



**IMPROVING STUDENTS' READING COMPREHENSION  
OF NARRATIVE TEXT THROUGH DRAW STRATEGY**

**(A Classroom Action Research at Eighth Graders of  
SMP Kartika III – 1 Semarang in the Academic Year 2014/2015)**

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

by  
Dwi Wahyu Alfajar  
2201411140

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
SEMARANG STATE UNIVERSITY  
2015**

## APPROVAL

This final project entitled *Improving Students' Reading Comprehension of Narrative Text through DRAW Strategy* has been approved by a board of examination and officially verified by the Dean of the Languages and Arts Faculty of Semarang State University on September 25, 2015.

**1. Chairman**

Dr. Abdurrachman Faridi, M.Pd.  
NIP. 195301121990021001



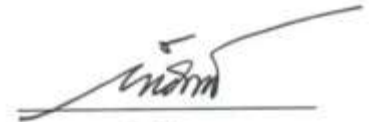
**2. Secretary**

Rini Susanti Wulandari, S.S., M.Hum.  
NIP. 197406252000032001



**3. First Examiner**

Dra. Indrawati, M.Hum.  
NIP. 195410201986012001



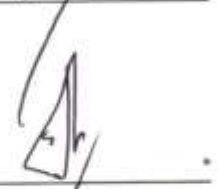
**4. Second Examiner**

Prayudias Margawati, S.Pd., M.Hum.  
NIP. 198103162008122002



**5. Third Examiner/Advisor**

Galuh Kirana Dwi Areni, S.S., M.Pd.  
NIP. 197411042006042001



Approved by  
The Dean of the Faculty of Languages and Arts



  
Prof. Dr. Agus Nuryatin, M.Hum.  
NIP. 196008031989011001

## DECLARATION OF ORIGINALITY

I Dwi Wahyu Alfajar hereby declare that this final project entitled *Improving Students' Reading Comprehension of Narrative Text through DRAW Strategy (A Classroom Action Research at Eighth Graders of SMP Kartika III – 1 Semarang in the Academic Year 2014/2015)* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, 25 September 2015



Dwi Wahyu Alfajar

## MOTTO

“And remembered when your Lord proclaimed: ‘If you are grateful, surely We will increase (in favor). But if you show ingratitude, indeed, the punishment is severe’.” (*Ibrahim:7*)

“Abdullah bin ‘Amr said: ‘The Prophet (peace and blessings be upon him) said, Allah’s blessing will depend on the parents’ blessing and Allah’s wrath will depend on the wrath of both parents’.” (*Al-Baihaqy*)

## DEDICATION

*To my beloved parents,  
Zarkasin and Marfuah (Almh),  
my siblings Mas Eko, Anisa and Nabil,  
my stepmother, Suparti,  
and also my best friends.*

## ACKNOWLEDGMENT

First and foremost, I would like to express my gratitude to Allah SWT, the Almighty for the endless blessing and mercy given to me in every single of my life, seconds, for the health and power so, I could finally complete my final project. Then for the prophet Muhammad, may Allah bless him and give him peace.

I also would like to express my deepest appreciation and thank to Mrs. Galuh Kirana Dwi Areni, S.S., M.Pd. as my advisor who had provided invaluable guidance, support, corrections, suggestions, and encouragements in completing my final project. The writer also wants to say thank you to the chairman and secretary of the board of examination as well as the teams of the examiners.

The writer also wants to say thank you very much for Mr. Drs. Bani Rokhmad as the headmaster of SMP Kartika III – 1 Semarang for the permission, Mrs. Haryati Pasa Putri, S.Pd. as the English teacher of SMP Kartika III – 1 Semarang, and eighth grade students of SMP Kartika III – 1 Semarang for their cooperation in completing this study.

The countless appreciation goes to all lecturers of English Department for sharing the experience, knowledge and dedication in teaching, caring and guiding.

My beloved Mom, wherever you are, you will always in my heart. My beloved Dad for giving praying, suggestions, love, and support. My elder brother, Mas Eko, thanks for always believing me. Anisa and Nabil, my beloved younger

sister and brother, thanks for always inspiring me. And for my stepmother, thanks for the praying and love.

Special thank is delivered for the Minister of Education and Culture of the period 2009 – 2014, Mr. Prof. Dr. Ir. Mohammad Nuh, DEA, who had created Bidikmisi scholarship which has being the vital thing in supporting my study.

The writer also says thanks to all my friends of English Department 2011 who have shared their laughter and love, especially for Betari and Bagus, and those who have participated in Cultural Day 2013 and Drama 2014. For my family of *KKN'15*, thanks for everything that you have shared. For *Mata Air Foundation Jepara*'s family, thanks for the support especially Azwar, Ika, Agus, Laili, Endri, Faulin and Ufil. For my big family of *Guguslatih Bahasa dan Seni*, especially Mas Erwin, Mas Alwi, Hikmah, Ijup, Wahyu, Lutfi, Ari, Bayu and Heru, thanks for being my family in this jungle. Finally, the writer wants to say thank you very much for the people who cannot be mentioned here.

The writer realizes that this final project is still far from being perfect. So the writer would like to expect some suggestions for the improvement.

Dwi Wahyu Alfajar

## ABSTRACT

Alfajar, Dwi Wahyu. 2015. *Improving Students' Reading Comprehension of Narrative Text through DRAW Strategy (A Classroom Action Research at Eighth Graders of SMP Kartika III – 1 Semarang in the Academic Year 2014/2015)*. Final Project. English Department, Faculty of Languages and Arts, Semarang State University. Advisor: Galuh Kirana Dwi Areni, S.S., M.Pd.

