test conducted on this research. The first one was pre-test which was conducted on 10th of March, 2015. It was aimed at measuring students' reading comprehension before receiving the treatment from the researcher. The second one was post-test on 12th of March, 2015. It was aimed at getting the final result of the students' performance after having the treatment using the student's worksheet developed by the researcher. After that, the results of those two tests were analyzed using SPSS application to calculate whether the students' reading comprehension improved or not.

3.4 Stage of Media Development

The stage of media development in this study is based on Research and Development (RnD) method. This method's aim is to develop and validate an educational product in supporting teaching learning process. This educational product was created through several stages including validation from the experts in order to make it effective and applicable for teaching learning process. Some experts provide the stage of media development. In this study, the researcher uses the stage of media development from Sugiyono (2009: 409). The stage of media development proposed by Sugiyono consists of ten stages to follow in order to make a product appropriate for the need subject of the study, but in this study the researcher reduced some steps because the

final product already met the final form . The stages can be seen from the diagram as

follows:

Diagram 3.1 Stages of Media Development

```
┌──────────────┐    ┌──────────────┐    ┌──────────────┐    ┌──────────────┐
│ Potential and│ ⇒  │ Collecting   │ ⇒  │ Designing    │ ⇒  │ Validating   │
│ Problem      │    │ Data         │    │ product      │    │ Design       │
└──────────────┘    └──────────────┘    └──────────────┘    └──────────────┘
                                                                    ⇓
┌──────────────┐    ┌──────────────┐    ┌──────────────┐    ┌──────────────┐
│ Trial Use    │ ⇐  │ Revising     │ ⇐  │ Product Trial│ ⇐  │ Revising     │
│              │    │ Product      │    │              │    │ Design       │
└──────────────┘    └──────────────┘    └──────────────┘    └──────────────┘
       ⇓
┌──────────────┐    ┌──────────────┐
│ Revising     │ ⇒  │ Mass         │
│ Product      │    │ Production   │
└──────────────┘    └──────────────┘
```
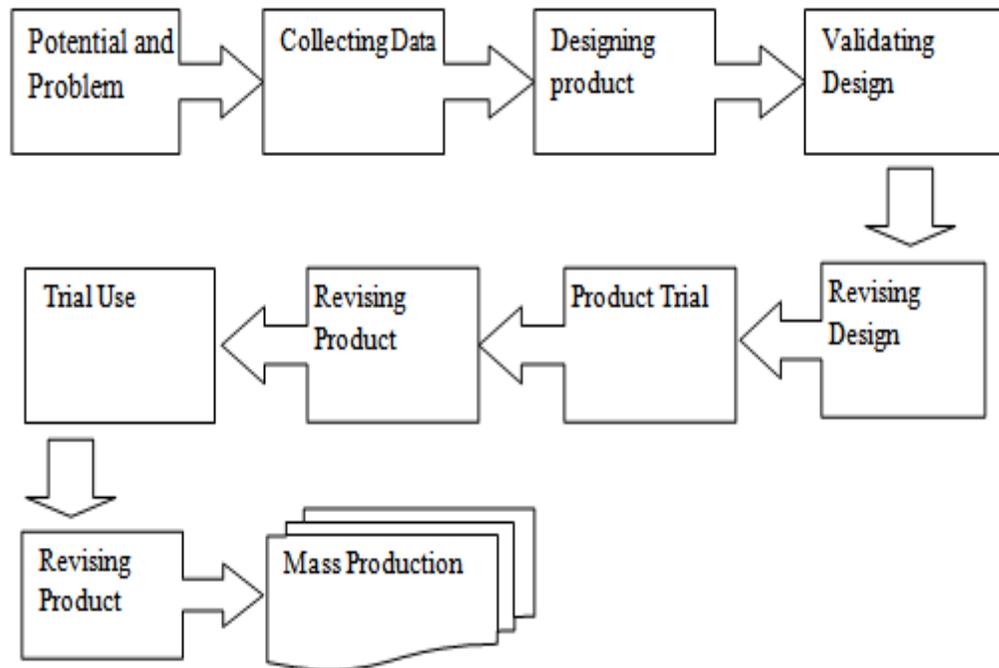
This educational research and development consists of ten stages. Each stage is

explained as follows:

3.4.1 Potential and Problem

The first stage is potential and problem. Research can come from any potential and

problem. Sugiyono (2009: 409) points out that potential is something which can get

additional value if it is utilized correctly. All potential can be a problem if we cannot

manage it correctly. It is also similar with a student's worksheet. Student's worksheet

is a potential which can be used as teaching media to improve student's ability, but if

it is not managed well during the teaching and learning process; for example, teacher just asks the students to do all the exercise in the student's worksheet, they will get bored or they may just do it randomly for the worse affect.

This stage aimed at analyzing any potential and problem had by the eighth grade of SMP IT Insan Cendekia in learning Narrative text. This stage was done by doing an interview. The interview used by the researcher was free-guided interview. It gave respondent opportunity to give any ideas elated to the topic given. It was done with the English teacher of SMP IT Insan Cendekia to get relevant and supporting information to develop the student's worksheet of narrative text using team game tournament as teaching media for students.

3.4.2 Collecting Data

The second stage is collecting data. This stage deals with the information from the data used for designing the educational product that can be used to solve the problem after analyzing the potential and problem gathered before.

This stage was done through the questionnaire given to the eighth grade of SMP IT Insan Cendekia. The instrument used to collect the data was checklist questionnaire in which respondents just directly put check mark (√) on the given statement whether they agreed, quite agreed or disagreed. It was aimed at finding the students' problem and need to develop the worksheet of narrative text using team game tournament.

From the data of the questionnaire, the researcher analyzed about how the worksheet should look like. It must be appropriate and able to solve the problem collected from the students.

3.4.3 Designing Product

The third stage is designing product. In this stage the worksheet was started to create. The researcher compiled all the ideas and data from the need analysis before to create the applicable worksheet to be applied for solving the problem faced by students. The worksheet was created using computer software and in the form of hardware.

Creating student's worksheet of narrative text using team game tournament began with designing the title, learning instructions (student's guide), competencies to be achieved, supporting information, exercises, steps to do and assessment. For the title, the researcher named it using the material to master that was Narrative. For the learning instructions, the researcher provided it on the teacher's book. For the competencies to be achieved, the researcher took it from the guide book of KTSP curriculum by the government. For the exercise, the researcher took the material from the internet to filter the appropriate text for the students. Whereas, the guidelines for constructing the exercises came from micro and macro skill in reading, bloom's taxonomy and USAID module for junior high school. For the assessment, the researcher made it based on the number of the exercises in order to make it easy to calculate. Those were done in order to make the worksheet covers the need of the students so that their reading comprehension can improve.

3.4.4 Validating Design

After creating the product, the next stage is design validation by the experts. This stage aimed at measuring the appropriateness of the worksheet whether the educational product is effective or not compared to the worksheet used by the teacher before. By involving the experts in the process, the product would be much more reliable. Moreover, the validations and suggestions by the experts would cover the weaknesses of the product, so when it is implemented, the error or mistake can be prevented.

To validate the product, this study involved the experts below:

a. Novia Trisanti, S.Pd. M.Pd., the advisor of this study.

b. Nur Aini, A.Md., an English teacher in SMP IT Insan Cendekia.

c. Alief Noor Farida, S.Pd. M.Pd., as the expert of language (English).

d. Maria Johana Ari W., S.S., M.Si as the expert of reading.

Those experts were chosen to validate the product. The teacher was also involved to evaluate the product because the teacher was the one who knew her class better than anyone, including students' characteristics and skill. The validation did not only focus on the appropriateness and content of the product, but also the attractiveness of the worksheet in teaching reading.

3.4.5 Revising Design

After the product was designed and then validated by the experts, the weaknesses of the design would be able to see. Those weaknesses, then, were minimized by doing revision to improve the product quality. This was done by the researcher. It could

bring the researcher back to the previous stages several times until it got its perfect form.

3.4.6 Product Trial

Product trial is done when all revisions have been approved by the experts. The trial is aimed at getting any information whether the product works well and effective or not compared to the previous teaching media used by the teacher. In this study, the media were applied in the eighth grade of SMP IT Insan Cendekia in the academic year of 2014/2015 and being observed by the English teacher to check its practicality. This stage was conducted as an event to check the readiness of the product before being in the stage of mass production.

3.4.7 Revising Product

After conducting product trial, the researcher got some feedbacks from the observer. These feedbacks then were used to do correction of the products.

3.4.8 Trial Use

This stage was the same as the product trial stage. The difference was there were some points revised compared to the previous one.

3.4.9 Revising Product

This stage is optional. Since the product was already considered appropriate to be used, the researcher ignored this process.

3.4.10 Mass Production

Mass production is done when the product is declared as an effective product. In this study the researcher just did the mass production for the eighth grade of SMP IT Insan Cendekia in the academic year 2014/2015.

3.5 The Data Analysis Technique

The data analysis technique was done to get an effective student's worksheet product which met a demand of validation aspect, practicality, and effectiveness. The data to be analyzed in this study came from the questionnaire, interview and observation sheet.

This data analysis was presented using qualitative descriptive method. The way the qualitative descriptive method being presented was by describing. The steps of the data analysis technique using this method were as follows:

3.5.1 Analyzing the Result of the Questionnaire

The questionnaire was analyzed by grouping the students' answer of each number of the questionnaire into its category or needs. During this stage the interpretation of data was going on. It was done and analyzed by describing the calculation of the students' answer on the questionnaire to know their needs and measure whether the development of the worksheet was needed or not.

3.5.2 Analyzing the Result of the Interview

The result of the interview was also analyzed using description method. It was done in order to get the information for the need analysis of the product. The questions were about (1) teaching and learning process, (2) method used during teaching and learning process, (3) the worksheet used by the teacher and (4) the opinion about the development of student's worksheet for teaching Narrative text.

3.5.3 Analyzing the Observation Sheet

The observation sheet was analyzed as follows:

(1) Data tabulation from the *observer*

The data tabulation was collected by calculating the number of percentage given by the observer on the observation sheet.

(2) Converting the average acquired score into qualitative value based on the table below:

Table 3.1 Practicality Criteria Based on Teaching and Learning Process Observation

% Involvement	Practicality
$0 \leq n \leq 20$	Impractical
$21 \leq n \leq 40$	Less Practical
$41 \leq n \leq 60$	Practical Enough
$61 \leq n \leq 80$	Practical
$81 \leq n \leq 100$	Very Practical

3.5.4 Analyzing the Result of the Test

The researcher used a formula of scoring to determine the result of the students' works. The test which was given to the students consisted of two parts. First, there were five questions about the essay related to the passage. Second, there were five *true/ false* questions. For those parts, the formula was:

a) Number of correct answers (max. 20)   = 20

b) Number of correct answers (max. 5)   = 5

   Total overall   = 25 points x 4→ 100

After that, the researcher used the SPSS application to know the detail data of the results. The data showed some important information, such as mean, standard error of mean, median, mode, standard deviation, variance, skewness, standard error of skewness, kurtosis, standard error of kurtosis, range, minimum, maximum, sum, percentiles (25, 50 and 75), the frequency of scores, the percent, the valid percent, and the cumulative percent of pre-test and post-test conducted towards the eighth grade students of SMP IT Insan Cendekia.

The paired-samples t test was used to determine whether the media was quiet significant or not to be used as the worksheet for Junior High School students.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the study. Those are made based on research finding and are used to answer the statements of the problems and to give suggestions for the significance of the research.

5.1 Conclusions

Based on the analysis, the researcher makes some conclusions. Firstly, there were some problems faced by the teacher and the eighth grade students of SMP IT Insan Cendekia in the use of the Narrative student's worksheet in teaching and learning process. The student's worksheet used by the eighth grade students of SMP IT Insan Cendekia was somehow quite boring. Students were easy to get bored to be in the class with no interesting activity, so they often talked to their friends instead of paying attention to what teacher says. The teacher found it quite complicated in evaluating students' achievement since the exercises on the current worksheet were mostly in form of multiple choice in which the students easy to copy the answer of their friends. In addition, the current student's worksheet used by the teacher didn't have any activity which was able to stimulate students' spirit in learning narrative text. Based on the result of the questionnaire, it is an activity which makes students study in group and compete with their friends. Due to this condition, the research and development of new student's worksheet was needed

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and appropriate to be used inside the classroom during the English teaching and learning process.

Secondly, there were some important steps to develop *Student's Worksheet of Narrative Text Using Team Game Tournament* as a student's worksheet. This process is needed to be done thoroughly and systematically in order to get the significant result of the product. It has been conducted and supervised by the researcher towards the process of developing *Student's Worksheet of Narrative Text Using Team Game Tournament*, starting from analysing the potential and problem until doing the product validation and revision. Besides, the assessment was given by the teacher and expert lecturers based on some particular points. The points were quite the same with the variables that existed in the need analysis form. The points to assess were the didactic requirements, the technical requirements and the construction requirements of *Student's Worksheet of Narrative Text Using Team Game Tournament* so that the product could be valid and credible to be used in the teaching and learning for Junior High School students.

Thirdly, to get the significant responses from the eighth grade students towards the use of *Student's Worksheet of Narrative Text Using Team Game Tournament*, the researcher held a limited testing in the form of try-out pre-test and post-test. The result of the try-out showed that the students' score mean improved. The pre-test mean was 60.12 while the result of the post-test mean was 70.36. Therefore, it can be concluded that *Student's Worksheet of Narrative Text Using Team Game Tournament* has a good benefit to be used in the teaching and learning reading in Narrative text for Junior High School students.

5.1 Suggestions

By conducting a research entitled "Developing Student's Worksheet of Narrative Text Using Team Game Tournament to Improve Student's Reading Comprehension at the Eighth Grade of SMP IT Insan Cendekia in the Academic year 2014/2015", there are two suggestions the researcher gives. Firstly, the English teachers should be able to choose appropriate student's worksheet to be used in the English teaching and learning process. Therefore, the students will not get bored easily and get more spirit in learning English so that their motivation and reading comprehension in learning narrative text will get improvement.

Secondly, the future researchers should conduct better research and development of student's worksheet to improve Junior High School students' reading comprehension, for the higher and lower level (ninth and seventh graders) by improving the activity of the student's worksheet and adding more various kinds of exercises.

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APPENDICES

Appendix 1: Interview Guideline

1. Kondisi kelas seperti apakah yang bapak/ ibu harapkan dalam pembelajaran bahasa Inggris?

2. Bagaimana respon siswa saat menerima materi pelajaran teks naratifdalam bahasa inggris?

3. Metode apa saja yang ibu gunakan dalam mengajar teks naratif kepada siswa?

4. Apakah kelebihan dan kekurangan dari metode pengajaran tersebut?

5. Apakah lembar kerja yang bapak/ ibu gunakan untuk mengevaluasi kemampuan siswa?

6. Apakah metode pengajaran yang bapak/ibu terapkan sudah sesuai dengan kandungan isi lembar kerja yang bapak/ ibu gunakan?