Key Words: students' reading comprehension, narrative text, DRAW strategy, classroom action research

The objectives of this study are to know how is DRAW strategy applied in teaching reading comprehension of narrative text and in what ways are students' achievement improved after being taught by this strategy. The writer collected the data by using classroom action research. The action research was carried out in some steps. Those steps were pre-elimination test, spiraling the cycle of planning, acting, observing and reflecting. The instruments that were used are tests, observation sheets and questionnaires. DRAW strategy is one of strategies that can be applied in teaching reading. D represents draw as in pull questions out of the box. R is for read to find the answer. A stands for attend as in listen to what classmates say as they discuss answers to drawn questions. And W represents write; students write answers to a selected few questions based on their notes from the class discussion. With DRAW, students work in small groups to discuss a text and respond to questions that involve critical thinking. In short, DRAW strategy encourages higher order thinking, motivates students in gaining information, promotes discussion, encourages listening, and promotes participation. The pre-elimination test in this classroom action research was used to know the students' achievement on reading comprehension of narrative text before conducting the research. In the pre-elimination test, the class' mean score was 45.17. In the cycle 1 test, the class' mean score was 62.17. And in the cycle 2 test, the class' mean score was 74.17. It can be concluded that the class' mean score from pre-elimination test to cycle 1 test improved 37.6% and 64.2% from pre-elimination test to cycle 2 test. In short, the result of each cycle prove that students' achievement of reading comprehension was getting better after this strategy was conducted in teaching and learning process. It can be concluded that by using DRAW strategy in reading class, students' reading comprehension can be improved. This strategy is a good technique to help students in comprehending English reading texts.

## TABLE OF CONTENTS

APPROVAL.....	ii
DECLARATION OF ORIGINALITY .....	iii
MOTTO AND DEDICATION .....	iv
ACKNOWLEDGMENT .....	v
ABSTRACT.....	vii
TABLE OF CONTENTS .....	viii
LIST OF TABLES .....	xi
LIST OF FIGURES .....	xii
CHAPTER	
I. INTRODUCTION	
1.1 Background of the Study.....	1
1.2 Reasons for Choosing the Topic .....	3
1.3 Statements of the Problem .....	4
1.4 Objectives of the Study .....	4
1.5 Significance of the Study .....	5
1.6 Outline of the Report.....	5
II. REVIEW OF RELATED LITERATURE	
2.1 Review of Previous Study .....	7
2.2 Review of Theoretical Background .....	9
2.2.1 Reading .....	9
2.2.2 Teaching Reading.....	12
2.2.3 DRAW Strategy .....	19



2.2.4	Narrative Text .....	20
2.2.5	Classroom Action Research .....	22
2.3	Theoretical Framework .....	25
III. METHODS OF INVESTIGATION		
3.1	Research Design.....	27
3.2	Subject of the Study .....	28
3.3	Roles of the Researcher.....	28
3.4	Procedures of Data Collection .....	28
3.4.1	Tryout Test .....	29
3.4.2	Pre-elimination Test .....	33
3.4.3	Cycle 1 .....	33
3.5	Instruments of the Study .....	34
3.5.1	Tests .....	34
3.5.2	Observation Sheets.....	35
3.5.3	Questionnaire .....	36
3.6	Procedures of Analyzing Data .....	36
3.7	Triangulation .....	37
IV. RESULTS AND DISCUSSION		
4.1	Analysis of Try-out Test .....	39
4.1.1	Validity of the Test.....	39
4.1.2	Reliability of the Test.....	40
4.1.3	Discriminating Power.....	41
4.1.4	Difficulty Level of the Test.....	43

4.2	Description of the Research .....	44
4.2.1	Pre-elimination Test .....	44
4.2.2	Cycle 1 .....	45
4.2.3	Cycle 2 .....	46
4.3	Analysis of Test Result .....	48
4.4	Analysis of Questionnaire .....	50
4.5	Analysis of Observation Sheets .....	53
4.6	Overall Analysis.....	57
V. CONCLUSIONS AND SUGGESTIONS		
5.1	Conclusions .....	59
5.2	Suggestions .....	60
Bibliography.....		61
Appendices .....		63

## LIST OF TABLES

Table	Page
4.1 The Validity of the Try-out Test .....	40
4.2 The Computation of Discriminating Power Item Number 3.....	41
4.3 Discriminating Power of the Test .....	42
4.4 Difficulty Level of the Test.....	43
4.5 The Students' Result on Pre-elimination Test .....	48
4.6 The Students' Result on Cycle 1 .....	49
4.7 The Students' Result on Cycle 2.....	49
4.8 The Students' Improvement on Reading Comprehension .....	50

## LIST OF FIGURES

Figure	Page
2.1 KWL Charts .....	18
2.2 Semantic Maps .....	18
2.3 Venn Diagrams.....	19
2.4 Theoretical Framework of the Study.....	26
3.1 Procedures of Action Research .....	27

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents background of the study, reasons for choosing the topic, statement of the problem, objectives of the study, and significance of the study. Besides, it also presents the outline of the study.

### **1.1 Background of the Study**

English is an international language that is used in most of countries in the world. English becomes an important medium to communicate among people in daily transactions. These reasons cause many countries which are not English speaking countries, including Indonesia, take part in the pace of English enhancement. In order to face the development of English, Indonesia takes English as one of the subjects in the school curriculum.

In learning English as a foreign language, students should learn the language skills (listening, speaking, reading, and writing) particularly in order to guide them to be able to use English communicatively. According to Harmer (2010:12), “students of EFL (English as a Foreign Language) tend to be learning so that they can use English when travelling or to communicate with other people, from whatever country, who also speak English.”

Communicative in the language learning does not only mean that language can be used as the way to communicate by using spoken language, but also the use of written language as the way to create communication. Spoken and written

language are two different things in the language aspects. Spoken language deals with listening and speaking skills of language; on the other hand, written language deals with reading and writing skills of language.

Since the use of School-based Curriculum in Indonesia (KTSP), English is a compulsory subject in junior and senior high school. Its purpose is to conduct the young generation to be able to face the world which has assertion to master English so they have a vast association. Mulyasa (2009) stated that there are principles that should be considered in developing curriculum based on KTSP: (1) oriented in potential, development and needs of students, (2) varied and integrated, (3) responsive to the development of science, technology, and art, (4) relevant to life needs, (5) general and continued, (6) long life education, and (7) balance among global, national, and local needs.

Based on School-based Curriculum, English curricula for junior and senior high school stipulate that English subject should include four skills: listening, speaking, reading and writing. Nevertheless, reading becomes very important to be taught since most of the materials of teaching and learning are in written form. It means that students need to improve their reading skills in order to understand the materials.