7. Apakah kelebihan dan kekurangan dari lembar kerja tersebut?

8. Pengembangan lembar kerja seperti apakah yang disarankan agar siswa mampu memahami isi dari teks naratif?

Appendix 2: The need questionnaire for students

Nama	:
NIS	:
Kelas	:
Sekolah	:
TTD	:

KUESIONER

Angket Kebutuhan Siswa terhadap Lembar Kerja Teks Naratif Team Game

Tournament (TGT)

Petunjuk Pengisian

Jawab pernyataan dibawah ini dengan memberikan tanda centang (√) dikolom

jawaban!

S   : Setuju   KS   : Kurang Setuju   TS   : Tidak

Setuju

No.	Pernyataan	Jawaban		
		S	KS	TS
1.	Pembelajaran teks naratif dikelas saya menyenangkan			
2.	Saya menginginkan metode pembelajaran yang menyenangkan			
3.	LKS Bahasa Inggris yang digunakan dalam pembelajaran menurut saya sangat menarik.			
4.	Bagi saya kalimat yang digunakan dalam LKS			

	Bahasa Inggris mudah dipahami.			
5.	Bagi saya soal-soal dalam LKS Bahasa Inggris mudah dipahami.			
6.	Bagi saya soal-soal dalam LKS Bahasa Inggris menantang untuk dikerjakan.			
7.	Belajar teks naratif secara berkelompok dengan teman sekelas menyenangkan			
8.	Belajar teks naratif dengan perlombaan lebih menantang			
9.	Menurut saya belajar dengan teman yang lebih pandai menyenangkan			
10.	Saya tertantang untuk berkompetisi dengan teman			
11.	LKS Bahasa Inggris dapat mempermudah belajar teks naratif			

Appendix 3: Observation Checklist

Pertemuan　　　:

Tanggal　　　:

No.	Aspek yang diamati	Presentase (%)	Kategori (sangat praktis, praktis,cukup praktis, kurang praktis, tidak praktis)
1	Keterlaksanaan oleh guru		
2	Keterlaksanaan oleh siswa		
3	Motivasi belajar		
4	Keaktifan siswa		
5	Interaksi siswa dan guru		
6	Keterampilan guru mengajar		

Observer

_____

Appendix 4: Post Questionnaire for Students

Nama :

NIS :

Kelas :

Sekolah :

TTD :

KUESIONER

Angket Siswa terhadap KeefektifanLembar Kerja Teks Naratif Team Game

Tournament (TGT)

Petunjuk Pengisian

Jawab pernyataan dibawah ini dengan memberikan tanda centang (√) dikolom

jawaban Ya atau Tidak!

No.	Pertanyaan	Jawaban	
		Ya	Tidak
1.	Apakah peneliti memberikan instruksi dan penjelasan yang jelas dalam pembelajaran menggunakan *student's worksheet?*		
2.	Apakah metode pembelajaran *Narrative Text* dalam *Student's Worksheet or Narrative Text Using Team Game Tournament* menyenangkan?		
3.	Apakah penggunaan teknik *Team Game Tournament* sebagai aktivitas		

	dalam *student's worksheet* dapat menambah semangat anda untuk lebih aktif untuk belajar *Narrative Text?*		
4.	Apakah instruksi pembelajaran dalam *student's worksheet* mudah dipahami?		
5.	Apakah soal-soal dalam *student's worksheet* mudah dipahami?		
6.	Apakah soal-soal dalam LKS Bahasa Inggris menantang untuk dikerjakan?		
7.	Apakah tingkat pemahaman dan keaktifan anda meningkat setelah mengikuti pembelajaran *Narrative Text* menggunakan *student's worksheet* ini?		

Appendix 5: The Questionnaire of Student's Worksheet Expert Validation

Nama :
NIP :
TTD :

ANGKET PENILAIAN PROTOTYPE/CHECKLIST AHLI
LEMBAR KERJA *"Student's Worksheet or Narrative Text Using Team Game Tournament"*

Petunjuk Pengisian

1) Bapak/Ibu diharapkan memberi koreksi dan masukan pada setiap komponen dengan cara menuliskan pada angket yang telah disediakan.

2) Penilaian yang diberikan kepada setiap komponen dengan cara membubuhkan tanda cek (√) pada rentang angka-angka penilaian yang dianggap tepat. Makna angka-angka tersebut adalah:

Angka 4 = sangat baik
Angka 3 = baik
Angka 2 = cukup
Angka 1 = kurang
Contoh:

Sangat baik <………> tidak baik

4	3	2	1

3) Selain mengisi angka tersebut, mohon Bapak/Ibu memberikan saran masukan.

4) Di samping validasi pada format A, Bapak/Ibu diharapkan memberikan komentar dan saran perbaikan secara umum terhadap prototype *Student's Worksheet or Narrative Text Using Team Game Tournament* yang telah dibuat apabila masih terdapat kekurangan atau kesalahan. Saran perbaikan secara umum dituliskan pada angket format B.

a. Didactic Requirements (Q1)

1. Apakah isi *student's worksheet* sudah dapat mengembangkan nilai moral dan estetika siswa diluar fungsinya sebagai media pembelajaran akademik?

Sangat baik <………> tidak baik

4	3	2	1

Saran masukan:

………………………………………………………………………………………………

………………………………………………………………………………………………

…………….

2. Apakah *student's worksheet* sudah mencakup aspek pengembangan kepribadian siswa (intelektual, emosional, dsb.)?

Sangat baik <………> tidak baik

4	3	2	1

Saran masukan:

………………………………………………………………………………………………

………………………………………………………………………………………………

………………

b. Construction Requirements (Q2)

1. Apakah *student's worksheet* sudah menggunakan bahasa yang tepat sesuai level usia siswa?

Sangat baik <………> tidak baik

4	3	2	1

Saran masukan:

………………………………………………………………………………………………

………………………………………………………………………………………………

………………

2. Apakah soal didalam *student's worksheet* sudah menghindari penggunaan soal yang jawabannya terlalu terbuka?

Sangat baik <………> tidak baik

4	3	2	1

Saran masukan:

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………

3. Apakah *student's worksheet* sudah menggunakan kalimat-kalimat yang sederhana dan pendek?

Sangat baik <………> tidak baik

4	3	2	1

Saran masukan:

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………

4. Apakah *student's worksheet* sudah mengandung identitas (tujuan pembelajaran, identitas pemilik dan judul buku) agar mudah digunakan?

Sangat baik <………> tidak baik

4	3	2	1

Saran masukan:

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………

c. **Technical Requirements (Q3)**

1. Apakah penulisan dalam *student's worksheet* (tipe dan ukuran huruf)mudah dibaca?

Sangat baik <………> tidak baik

4	3	2	1

Saran masukan:

…………………………………………………………………………………………
…………………………………………………………………………………………
……………….

2. Apakahpenggunaan gambar dalam *student's worksheet* sudah mewakili konsep materi yang dibawakan?

Sangat baik <………> tidak baik

4	3	2	1

Saran masukan:

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………….

3. Apakah tampilan *student's worksheet* sudah menarik?

   Sangat baik <……….> tidak baik

4	3	2	1

   Saran masukan:

…………………………………………………………………………………………
…………………………………………………………………………………………
…………….

d. Saran perbaikan secara umum mengenai *Student's Worksheet of Narrative Text Using Team Game Tournament (TGT)*

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Appendix 6: Lesson Plan

LESSON PLAN

School   : **SMP IT Insan Cendekia Semarang**

Subject   : **English**

Grade   : **VIII/ Semester 2**

Time Allocation : **6 X 40' (3 meetings)**

A. **Standard Competence**

11. Memahami makna dalam teks fungsional dan monolog pendek sederhana berbentuk naratif untuk berinteraksi dengan lingkungan sekitar.