Ruddell (2005:30) stated that:

Reading is the act of constructing meaning while transacting text. It means that reading is a process of transferring ideas and information from the writer to the reader as a form of communication. The reader's ability to construct meaning from the text depends on his or her ability to use information available in text. It may be new information or already known.

In short, it can be concluded that reading does not mean the activity to read aloud but to comprehend the message and information in the text.

Teaching reading in the junior high school is not the same as teaching other skills of language. It needs a specific strategy to guide students to be able to comprehend the meaning of the text. In the reading skill, students should be able to identify the main idea of the text, identify specific information, find detailed information, identify implied information of the text, and infer the text conclusion. As a result, teachers have to select the most appropriate strategy to teach reading to their students.

One of the strategies that can be used in teaching reading is DRAW strategy. Agnew (2000:12) stated that DRAW stands for *Draw, Read, Attend, and Write*. This strategy motivates students to get information, fosters students' learning from another and encourages full class participation. The interaction among students during reading activities will set the class more active and alive.

Based on this problem, the researcher decided to make a research in conducting English teaching in narrative text through DRAW strategy. The researcher believes that DRAW strategy in teaching reading comprehension can improve students' reading comprehension in certain genre of the text.

## **1.2 Reasons for Choosing the Topic**

The researcher chose this topic because of some considerations.

First, the objective of teaching English for junior high school students in Indonesia is still exam-oriented. Most of the given materials are used to prepare

the students to be able to do examination. Meanwhile, the materials are written texts which focus on reading and writing skills. Moreover, reading skill gets more portion than writing skill since the use of genre-based curriculum.

Second, reading materials that are taught in junior high school include some kinds of genre. They are descriptive, report, procedure, recount, and narrative. Since the subject of research is 8<sup>th</sup> graders, the researcher chose narrative as one of the materials that is taught in the second semester.

Third, teaching strategies are growth in a row with the increase of world civilization. In order to introduce new strategy that is used in the teaching reading, DRAW strategy is chosen. The steps of this strategy could be very appropriate to teach reading for exam-oriented.

### **1.3 Statements of the Problem**

Based on the background of the study and the reasons for choosing the topic, the aim of this research is to answer the following questions:

- 1) How is DRAW strategy applied in teaching reading comprehension of narrative text?
- 2) In what ways are students' achievement improved by this strategy?

### **1.4 Objectives of the Study**

In this research the researcher has two purposes to be achieved as follows:

- 1) To find out the implementation of DRAW strategy to improve students' reading comprehension of narrative text.



- 2) To discuss the achievement of students' reading comprehension after being taught by this strategy.

### **1.5 Significance of the Study**

The researcher hopes that the result of this research will have some significance as follows:

- 1) Practical Significance

Practically, the researcher hopes that this result can give motivation for teachers to be more creative and innovative in using strategy to teach English, especially in teaching reading for junior high school students.

- 2) Theoretical Significance

Theoretically, the researcher hopes that this result can be useful as a reference for those who have interest in the same topic.

- 3) Pedagogic Significance

Pedagogically, the researcher hopes that this result can become a way to improve the strategy that is used in teaching English for junior high school students in a particular skill.

### **1.6 Outline of the Report**

This final project consists of five chapters. Chapter I covers background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study and the outline of the report.

Chapter II presents review of related literature which consists of review previous study, theoretical background, and theoretical framework of analysis.

Chapter III presents methods of investigation which consists of research design, subject of the study, roles of the researcher, procedures of data collection, instruments of the study, and procedures of analyzing the data.

Chapter IV presents results and discussion.

Chapter V is the last chapter presents the conclusions and suggestions.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents review of previous study, review of theoretical background, and theoretical framework.

#### **2.1 Review of Previous Study**

There have been a number of researchers conducted some studies related to the topic. Therefore, the researcher chose three previous studies which are closer to the topic.

The first study was conducted by Sari (2013). She wrote *The Effectiveness of Using Semantic Mapping Strategy in Teaching Reading Comprehension of Narrative Text (A Case of the Eighth Grade Students of SMP Negeri 6 Semarang in the Academic Year of 2012/2013)*. She found that semantic mapping strategy was effective as a strategy in teaching reading narrative text to eighth year students of SMP N 6 Semarang in the academic year of 2012/2013. It made the students more motivated in learning and easier to grasp the lesson. In addition, the use of semantic mapping strategy gave significant differences in students' reading comprehension of narrative text.

The second study was conducted by Handayani (2014). Her research is entitled *The Effectiveness of Using Story Pyramid Strategy to Improve Students' Reading Comprehension on Narrative Text (An Experimental Study at Tenth Grade of SMA Negeri 1 Bojong Pekalongan in the Academic Year*

2013/2014). She wanted to know the significant difference of students' reading ability between the students who were taught using story pyramid strategy and those who were taught without using story pyramid strategy. Moreover, she also wanted to know the story pyramid strategy effectiveness to improve students' reading comprehension ability on narrative text. After conducting the research, she concluded that there was a significant difference of students' understanding of narrative text between those who were taught using pyramid strategy and those who were not. She also found that the story pyramid strategy was effective to improve students' reading comprehension on narrative text.

The third study was conducted by Yusuf (2012). His research is entitled *Improving Student's Reading Comprehension Mastery of Narratives by Using Kinetic Novels (A Classroom Action Research at the Eleventh Grade of SMA N 1 Welahan in the Academic Year of 2011/2012)*. After conducting the research, the implementation of kinetic novels in the class was successful. The students could easily comprehend the story they read without worrying how to visualize the reading passages. Moreover, the students' motivation improved very well.

Based on the previous studies, there are various techniques of teaching reading comprehension that have been used as research topics. The three studies use narrative text during the treatment in improving students' reading comprehension. The difference of these studies with the study that will be conducted by the researcher is in the teaching technique. The researcher will

conduct a study of using DRAW (*Draw, Read, Attend, and Write*) strategy to improve students' reading comprehension of narrative text.

## **2.2 Review of Theoretical Background**

Theoretical background consists of some theories which support this study. The researcher took some theories related to the topic from many sources.