B. **Basic Competence**

11.1 Merespon makna dalam monolog pendek sederhana secara akurat, lancer dan berterima untuk beirnteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative.*

C. **Objectives**

At the end of this lesson students are able to:

a. Identify the characters of the text

b. Identify the content of the text

c. Identify the moral value of the text

D. **Learning Materials**

- Narrative text

Narrative is the most famous type of any text. Various purposes are communicated in a narrative text. However, the way it is constructed is describing certain event, character or phenomenon in detail. It prefers showing to telling and that the power of narrative. Reader will feel as if he or she is involving in the story of narrative text. This text can be commonly seen in form of legend, short story, novel, etc.

- Explanation about narrative text (social function, generic structure and language features)

Social function: to amuse or entertain the reader

Generic Structure:

Orientation: introduction of the participants

Complication: a crisis rises

Resolution: the crisis is resolved, for better or worse

Re-orientation (optional): moral value

Language features:

- Specific characters
- Time words that connect events to tell when they occur
- Verbs to show the actions that occur in the story
- Descriptive words to portray the characters and settings

- Grammar (simple past tense)

$$S + \mathbf{V2} + O$$
$$S + \text{was/ were} + O$$
$$S + \mathbf{did\ not} + \mathbf{V1} + O$$

Example:
The king **decided** to marry Dewi Mutiara

Her father **was** the King Munding Wangi

Student's Worksheet of Narrative Text Using TGT

Student's Worksheet of Narrative Text Using TGT is a student's worksheet which is constructed using the concept of cooperative learning Team Game Tournament (TGT). It consists of learning materials and exercises for being used as a prerequisite to conduct a game and tournament activities in class. This game and tournament are in form of reading test for students since this research concerns on reading skill.

E. Learning Method

- Question-answer

- Lecturing

- Team Game Tournament

F. Steps of Learning Activities

First Meeting (pre-test)

Phase	Activity	Time (minute)
Engagement	**Open activity** 1. Students are greeted by the teacher. 2. Students and teacher pray together. 3. Students are called the roll by teacher.	5
Exploration	**Main Activity** 4. Students are asked some questions related to the narrative text. 5. Students are asked to read the handout given by the teacher.	30
Elaboration	6. Students are asked to answer some questions related to the passage on the handout. 7. Students submit their work.	30
Confirmation	8. Students' answers are identified by the teacher. 9. Teacher makes general evaluation about students' answers. 10. Teacher has question and answer session about the	10

	activity.	
Evaluation	**Closing activity** 11. Students pay attention to the summary of the lesson. 12. Students give a comment about what they had been studied.	5

Second Meeting

Phase	Activity	Time (minute)
Engagement	**Open activity** 1. Students are greeted by the teacher. 2. Students and teacher pray together. 3. Students are called the roll by teacher.	5
Exploration	**Main Activity (Teacher Applies Team Game Tournament technique)** 4. Students are asked to make group consists of four people. 5. Students are asked to open the student's worksheet given by the teacher. 6. Teacher asks the students to pay attention to what teacher says and announces that there will be an evaluation in this activityby doing the task in the *Student's Worksheet of Narrative Text Using TGT*or the student's worksheet given by the teacher.	30

Elaboration	7. Teacher delivers the material in the student's worksheet. 8. Students are asked to discuss the delivered material in their group. 9. Students do the exercises in the student's worksheet in group with different exercises based on the distribution of the team.	30
Confirmation	10. Students' answers are identified by the teacher. 11. Teacher makes general evaluation about students' answers. 12. Teacher has question and answer session about the activity. 13. Teacher gives the next material to study and prepare in group after school and announces that there will be tournament for the next meeting.	10
Evaluation	**Closing activity** 14. Students pay attention to the summary of the lesson. 15. Students give a comment about what they had been studied.	5

Third Meeting (post-test)

Phase	Activity	Time (minute)
Engagement	**Open activity** 1. Students are greeted by the teacher.	5

	2. Students and teacher pray together. 3. Students are called the roll by teacher.	
Exploration	**Main Activity (Teacher Applies Team Game Tournament technique)** 4. Students are asked to arrange their seat to be in one group. 5. Teacher reminds that there will be a tournament for today's meeting and draws the table to count the final result of each team score to decide the winner 6. Teacher numbers the students based on their rank in team 1 up to 4 and motivates them to do their best to compete with their friends to win the tournament.	30
Elaboration	7. Teacher asks the students who have the same number to sit together. 8. Students are given the exercises of tournament worksheet taken from teacher's book. 9. Students do the exercises.	30
Confirmation	10. Students' answers are identified by the teacher. 11. Teacher writes and calculates the final score of each group and decides the winner of the tournament. 12. Teacher gives motivation to the lose group to study harder to achieve better score.	10
Evaluation	**Closing activity** 13. Students pay attention to the summary of the lesson. 14. Students give a comment about what they had been	5

studied.	

G. Learning Source

- Anderson, M. and K. Anderson. 1997. *Text type in English 2*. South Yarra: Macmillan Education Australia Pty Ltd.

- Narrative for Junior High School Grade VIII
- Internet

H. Assessment

First Meeting (pre-test)

A. Read the story

The Story of Ant and Grasshopper

Ant lived next to Grasshopper. Ant said, "I like to work and go to school everyday." Every day Ant got up at 5.00 in the morning. She found food before she went toschool. She read and wrote. After school, she played soccer. Ant worked and worked.Grasshopper didn't like to work.
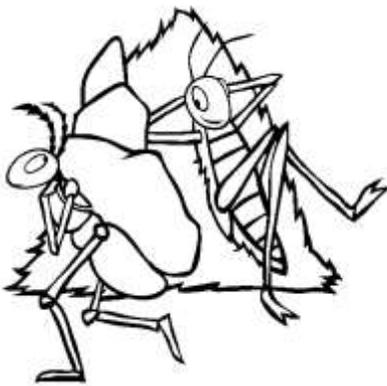
One day Grasshopper got up at 9.00. Hesaid, "I like to hop and sing every day." He gotdressed and ate breakfast. After breakfast hehopped and sang and watched TV. At 11:45 hewent back to sleep.Ant walked home at lunch. She sawGrasshopper and said," Hello!" Grasshopperopened one eye and asked, "What time is it?"Ant said," It's 12:45." Grasshopper smiled. "Is ittime for lunch?" he asked. "Yes," said Ant, butyou don't have any food."Grasshopper looked at Ant's food. "Can I eat some of your food?" he asked.Ant said, "I work every day. You hop and sing and play."Grasshopper said, "After lunch, I can work." Ant gave Grasshopper some food. Afterlunch Grasshopper hopped and sang and worked.

I. Answer these following questions based on the text above!

1. What were the differences between Ant's and Grasshopper's personality?

2. What problem did Grasshopper face one day?

3. How did Grasshopper solve his problem?

4. Do you think Grasshopper will ask for some food to Ant again the next time? Why?

5. What can you learn from the story?

II. According to the story, say whether each statement below is true (T) or false (F) by giving a check mark (√)

No.	Sentences	T / F
1.	Grasshopper was a good friend of Ant	
2.	Ant was a hard worker while the Grasshopper was lazy	
3.	Grasshopper gave some of his food to Ant	
4.	Ant and grasshopper were a neighbor	
5.	Grasshopper liked to wake up earlier than ant	

Second meeting (game phase)

WORKSHEET 1

AJI SAKA

A long time ago there was a kingdom. Its name was Medang Kamulan. The people in the kingdom were very scared. They wanted to leave the kingdom. It all happened because the king was a beast.