### **2.2.1 Reading**

Reading is a very important activity in human's life. This is due to the fact that people mostly get information through reading. It is more than simply activity of pronouncing the written text. It is a process of constructing meaning from a text. Watkins (1973:118) states that "reading is a sharing of experience." When the reader reads privately, the writer by means of his/her text, shares his/her experience with the reader. It means that reading is a process of transferring the writer's idea to the reader.

Linse (2006:69) defines reading as a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read. In other words, reading is a process of understanding the meaning of written forms. The reader has to have ability to decode letters, words, and sentences that have been presented by the writer. Moreover, the reader has to be able to comprehend the written text. Comprehending means the ability of the reader to understand and gain the meaning from what has been read in the written text. Similarly, Grabe and Stoller (2002:9) say that "reading is the

ability to draw meaning from the printed page and interpret this information appropriately.”

Since reading is a complex process, Ruddell (2005:31) argues that:

*Reading is the act of constructing meaning while transacting with text.* The reader makes meaning through combination of prior knowledge and previous experience; information available in text; the stance he or she takes in relationship to the text; and immediate, remembered, or anticipated social interaction and communication.

Here, in the reading process, prior knowledge and previous experience are important. The reader is demanded to connect them with the information available in the text that is read. So, the reader will be able to get information from the text easier.

From those definitions, it can be concluded that reading is a complex process which includes constant process of guessing, activating background knowledge on the field of the text, and decoding written symbols that involves reacting to a written text in order to get message or information from a written text.

#### 2.2.1.1 Reading Comprehension

Reading is not only to get information but to understand and comprehend some points from the text. In this case, reading and understanding are related to each other. Reading itself contains the activity to understand the text and information in the text.

The aim of reading is comprehension. Linse (2006:71) says that “reading comprehension refers to reading for meaning, understanding, and

entertainment.” People read the text not only to get information, but also to learn from texts, integrate information, critique texts, even to get pleasure.

Grabe and Stoller (2002:14) mentioned that “general reading comprehension is the most basic purpose of reading, underlying and supporting most other purposes for reading.” Brown (2004:188-189) states that there are some principal strategies for reading comprehension. They are:

- 1) Identify your purpose in reading a text.
- 2) Apply spelling rules and conventions for bottom-up decoding.
- 3) Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.
- 4) Guess at meaning (of words, idioms, etc.) when you aren’t certain.
- 5) Skim the text for the gist and for main ideas.
- 6) Scan the text for specific information (names, dates, key words).
- 7) Use silent reading techniques for rapid processing.
- 8) Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
- 9) Distinguish between literal and implied meanings.
- 10) Capitalize on discourse markers to process relationships.

Nuttal (1988:33) states that:

There is no doubt that reading speed and comprehension are closely linked. A very slow reader likes to read with poor understanding, if only because his memory is taxed: the beginning of paragraph – or even a sentence – may have been forgotten by the time he has struggled to the end of it. But it is not clear which is cause and effect: do people read quickly because they understand easily, or do they understand easily because of the speed with which they read.

Therefore, Nagaraj (1996:126-131) mentions three techniques in improving reading comprehension skill. They are:

1) Scanning

In scanning, readers glance rapidly through a text either to search for a specific piece of information (e.g. a name, a date) or to get an initial impression of whether the text is suitable for a given purpose (e.g. whether a book on gardening deals with the cultivation of a particular vegetable).

2) Skimming

By skimming, on the other hand, readers glance rapidly through a text to determine its gist, for example in order to decide whether a research paper is relevant to their own work (not just determine its field, which they can find out by scanning), or in order to keep themselves superficially informed about matters that are not of great importance to readers.

3) Intensive/in-depth reading

Intensive reading involves approaching the text under the close guidance of the teacher (the right kind of guidance, of course, as defined earlier), or under the guidance of a task which forces the students to pay great attention to the text.

### ***2.2.2 Teaching Reading***

Teaching can be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing



the knowledge, causing to know or understand. Brown (in Milaningrum, 2011:16) says that “teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditional for learning. In short, teaching is a process of helping and guiding students to learn and develop their knowledge.”

Teaching reading is not only giving a text to the students but also building their consciousness of reading skill. Teaching reading, especially to read English text, is very important. However, there are many students that have low motivation in reading class because of the teacher’s poor technique in presenting and carrying out reading activities. Therefore, a teacher should be able to select and deliver the materials and choose appropriate technique.

Harmer (2010:101) suggests six principles in teaching reading. They are as follows.

- 1) Encourage students to read as often and as much as possible.
- 2) Students need to be engaged in what they are reading.
- 3) Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.
- 4) Prediction is a major factor in reading.
- 5) Match the task to the topic when using intensive reading texts.
- 6) Good teachers exploit reading texts to the full.

#### 2.2.2.1 Strategies for Teaching Reading

In teaching reading, the teacher does not only focus on the material they give but also on what strategy should be used in teaching reading. Some students

think that reading is a boring activity in the class since the teacher does not know the appropriate strategy to teach it.

Brown (2001:306-311) states that there are some principles in designing teaching reading comprehension strategies. The strategies can be mentioned as follows.

- 1) Identify the purpose of reading.
- 2) Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners).
- 3) Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).
- 4) Skim the text for main ideas.
- 5) Scan the text for specific information.
- 6) Use semantic mapping or clustering.
- 7) Guess when you are not certain.
- 8) Analyze vocabulary.
- 9) Distinguish between literal and implied meanings.
- 10) Capitalize on discourse markers to process relationships.

Moore (2008) states that the comprehension strategy instruction was designed with the following principles and practices in mind.

- 1) Direct, Explicit Instruction

Effective comprehension strategy instruction for adolescents includes direct, explicit teaching. Such instruction calls teachers to scaffold students' learning by guiding them to a particular strategy then openly

and plainly describing it. Teachers model, or demonstrate, the strategy – frequently thinking through the process aloud – to show it in action.

2) Show, Don't Tell

An important part of direct, explicit instruction calls for teachers to demonstrate and explain why particular strategies are useful as well as how and when to use them.

3) Connect Reading to Students' Live and Their Out-of-School Literacies

In effective secondary schools, teachers regularly form webs of connections between this knowledge and the lesson being taught. Teachers overtly point out these connections and invite students to make their own.

4) Focused Instruction

Focusing comprehension strategy instruction – one strategy at a time – guards against overwhelming students.