His name was Prabu Dewata Cengkar and he ate humans! Every day Patih Jugul Muda always provided some humans to be eaten by the king!

Not far from the kingdom, there was Medang Kawit village. A young man with a great supernatural power lived there. His name was Aji Saka. Everybody liked him because Aji Saka was nice, diligent, and kind hearted.

One day, Aji Saka saw an old man was wounded. Some thieves just hit him and stole his money. The old man was the villager in the Medang Kamulan kingdom. He told what happened in his kingdom to Aji Saka. Aji Saka was very angry. He decided to go to Medang Kamulan to give Prabu Dewata Cengkar a lesson.

The king had to stop his bad behavior, eating humans. Aji Saka then went to the kingdom. He was wearing his magic turban. When he arrived in the kingdom, the king was angry to Patih Jugul Muda. He was not able to give the king some humans. All the villagers already saved themselves by leaving the kingdom.

"Who are you, young man? Ha...ha...ha.... I'm glad you are here. I'm starving," said the king.

He was so happy to see Aji Saka. He thought Aji Saka was there to be eaten by him. "I would gladly let you eat me. But I have one request. You give me your land with the size of my turban," said Aji Saka. He then took off his turban and threw it on the ground. The king and Aji Saka then measured the size of the turban.

Suddenly the turban grew bigger and bigger. It finally covered the whole kingdom. The king was totally angry. He knew Aji Saka was planning to take over his kingdom.

He then attacked Aji Saka. With his supernatural turban, Aji Saka twisted the king's body and threw him into the ocean.

The king never returned to the kingdom. Aji Saka then asked the villagers to come back. They all were very happy. They also asked Aji Saka to be their king.

Aji Saka then ruled the kingdom wisely. He led Medang Kamulan kingdom into its golden moment. The people lived happily and peacefully.

Source: http://www.floresbangkit.comActivity 2

I. *Answer these following questions based on the text above!*
1. What were the differences between Aji Saka's and Prabu Dewata Cengkar's personality?
2. What problem did the villagers have by having such king like Prabu Dewata Cengkar?
3. How did the king finally get thrown into ocean?
4. Imagine that Prabu Dewata Cengkar changed his habit eating humans. What would you do if you were the villagers and met Prabu Dewata Cengkar?
5. What can you learn from the story?

II. According to the story, say whether each statement below is true (T) or false (F) by giving a check mark (√)

No.	Sentences	T / F
1.	Patih Jugul Muda ate humans.	
2.	Aji Saka used his turban to beat the king.	
3.	An Old man was wounded by some thieves.	
4.	Aji Saka has no supernatural power.	
5.	The kingdom was covered by Aji Saka's magic turban in the end.	

WORKSHEET 2

Takatuliang, the Woodcarver

Long, long time ago on the island of Dimbau, in the Sulawesi Sea, there lived a king and his beautiful daughter. The princess was not only beautiful, but she was also wise and kind. Many

princeswanted to marry the King's daughter and this made the king confused. He, then, announced a contest: whoever presented the princess with the most valuable gift would marry her.

Takatuliang, a poor woodcarver, wanted to join the contest but he was so poor that he had nothing to present. Then, he went far into the forest. There he chose the best tree and carved it into a doll. Next, he took an old piece of cloth and sewed it into a dress for the doll. After that, he cut his own hair and glued it to the doll's head.

On the day of the contest, all the princes gathered before the king and the princess. One by one, they presented their gifts: diamonds, silk, gold, jewelry. Then came Takatuliang's turn.

"What do you have?" asked the princess.

"I bring only a doll," said Takatuliang softly.

"How many dolls like this do you have?" asked the princess again.

"Only this one. I carved it myself and decorated it with my own hair and my father's old cloth. He died and this is the only thing he left me." Answered Takatuliang.

The princess was very touched to hear Takatuliang's story. She decided to marry Takatuliang because he had presented her everything he had. Together, Takatuliang and the princess lived happily ever after.

Source:http://exsamplestorytelling.blogspot.com/2013/05/takatuliang-woodcarver.html

I. Answer these following questions based on the text above!
1. How did Takatuliang make his doll?
2. What made the princess felt touched to hear Takatuliang's story?
3. What do you think the valuable gift is supposed to look like?
4. What made Takatuliang decided to make a doll as a present to the princess?
5. What can you learn from the story?

II. According to the story, say whether each statement below is true (T) or false (F) by giving a check mark (√)

No.	Sentences	T / F
1.	Takatuliang was a successful woodcarver	
2.	The doll's cloth was made from the cloth of Takatuliang	
3.	The doll's hair was made from Takatuliang's hair	
4.	There were just a few princes purposed to marry the king's daughter	
5.	The king's daughter wanted a luxurious gift	

WORKSHEET 3

The Legend of Banyuwangi
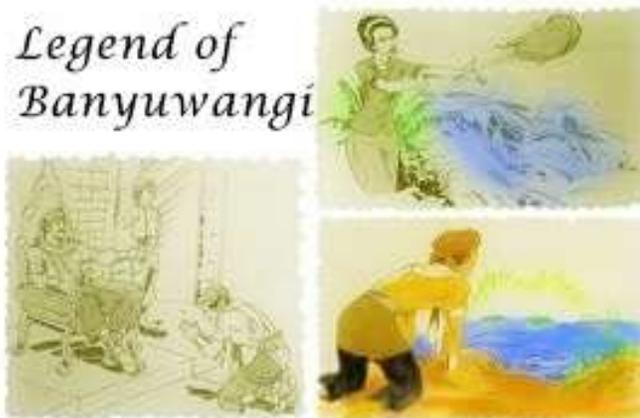
Once upon a time, a local ruler, King Sulahkromo, had a patih, R.Sidopekso. The wife of the patih, Sri Tanjung was so beautiful that the king desired her. In order to be able to seduce Sri Tanjung, the king ordered his patih on a mission that would take a long time to accomplish.

During his absence, the king tried to court Sri Tanjung without success. When R. Sidopekso returned, he went first to his ruler. The king was angry that his scheme had not succeeded and told the patih that during his absence his wife had been unfaithful to him. Sidopekso went home and confronted his wife with her alleged adultery. Her denial did not convince him, and he announced that he was going to kill her. Sri Tanjung was brought by Sidopekso to the bank of the river. Before he stabbed her to death, she prophesied that her innocence would be proven.

And indeed, after having stabbed his wife to death and having thrown the dead body into the dirty river, the river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, "Banyu ... Wangi..... Banyuwangi". This means "fragrant water ". BANYUWANGI was born from the proof of noble and sacred love.

Source:http://www.eastjava.com/tourism/banyuwangi/about.html

I. Answer these following questions based on the text above!
1. What problem did Sidopekso face after returning from his mission?
2. How did Sri Tanjung proof her innocence to Sidapaksa?
3. What do you think about the king's attitude towards Sri Tanjung?
4. Do you think Sidapaksa's action to directly kill his wife was good? Why?
5. What can you learn from the story?

II. According to the story, say whether each statement below is true (T) or false (F) by giving a check mark (√)

No.	Sentences	T / F
1.	The ruler lied to Sidapaksa	
2.	Sri Tanjung was a faithful wife	
3.	The king succeeded to court with Sri Tanjung	
4.	Sidapaksa was angry to his wife because of the wrong information from the king	
5.	Sidapaksa's wife was honest	

WORKSHEET 4

The Legend of Rawa Pening

Once upon a time, there was a little boy, who was poor, dirty, and smelly, came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy. Finally, a generous old woman helped him. She gave him shelter and a meal. When the boy wanted to leave, the old woman gave him a "lesung", a big wooden mortar for pounding rice.