5) Promote Transfer Across Genres

A time-honored finding among researchers is that the characteristics of various genres present readers varying challenges. Strategies for reading fiction in an English/language arts class do not travel well to reading algebra in a mathematic class.

6) Encourage Cognitive Collaboration

Bringing students together to work through comprehension tasks is another effective practice. Youth team with others, mixing perspectives and insights to solve problems. They converse in the form of dialogue,

with speakers responding to what one another said. Thinking is aloud/allowed. Among other things, youth think and talk about the ways they apply comprehension strategies to particular texts.

After knowing the principles that must be used in designing teaching reading comprehension, it is important to know the principles for designing interactive reading techniques. Brown (2001:313-316) mentions eight principles that must be used. They are:

- 1) In an interactive curriculum, make sure that you do not overlook the importance of specific instruction in reading skills.
- 2) Use techniques that are intrinsically motivating.
- 3) Balance authenticity and readability in choosing texts.
- 4) Encourage the development of reading strategies.
- 5) Include both bottom-up and top-down techniques.
- 6) Follow the “SQ3R” sequence, a process consisting of the following five steps:
  - a) *Survey*: Skim the text for an overview of main ideas.
  - b) *Question*: The reader asks questions about what he or she wishes to get out of the text.
  - c) *Read*: Read the text while looking for answers to the previously formulated questions.
  - d) *Recite*: Reprocess the salient points of the text through oral or written language.

- e) *Review*: Assess the importance of what one has just read and incorporate it into long-term associations.
- 7) Subdivide your techniques into pre-reading, during-reading, and after-reading phases.
- 8) Building some evaluative aspect to your techniques.

According to Linse (2006:88-90), there are two strategies that may be used for teaching reading comprehension. They are:

1) Context clues and print conventions

Learning how to use context is an invaluable tool in comprehension. Students can realize that they have not paid attention to the pictures; they begin to discover pictures can give teacher clues regarding the content. In addition to, pictures teacher can teach students print conventions that facilitate comprehension.

2) Graphic organizers

Graphic organizers are tools to help learners visually organize the information that they have read or will read. A wide variety of graphic organizers can be used to help students tackle and comprehend challenging texts.

a) KWL charts

KWLs are used for learners to organize information before and after they read a passage. The first two columns are done prior to reading the passage. *K* refers to what a learner already knows about the topic. *W* is for what the learner wants to learn. After learners have read the

passage, they fill out the third column with what they have learned (L) (see figure 2.1).

What I Know	What I Want to Know	What I Learned
that dinosaurs lived many years ago	the reason that the dinosaurs died	no one really knows for sure why they died

Figure 2.1 KWL Charts

b) Semantic maps

Semantic maps are meaning maps where information is grouped into different clusters. There are a variety of ways to group the information. For instance, you can put information about each character into different bubbles (see figure 2.2).

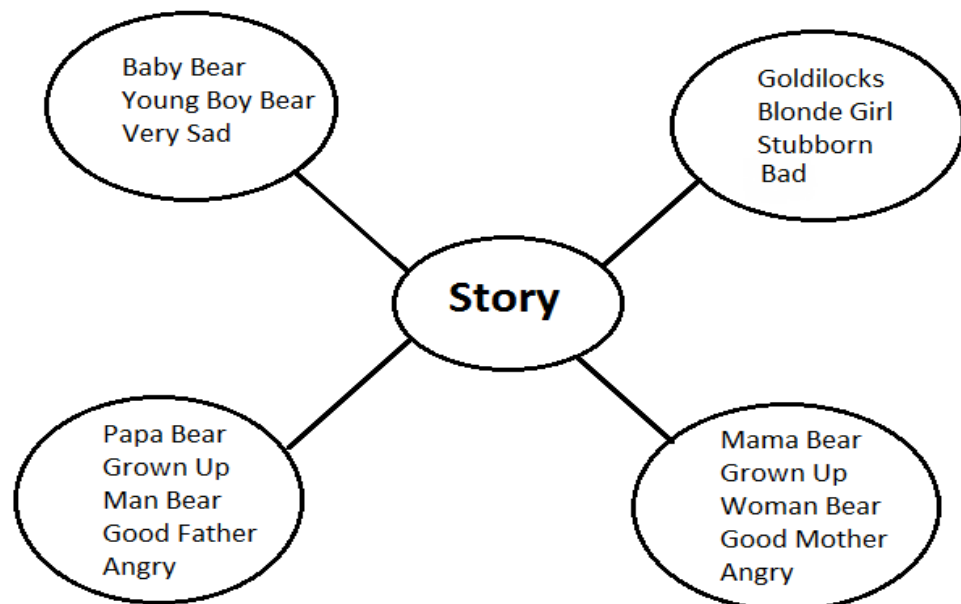


Figure 2.2 Semantic Maps

c) Venn diagrams

Venn diagrams are used to compare and contrast information. The Venn diagram allows the learner to see the differences and similarities of two things (see figure 2.3).

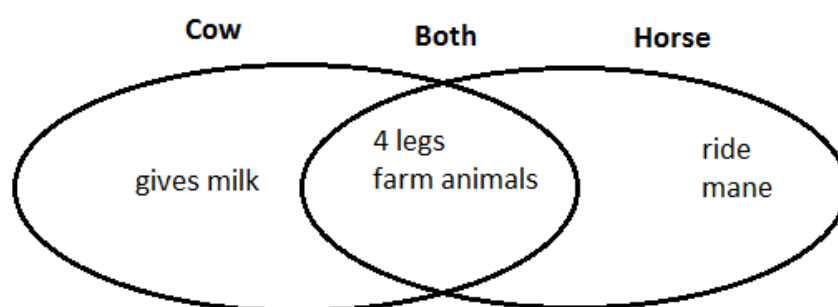


Figure 2.3 Venn Diagrams

### 2.2.3 DRAW Strategy

Sadler (2011:12) states that “DRAW stand for *Draw, Read, Attend, and Write*. This strategy involves reading, writing, speaking, and listening. It encourages higher order thinking, motivates students in gaining information, promotes discussion, encourages listening, and promotes participation. The level of questions that are chosen is important.”