She reminded him, "Please remember, if there is a flood you must save yourself. Use this "lesung" as a boat".

The little boy was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, where he had asked for food, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded.

"Can I try?" asked the little boy.

The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded. Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the "lesung" as a boat and picked up the old woman. The whole village became

a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

Source: *http://english-story-collection.blogspot.com/search/label/Folklore%20From%20Indonesia*

I. Answer these following questions based on the text above!

1. Do you think villagers' attitude towards the boy was good? Why?

2. If you were the boy, how would you treat the villagers who mocked at you?

3. When should the boy use the "lesung" as a boat?

4. What caused by the stick after being successfully pulled?

5. What can you learn from the story?

II. According to the story, say whether each statement below is true (T) or false (F) by giving a check mark (√)

No.	Sentences	T / F
1.	The villagers were friendly to the boy	
2.	The boy was safe from the flood	
3.	The old woman was dead because of the flood	
4.	The boy got enough food from the villagers	
5.	Nothing happened when the stick was pulled out	

Third meeting exercises (post-test and tournament phase)

The Turtle and The Eagle

A Long time ago, all animals lived happily and peacefully. They were able to talk to one and another. They also helped each

other. Among the animals, the turtle and the eagle were best-friends. They were very close. The eagle often visited the turtle's nest. When the eagle came to his nest, the turtle always gave the eagle lots of food. The eagle loved his friend's food. Consequently, he often visited the turtle's nest. Fortunately, the turtle did not mind at all. He loved to share his food.

Actually, the turtle also wanted to visit the eagle's nest.

"I think I'm not polite.. You often come to my nest but I never come to yours. When do you think I can visit yours?" asked the turtle.

The eagle responded, "My nest is on the top of the tree. It's so high... You cannot climb it."

Well, the turtle understood. Since then he never asked his friend about visiting his nest and that made the eagle very happy. Why? Well, the turtle did not know that the eagle was not a good friend. He came to the turtle's nest just to enjoy the food. Every time he finished eating the food, the eagle always said something bad about the turtle.

"Ha ha ha..the turtle is so stupid. He always gives me delicious food! I hope he will never know that I come to his nest only for his food! Ha ha ha..." laughed the eagle.

The frog heard what the eagle said. He felt sorry to the turtle. He came to the turtle's nest and told him what he heard.

"Are you serious?" asked the turtle.

"Yes, I am! I heard him very clearly. He really said that he comes to your nest only for your food," said the frog.

The frog continued, "If you really want to know what he said about you, do my plan."

"What is your plan?" asked the turtle.

"Ask the eagle to bring basket. Tell him that you will give him lots of food. In the mean time, you are hiding inside the basket. Let him bring the basket to his nest," explained the frog.

Later the turtle asked the eagle to bring a basket. The eagle was so happy and he also thought how stupid the turtle was.The eagle came to the turtle's nest. The

turtle told the eagle that he needed time to prepare the food. He also said that the food would be ready on the following day.

On the following day, the eagle came to the turtle's nest. He did not see the turtle. However, he found his basket was full of food. He was so happy.With his claws, he brought the food.The eagle did not know that the turtle was hiding inside the basket. The eagle was laughing and talking how stupid the turtle was.The turtle was so sad about what he heard. He heard that his best-friend was making fun of him and saying he was very stupid.

The eagle arrived at his nest. When he enjoyed the food, suddenly the turtle showed up. The eagle was shocked!

"Now I know what kind of friend you are. From now on, I don't want to be your friend anymore!" said the turtle.

The turtle was so angry and since then every time he met the eagle, the turtle was always hiding inside his shell.

Source: Indonesianfolklore.blogspot.com

I. Answer these following questions based on the text above!

1. What were the differences between Eagle's and Turtle's personality?

2. How did Turtle solve his problem?

3. Do you think Eagle will ask for some food to Turtle again next time?

4. Imagine that Eagle already changed his habit. What would you do if you were Turtle and met Eagle?

5. What can you learn from the story?

II. According to the story, say whether each statement below is true (T) or false (F) by giving a check mark (√)

No.	Sentences	T / F
1.	The Turtle was a good friend of the eagle	
2.	The eagle and the turtle were still a friend at the end of the story	
3.	The turtle always visited the eagle's nest	
4.	The eagle always gave compliments after eating the turtle's food	

5.	The turtle finally realized that the eagle was not a good friend for him	

The calculation of the total score:

    c) Number of correct answers part 1 (max. 20)   = 10

    d) Number of correct answers part 2 (max. 5)   = 10

       Total Overall   = 25 points x 4 → 100

                                 Semarang, …….. March 2015

Signature of the English Teacher   Signature of the Teacher Trainee

Nur Aini, AMd.   Najib Khumaidillah

                                     NIM 2201411094

Appendix 7: The Result of Need analysis Student's Questionnaire

No	Name	Question 1			Question 2			Question 3			Question 4		
		1	**2**	**3**	**1**	**2**	**3**	**1**	**2**	**3**	**1**	**2**	**3**
1	Achmad Rafli A.	√			√				√	√	√		
2	Adhetika Handayani	√			√				√		√		√
3	Adinda Febriliana W.		√		√				√			√	
4	Dita Agus Setiawan	√				√			√			√	
5	Fajar Tri Yulianto	√				√		√				√	
6	Fajar Umar Ma'ruf		√			√			√			√	
7	Galang Prasetya P.	√			√			√			√		
8	Intan Ayuning Budi	√			√				√		√		
9	Latifah Nurul Suciati		√		√				√			√	
10	Lina	√				√			√		√		
11	M. Adjie Bagus P.		√		√			√				√	
12	Maulida Anis F.	√			√				√		√		
13	Mahesa Jalu Patra		√			√			√				√
14	MH. Farrel O.	√			√				√		√		
15	Muhammad Husein S.I.		√		√			√				√	
16	Novi Astri Rahayu		√		√			√			√		
17	Rafli Surya Saputra		√		√			√				√	
18	Rizky Fajar P.		√		√			√				√	
19	Roid Naufan I.R.		√		√			√				√	
20	Rona Primada U.		√		√				√			√	
21	Ryadi Ardiansyah		√		√			√			√		
22	Sebrian Bagus R.		√			√			√			√	
23	Shienta Destya S.		√		√			√				√	
24	Taufik Hidayat		√			√		√				√	
25	Yoandha Bella	√			√				√		√		
26	Yuliani		√		√	√			√			√	
27	Desi Darwatini		√		√				√		√		
28	Setiawan Hendri Q.			√	√				√		√		
29	Akbar Putra P.Z.		√		√				√		√		
30	Syaroful Anam		√			√			√		√		
31	Hagus Sumantri		√		√				√		√		
32	Dikrin Aji Pranoto		√		√			√				√	
	Total	**10**	**21**	**1**	**23**	**9**	**0**	**12**	**19**	**1**	**15**	**15**	**2**