Sadler (2011:12) asserts that the procedures of DRAW strategy are:

- 1) Students are given a selection text to read.
- 2) Teacher prepares questions that address various levels of comprehension. These questions are numbered and should be placed in an order that helps to encourage discussion.
- 3) Students are given sheets with all the questions.

- 4) Teacher cuts one sheet so that each question is on strips. The strips are mixed, and students draw strips.
- 5) Students read the selection. They are responsible for answering the questions they have chosen, but they must read all of the selection in order to be able to answer a quiz at the end.
- 6) Once everyone has read the selection, teacher calls for responses to questions, starting with the first question. Throughout the responses to the questions, teacher may encourage discussion by asking leading questions to allow students to demonstrate their understanding.
- 7) Students must attend to the answers. Once all questions have been answered, students put up their question sheets and strips.
- 8) Teacher reads each question aloud, and students write the answers.

#### ***2.2.4 Narrative Text***

Narrative text is one of various genres of text. It belongs to non-factual text that is written or listened to entertain the reader or listener. Anderson and Anderson (2003:8) mentioned that “narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener.” Since every type of genre has its social function, Gerot and Wignell (1995:204) argue that “the social function of narrative is to amuse, entertain and deal with actual or vicarious experience in different ways.” Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.



Anderson and Anderson (2003:8) state that there are five parts of generic structure of narrative. They are:

- 1) an orientation (can be a paragraph, a picture or opening chapter) in which the narrators tells the audience about *who* is in the story, *when* the story is taking place and *where* the action is happening
- 2) a complication that sets off a chain of events that influences what will happen in the story
- 3) a sequence of events where the characters react to the complication
- 4) a resolution in which the characters finally sort out the complication
- 5) a coda that provides a comment or moral based on what has been learned from the story (an optional step).

As a kind of genre, narrative has its language features. Literacy and Education Research Network and for the Directorate of Studies, NSW Department of School Education (1991:30) mentions that the language features of narrative are:

- 1) Focus on specific (usually individualized) participants  
e.g. *Snow White, her mother, Malin Kundang, lion, etc.*
- 2) Use of past tense  
e.g. *lived, was, didn't care, was looking for, etc.*
- 3) Use of temporal conjunctions and temporal circumstances  
e.g. *a few years ago, sometimes, once upon a time, for three months, etc.*
- 4) Use of material (or action) process  
e.g. *Rapunzel lived, would not play, the crocodile jumped, etc.*

5) Use of relational and mental processes

e.g. the mousedeer *was* unhappy, his friends *were* fascinating, etc.

### **2.2.5 Classroom Action Research**

Richards (in Grabe and Stoller, 2002:156) states that action research takes its name from two processes that are central to it: a data-gathering component (the research element) and a focus on bringing about change (the action component). Ferrance (2000:1) states that “action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.” In line with Ferrance, Carr and Kemmis (in Burns, 2003:30) state that “action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out.”

McNiff and Whitehead (2002:39) say that “the focus of action research is to observe behavior and offer descriptions of what people are doing.” Ferrance (2000:26) asserts that in the educational field, action research is used for various purposes; school-based curriculum development, professional development, systems planning, school restructuring, and as an evaluative tool.

Burns (2003:30) suggests that there are a number of common features which can be considered to characterize action research:

- 1) Action research is contextual, small-scale and localized – it identifies and investigates problems within a specific situation.
- 2) It is evaluative and reflective as it aims to bring about change and improvement in practice.
- 3) It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.
- 4) Changes in practice are based on the collection of information or data which provides the impetus for change.

“Action research occurs through a dynamic and complementary process, which consists of four essential ‘moments’: of planning, action, observation and reflection” (Kemmis and McTaggart in Burns, 2003:32). These moments are the fundamental steps in a spiraling process through which participants in an action research group undertake to:

- 1) develop a plan of critically informed action to improve what is already happening,
- 2) act to implement the plan,
- 3) observe the effects of the critically informed action in the context in which it occurs, and
- 4) reflect on these effects as the basis for further planning, subsequent critically informed action and so on, through a succession of stages.

Action research involves the collection and analysis of data related to some aspects of teachers professional practice. This is done so that teachers can reflect on what they have discovered and apply it to their professional

action. In short, action research is a study that is conducted in the educational field in which the researcher is the one who has understood his/her educational practice.

#### 2.2.5.1 Qualitative Action Research

This research is conducted based on Kemmis and McTaggart which has four main steps in doing action research. The steps are planning, action, observation and reflection. The aim of qualitative research is to offer description, interpretation and clarification of naturalistic social context. The researchers treat the contexts naturally and no attempt is made to control the variables operating in the context as these may be the very sources of unforeseen and unexpected interpretations. “The main methodological tools of qualitative action research are observation, description and gathering the data from a range of different resources” (Burns, 2003:22).

Because this research is a qualitative action research, the researcher collects the data based on observation sheets, scoring system and questionnaire. Though Burns states that qualitative research does not rely on pre test and post test result, the researcher may use those technique in order to get the reliability of the research. This research of course, needs triangulation. Burns (2003:25) states that “triangulation involves gathering data from a number of different sources so that the research findings or insight can be tested out against each other.”

### 2.3 Theoretical Framework

A theoretical framework is a collection of interrelated concepts. It is like a theory but not necessarily so well worked-out. A theoretical framework guides the study and determines what things will be measured. The concepts in theoretical framework are the theory of several studies that are used to support this study.

In this study, the researcher will give the theoretical framework according to the title of the study *Improving Students' Reading Comprehension in Narrative Text through DRAW Strategy*. The researcher will concern in reading comprehension because the researcher uses narrative text as a material in reading section. DRAW strategy is divided into four main steps: students draw the strip, students read the text to find the answer, students attend to others who deliver the answers, students write the answer. Before conducting the research, the researcher did preliminary observation by conducting pre-test to find students' problem in comprehending narrative text. Since this study is a classroom action research, it takes four steps: planning, acting, observing, and reflecting. By planning, the materials and treatment are decided. Acting is the treatment using DRAW strategy that is given to the subject of the study. The next step is observing. Here, the data are collected from the result of the action. The last step is reflecting; it will evaluate the treatment's implementation. The result of the reflection will be used as the reference whether the action research will be repeated or not. The theoretical framework is visualized below:

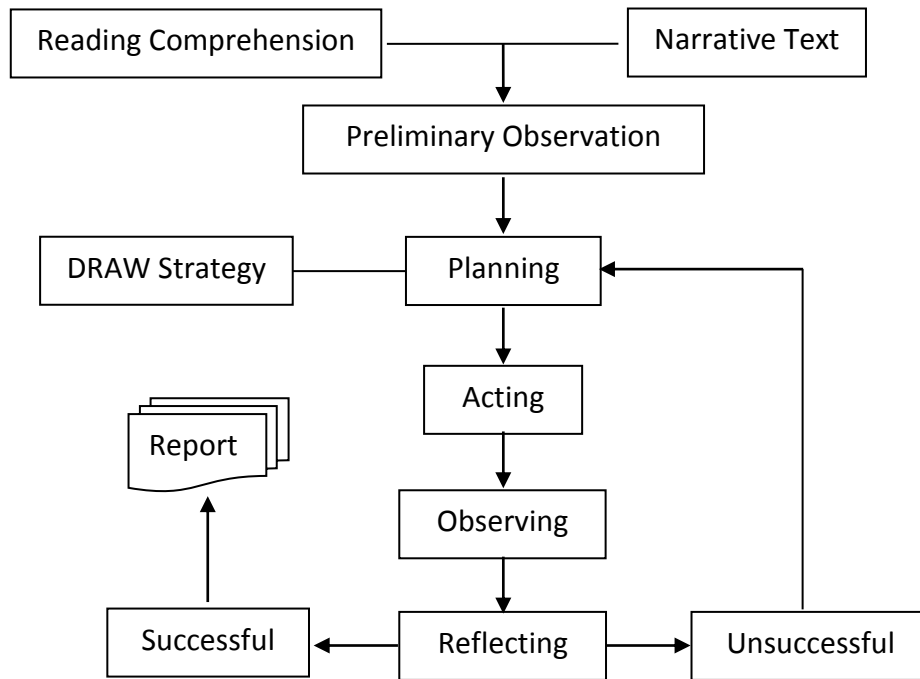


Figure 2.4 Theoretical Framework of the Study

## CHAPTER III

### METHODS OF INVESTIGATION

This chapter is divided into seven sub sections. They are research design, subject of the study, roles of the researcher, procedures of data collection, instruments of the study, procedures of analyzing data, and triangulation.

#### 3.1 Research Design

The research method which was used in this study is a classroom action research. This classroom action research was conducted by the teacher in order to get a solution to the problem until it can be solved. Action research is a reflective process which is conducted by using some kinds of necessary technique in order to solve the problem.

Action research has some procedures. Based on Kemmis and Taggart (in Burns 2003:32), the procedure of action research can be drawn in this figure:

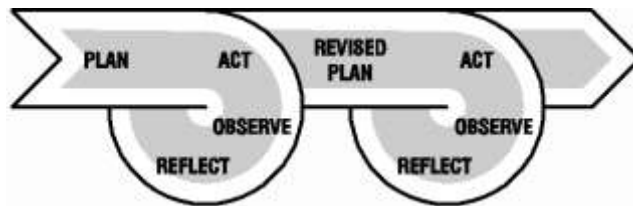


Figure 3.1 Procedures of Action Research

Based on the figure above, it is clear that action research has four steps. Those steps are planning, acting, observing and reflecting. As a practitioner in the research, the researcher tried to develop a new way to solve the problem but still based on the action research procedure. Before conducting the research, the

researcher did pre-elimination test. The purpose of the pre-elimination test was to find out the students' achievement in reading comprehension of narrative text. The process then continued by the next process of action research: planning, acting, observing and reflecting. After that, cycle test was done to find out the students' comprehension in narrative text after being treated by using DRAW strategy.

### **3.2 Subject of the Study**

In this study, the eighth graders of SMP Kartika III – 1 Semarang were chosen as the subject of the study. The class which was chosen was VIII D. The reason for choosing the VIII D students as the subject because the researcher found that the students' score of midterm test was the lowest compared to other classes.

### **3.3 Roles of the Researcher**

The role of the researcher during the research was a data collector in collecting the data and a teacher in conducting the research. The researcher also acted as a data analyzer in analyzing the result after the action to get problem solving to answer research questions. The researcher finally worked as a writer in reporting the result of the research.

### **3.4 Procedures of Data Collection**

In gathering the data, there were some steps that had been done by the researcher.



### 3.4.1 Tryout Test

Tryout is a kind of test which provides opportunities to the test maker to see the quality of the instrument. Arikunto (2006:223) says that “trying out the test is necessary since the result can assess the validity and reliability of the test, and it can be carried out in either a small scale or a large one.” In other words, a good quality of an instrument depends on two important qualifications. Those are validity and reliability of the test.

Before a test was used as an instrument, it had been tried out first to a class outside the action class. The class chosen as the try out group in this study was grade VIII B.

The goal of conducting try out was to assess the validity and reliability of the test. If a test item does not have validity and reliability, it must be revised. The revision was made based on the analysis of the try out result. Some items remained to be used while some others were left out.

#### 3.4.1.1 Validity of the Test

A good test has to be valid. Validity refers to the precise measurement of the test. According to Brown (in Saleh, 2011:101), “*Test validity* is defined as the degree to which a test assesses what it claims to be measuring.”

In this study, the Pearson Product Moment formula was used to assess the validity of the test. The formula was as follows.