No	Name	Question 5			Question 6			Question 7			Question 8		
		1	2	3	1	2	3	1	2	3	1	2	3
1	Achmad Rafli A.	√				√		√			√		
2	Adhetika Handayani		√		√			√			√		
3	Adinda Febriliana W.		√			√			√		√		
4	Dita Agus Setiawan		√		√			√					√
5	Fajar Tri Yulianto		√		√			√			√		
6	Fajar Umar Ma'ruf		√			√		√				√	
7	Galang Prasetya P.	√				√		√			√		
8	Intan Ayuning Budi		√		√				√		√		
9	Latifah Nurul Suciati		√		√				√			√	
10	Lina		√			√			√		√		
11	M. Adjie Bagus P.	√			√			√				√	
12	Maulida Anis F.		√			√		√				√	
13	Mahesa Jalu Patra		√			√		√					√
14	MH. Farrel O.		√		√			√			√		
15	Muhammad Husein S.I.	√				√		√				√	
16	Novi Astri Rahayu		√				√	√				√	
17	Rafli Surya Saputra		√		√			√				√	
18	Rizky Fajar P.		√		√			√				√	
19	Roid Naufan I.R.	√			√			√			√		
20	Rona Primada U.		√			√		√			√		
21	Ryadi Ardiansyah		√		√			√			√		
22	Sebrian Bagus R.		√			√		√				√	
23	Shienta Destya S.	√			√			√				√	
24	Taufik Hidayat		√		√				√		√		
25	Yoandha Bella	√				√		√			√		
26	Yuliani		√		√				√			√	
27	Desi Darwatini	√			√				√		√		
28	Setiawan Hendri Q.		√		√				√			√	
29	Akbar Putra P.Z.	√				√		√			√		
30	Syaroful Anam		√		√			√			√		
31	Hagus Sumantri		√		√				√		√		
32	Dikrin Aji Pranoto		√			√		√				√	
	Total	9	23	0	18	13	1	23	9	0	17	13	2

No	Name	Question 9	Question 10	Question 11

		1	2	3	1	2	3	1	2	3
1	Achmad Rafli A.	√			√			√		
2	Adhetika Handayani	√				√		√		
3	Adinda Febriliana W.	√			√				√	
4	Dita Agus Setiawan	√			√			√		
5	Fajar Tri Yulianto	√			√			√		
6	Fajar Umar Ma'ruf	√				√		√		
7	Galang Prasetya P.	√			√			√		
8	Intan Ayuning Budi	√				√		√		
9	Latifah Nurul Suciati	√				√			√	
10	Lina	√			√				√	
11	M. Adjie Bagus P.	√				√			√	
12	Maulida Anis F.	√			√			√		
13	Mahesa Jalu Patra	√					√		√	
14	MH. Farrel O.		√			√			√	
15	Muhammad Husein S.I.		√			√			√	
16	Novi Astri Rahayu		√		√					√
17	Rafli Surya Saputra	√				√		√		
18	Rizky Fajar P.	√				√		√		
19	Roid Naufan I.R.	√			√			√		
20	Rona Primada U.	√				√			√	
21	Ryadi Ardiansyah	√				√			√	
22	Sebrian Bagus R.	√				√		√		
23	Shienta Destya S.	√			√				√	
24	Taufik Hidayat	√			√				√	
25	Yoandha Bella	√			√			√		
26	Yuliani		√		√				√	
27	Desi Darwatini		√		√			√		
28	Setiawan Hendri Q.	√				√		√		
29	Akbar Putra P.Z.	√			√			√		
30	Syaroful Anam	√			√			√		
31	Hagus Sumantri	√			√					√
32	Dikrin Aji Pranoto	√				√		√		
	Total	**27**	**5**	**0**	**17**	**14**	**1**	**18**	**12**	**2**

Appendix 8: Statistic Data of Frequency

Statistics

pretest

N	Valid	32
	Missing	0
Mean		60.12
Skewness		.168
Std. Error of Skewness		.414
Kurtosis		-1.129
Std. Error of Kurtosis		.809

pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	4	12.5	12.5	12.5
	40	3	9.4	9.4	21.9
	44	1	3.1	3.1	25.0
	48	3	9.4	9.4	34.4
	52	2	6.2	6.2	40.6
	56	2	6.2	6.2	46.9
	60	3	9.4	9.4	56.2
	64	1	3.1	3.1	59.4
	68	2	6.2	6.2	65.6
	72	4	12.5	12.5	78.1
	76	1	3.1	3.1	81.2
	80	2	6.2	6.2	87.5
	84	1	3.1	3.1	90.6
	88	2	6.2	6.2	96.9

Statistics

Posttest

N	Valid	32
	Missing	0
Mean		70.38
Skewness		-.172
Std. Error of Skewness		.414
Kurtosis		-.859
Std. Error of Kurtosis		.809

	92	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	3.1	3.1	3.1
	44	1	3.1	3.1	6.2
	48	2	6.2	6.2	12.5
	52	2	6.2	6.2	18.8
	56	2	6.2	6.2	25.0
	60	2	6.2	6.2	31.2
	64	1	3.1	3.1	34.4
	68	5	15.6	15.6	50.0
	72	2	6.2	6.2	56.2
	76	1	3.1	3.1	59.4
	78	2	6.2	6.2	65.6
	80	3	9.4	9.4	75.0
	84	3	9.4	9.4	84.4
	88	1	3.1	3.1	87.5
	92	2	6.2	6.2	93.8
	96	2	6.2	6.2	100.0
	Total	32	100.0	100.0	

Appendix 9: The Overview of Teacher's Book

II. According to the story, say whether each statement below is true (T) or false (F) by giving a check mark (√)

No.	Sentences	T/F
1.	The villagers were friendly to the boy	
2.	The boy was safe from the flood	
3.	The old woman was dead because of the flood	
4.	The boy got enough food from the villagers	
5.	Nothing happened when the stick was pulled out	

TOURNAMENT WORKSHEET

The Turtle and The Eagle

A Long time ago, all animals lived happily and peacefully. They were able to talk to one another. They also helped each other. Among the animals, the turtle and the eagle were best-friends. They were very close. The eagle often visited the turtle's nest. When the eagle came to his nest, the turtle always gave the eagle lots of food. The eagle loved his friend's food. Consequently, he often visited the turtle's nest. Fortunately, the turtle did not mind at all. He loved to share his food.

Actually, the turtle also wanted to visit the eagle's nest.

"I think I'm not polite. You often come to my nest but I never come to yours. When do you think I can visit yours?" asked the turtle.

The eagle responded, "My nest is on the top of the tree. Its so high... You cannot climb it."

Well, the turtle understood. Since then he never asked his friend about visiting his nest and that made the eagle very happy. Why? Well, the turtle did not know that the eagle was not a good friend. He came to the turtle's nest just to enjoy the food. Every time he finished eating the food, the eagle always said something bad about the turtle.

"Ha ha ha... the turtle is so stupid. He always gives me delicious food! I hope he will never know that I come to his nest only for his food! Ha ha ha..." laughed the eagle.

2. Answer these following questions based on the text above!

1. What were the differences between Eagle's and Turtle's personality?

2. How did Turtle solve his problem?

3. Do you think Eagle will ask for some food to Turtle again next time?

4. Imagine that Eagle already changed his habit. What would you do if you were Turtle and met Eagle?

5. What can you learn from the story?

_____
_____
_____
_____

II. According to the story, say whether each statement below is true (T) or false (F) by giving a check mark (√)

No.	Sentences	T / F
1.	The Turtle was a good friend of the eagle	
2.	The eagle and the turtle were still a friend at the end of the story	
3.	The turtle always visited the eagle's nest	
4.	The eagle always gave compliments after eating the turtle's food	
5.	The turtle finally realized that the eagle was not a good friend for him	

ANSWER KEY

WORKSHEET 1

Answer these following questions based on the text above!

1. Aji Saka loved to help each other while Prabu Dewata Cengkar loved to eat the villagers which caused them lived in a misery around his kingdom.
2. The villagers always felt afraid of living around the kingdom because they could be the king's meal anytime.
3. The king was twisted by Aji Saka's turban when they were fighting and thrown away to the ocean
4. I would advise him to change his habit, and conducted a meeting with other villagers to decide the best way to punish Prabu Dewata Cengkar so that he would change his bad habit.
5. From the story I can learn that doing bad habit will not bring any happiness for people around us, and just the opposite.

According to the story, say whether each statement below is true (T) or false (F) by giving a check mark (√)

1. F
2. T
3. T
4. F
5. T

WORKSHEET 2

1. He made his doll by using all he had. He chose the best tree to be carved, used his own hair to be the doll's hair, and used his father's cloth as the doll's cloth

---

2. The princess felt touched to hear Takmuliang's story because he made the doll presented to her by using all he had. The doll was the only one Takmuliang owned and nothing's left in his life.
3. The valuable gift is supposed to look like a rare thing which is owned by particular person only.
4. He decided to give a doll to the princess because he was a woodcarver who was good in carving woods into anything he wanted, and he had nothing to present or he could not buy any luxurious/ expensive gift to be presented to the princess.
5. From the story I can learn that we must work as hard as we can for the one we love.

According to the story, say whether each statement below is true (T) or false (F) by giving a check mark (√)

1. F
2. F
3. T
4. F
5. F

WORKSHEET 3

1. He had a problem with the wrong story about the unfaithfulness of his wife during his mission which caused him killed his wife in the end.
2. She proved her innocence by showing the change of the dirty river, the river immediately became clean and began to spread a wonderful fragrance when her body was thrown into the river.
3. The king was an evil and also kind of flirtatious man. It could be seen through his deed to fulfill his lust within Sri Tanjung and his lie to Sidapaksa.

---

4. I think that was not good because he acted without using his sense of husband who was supposed to listen to the one he loved before doing such careless thing to his wife.
5. From the story I can learn that truth will never lie, and be responsible of what we have done.

According to the story, say whether each statement below is true (T) or false (F) by giving a check mark (√)

1. T
2. T
3. F
4. T
5. T

WORKSHEET 4

1. No, they were not. They didn't care about his existence in their village although he was a wanderer.
2. I would not treat them badly as what they had done to me. I just would like to show them my ability to prove that everyone in this world has their own ability which is able to use for helping each other.
3. The "lesung" should be used by the time the flood was coming so that he would be safe.
4. From the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal.
5. From the story I can learn that we must help each other whoever they are as long as it is good.

According to the story, say whether each statement below is true (T) or false (F) by giving a check mark (√)

1. F
2. T

3. F

4. F

5. F

TOURNAMENT WORKSHEET

1. The eagle was greedy while the turtle was faithful as a friend. The eagle was just saying good when he was near the turtle while the turtle always thought positive about him.
2. The turtle solved his problem by following the instructions of the frog to be in the basket to know the truth that the eagle always said bad words about him after eating his food.
3. I do not think so because the turtle had already felt disappointed of his word.
4. I might forgive him for some reasons because every bad habit can be changed if we have any will.
5. From the story I can learn how to appreciate someone who is considered does any good deeds for us, and never betray our friend's faith.

According to the story, say whether each statement below is true (T) or false (F) by giving a check mark (√)

1. T
2. F
3. F
4. F
5. T

LEARNING INSTRUCTIONS

1. Divide students into some groups, each consists of 4 students.
2. Name the group.
3. Ask them to pay attention to the material, and tell them that in next meeting there will be a group tournament so that they should prepare the material for the next meeting.
4. Teacher is delivering the narrative text material.
5. When the material is finished, ask them to do the worksheets. Each worksheet is for 1 student only.
6. Teacher calculates student's score and rank it in a group, then decide who will be the number 1, number 2, number 3 and number 4.
7. Number 1 is for the highest score students, and so on.
8. When the next meeting comes, arrange the seat as follows:

9. Teacher numbers the students based on their score rank.
10. Teacher may decide which table for each category of student's score (high, average, medium, low)

11. Place the student into the categorized table
12. Distribute the tournament worksheet and start the tournament
13. At the end of the tournament, the teacher calculates the total score of each group and decide the winner of the tournament
14. Teacher gives reward for the winner to increase their passion in learning and gives motivation for those who lose the competition.

ASSESSMENT

Worksheet assessment formula

I. Number of correct answers (max. 20) = 20

II. Number of correct answers (max. 5) = 5

    Total overall   → 25 x 4 = 100

Tournament score sheet

No.	Student	Team	Worksheet Score	Tournament score	Overall score
1.					
2.					
3.					
4.					
		Total Score			

Appendix 10: The Results of Students' post-questionnaire

No	Name	Q1		Q2		Q3		Q4		Q5		Q6		Q7	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	S-01	√		√		√		√		√			√	√	
2	S-02	√		√		√		√		√		√		√	
3	S-03	√		√		√		√		√		√		√	
4	S-04	√		√		√		√		√		√		√	
5	S-05	√		√		√		√		√			√	√	
6	S-06	√		√		√		√		√		√		√	
7	S-07	√		√		√		√			√	√		√	
8	S-08	√		√		√		√		√		√		√	
9	S-09	√		√		√		√			√	√		√	
10	S-10	√		√		√		√			√	√		√	
11	S-11	√		√		√		√		√		√		√	
12	S-12	√		√		√		√		√		√		√	
13	S-13	√		√		√		√		√			√	√	
14	S-14	√		√		√		√		√		√		√	
15	S-15	√		√		√		√		√		√		√	
16	S-16	√		√		√		√		√			√	√	
17	S-17	√		√		√		√		√		√		√	
18	S-18	√		√		√		√		√		√		√	
19	S-19	√		√		√		√		√		√		√	

20	S-20	√		√		√		√		√			√		√	
21	S-21	√		√		√		√		√				√	√	
22	S-22	√		√		√		√			√	√			√	
23	S-23	√		√		√		√		√			√		√	
24	S-24	√		√		√		√		√			√		√	
25	S-25	√		√		√		√		√			√		√	
26	S-26	√		√		√		√		√				√	√	
27	S-27	√		√		√		√		√			√		√	
28	S-28	√		√		√		√		√				√	√	
29	S-29	√		√		√		√		√			√		√	
30	S-30	√		√		√		√		√			√		√	
31	S-31	√		√		√		√		√			√		√	
32	S-32	√		√		√		√			√	√			√	

Appendix 11: Letter

YAYASAN PENDIDIKAN MUSLIMIN INDONESIA (YPMI)
SEKOLAH MENENGAH PERTAMA ISLAM TERPADU
"INSAN CENDEKIA"
Sekretariat : Jl. Menoreh Raya No.83 Kel. BendanDhuwur, Kec. Gajahmungkur Semarang
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SURAT KETERANGAN
No.243/ SMPIT.IC/IV/2015

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Mahasiswa Jurusan Bahasa dan Sastra Inggris tersebut di atas adalah benar sudah melakukan penelitian skripsi dengan judul **Developing Students Worksheet Of Narrative Text Using Team Game Tournament To Improve Students Reading Comprehension** pada Januari 2015 – Maret 2015 di SMP Islam Terpadu Insan Cendekia Semarang.

Demikianlah Surat Keterangan ini kami buat dengan sebenar – benarnya dan dapat digunakan sebagai mana mestinya, sebelum dan sesudahnya kami ucapkan terima kasih.

Semarang, 25 Maret 2015

Hormat kami,

Kepala Sekolah

(Aproni, S. Pd.)