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

In which,

$r_{xy}$  : coefficient of correlation between x and y variable or validity of each item

$N$  : the number of the students participate in the test

$\Sigma X$  : the sum of score of each item

$\Sigma X^2$  : the sum of the square score of each item

$\Sigma Y$  : the sum of total score of each item

$\Sigma Y^2$  : the sum of the square total score of each item

$\Sigma XY$  : the sum of multiplication of score from each student with the total score  
in each item

#### 3.4.1.2 Reliability of the Test

Reliability of the test shows the stability or consistency of the test scores when the test is used. Brown (in Saleh, 2011:98) defines that “reliability is the extent to which the results can be considered consistent or stable.” In short, in order to be reliable, a test must be consistent in its measurement. In this study, the formula of Kuderand Richardson (K-R.21) as cited by Arikunto (2009:101) was used. The formula was as follows.

$$r_{11} = \left( \frac{k}{k-1} \right) \left( \frac{V_t - \Sigma pq}{V_t} \right)$$

In which,

$r_{11}$  : reliability of the test

$k$  : the number of test item

$p$  : the proportion of students passed a given item

$q$  : the proportion of students did not pass a given item

$\Sigma pq$  : the sum of  $p$  times  $q$

$V_t$  : the total variants

### 3.4.1.3 Discriminating Power (D)

The Discriminating Power (D) of an item can be calculated by applying the following procedure recommended by Heaton (in Sari, 2013:42-43):

- 1) Arranged the students' result in rank order of total score and divided them into two groups of equal size (a half of the top and the other half of the bottom).
- 2) Counted the number of students in the upper and the lower group, who answer correctly.
- 3) Subtracted the number of the correct answers in the lower group from the number of the correct answers in the upper group.
- 4) Divided the difference by number of students in one group.

The discriminating power assessed how well the test items were arranged to identify the differences in the students' competence. After the trial test was carried out, an analysis was made to find out the discriminating power of each item. The formula of calculating the D was:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

In which,

D : discriminating power

BA : number of students in the upper group who answered the item correctly

BB : number of students in the lower group who answered the item correctly

JA : number of all students in the upper group

JB : number of all students in the lower group

In order to know the level of the Discriminating Power of each item, the researcher consulted score D that will be gained from the computation. The Discriminating Power classification is as follows.

$$0.00 \leq D \leq 0.20 = \text{poor}$$

$$0.21 \leq D \leq 0.40 = \text{satisfactory}$$

$$0.41 \leq D \leq 0.70 = \text{good}$$

$$0.71 \leq D \leq 1.00 = \text{excellent}$$

If the D is negative, all of the items are not good. So, if all items which have value are negative, it will be better to throw them away.

#### 3.4.1.4 Difficulty Level of the Test

Arikunto (2009:207) defines that “difficulty level is a number that shows the ease and difficulties of an item. A good test is a test which is not too easy and difficult.” To calculate the difficulty level of the test, this study used the following formula:

$$P = \frac{B}{JS}$$

In which,

P : the difficulty level

B : the number of students who answered the item correctly

JS : the number of students group

Then, Arikunto (2009:210) classifies the difficulty level of an item as follows.

- Item with P 0.00 – 0.30 is a difficult item.
- Item with P 0.31 – 0.70 is a medium item.
- Item with P 0.71 – 1.00 is an easy item.

### ***3.4.2 Pre-elimination Test***

Pre-elimination test was administered before doing the cycle of action research. Pre-elimination test in this study had a purpose to know the students' achievement on reading comprehension of narrative text.

### ***3.4.3 Cycle 1***

After doing the pre-elimination test, the researcher applied the first cycle. It was constructed to implement the DRAW strategy into his teaching and learning process. The first cycle consisted of four activities, they are:

- 1) Planning
  - (a) The researcher looked the most appropriate lesson plan model for reading comprehension. Then the researcher designed the lesson plan of the reading comprehension that would be used in the classroom action research.
  - (b) The researcher selected the narrative texts that will be used in teaching reading comprehension through DRAW strategy.
- 2) Acting
  - (a) The researcher used DRAW strategy to teach narrative reading comprehension.
  - (b) The researcher explained narrative text and its components to the students.
- 3) Observing
  - (a) The researcher conducted a test to find out the students' achievement in reading comprehension mastery.

- (b) The researcher asked the teacher-observer to observe the class condition while the students were taught by using DRAW strategy.
- 4) Reflecting
- (a) The researcher analyzed the result of assessment and observation check list of cycle 1.
  - (b) The researcher determined and classified the weaknesses and improvement in cycle 1 and then decided whether the second cycle should be applied or not.

### **3.5 Instruments of the Study**

In collecting the data, the researcher used test, observation sheets, and questionnaire.

#### **3.5.1 Tests**

Brown (2004:3) states that “test is a method of measuring a person’s ability, knowledge, or performance in a given domain.” A well-constructed test is an instrument that provides an accurate measure of test-takers ability within a particular domain. Arikunto (2009: 150) defines “test as a set of questions that is used to assess the skills, knowledge, intelligence, and the talent of an individual or a group.”

In this study, the researcher conducted the composition tests which consist of pre-elimination test, cycle 1 test, and cycle 2 test. Those tests were intended to assess the degree of the students’ improvement in reading comprehension of

narrative text by using DRAW strategy. Those tests used multiple choice items test which consisted of 20 questions.

A pre-elimination test was conducted at the beginning of the research. It was used to check the students' reading comprehension of narrative text before the DRAW strategy was given. Test of first cycle was conducted at the end of first cycle. The test was given after being given the treatment in first cycle.

Cycle 2 test was used to assess the improvement of students' reading comprehension of narrative text after DRAW strategy was given. The purpose of cycle 2 test was to check the difference of the students' result before and after DRAW strategy in reading comprehension of narrative text is applied. This action research was carried out through five meetings. The three meetings were pre-elimination test and cycle tests. The reason to give assessment test to the students was to assess students' progress in every step during the classroom action research. Meanwhile, the first meeting was devoted to a pre-elimination test and the fourth meeting was devoted to a cycle 2 test.

### ***3.5.2 Observation Sheets***

The researcher used observation sheets in order to get the detail description of the research. The researcher used some observation sheets which were filled by the class teacher. The observation sheets were used to find out the students' performance in the classroom, students' behaviors during the teaching and learning process, students' response in the teaching and learning process through DRAW strategy, and the researcher's performance during the teaching process

through DRAW strategy. Those were used for giving the qualitative information for this study.

### ***3.5.3 Questionnaire***

The researcher also used questionnaire as the instrument in collecting data. The questionnaire in this study presented some questions to know the effect of the research and it was done after the cycle. The questionnaire was used to find out the students problem in reading comprehension, the progress they got after the reading comprehension activities, and the advantages which were gained through the action research. In the questionnaire, the researcher will use ten multiple choice items. There will be some questions about students' interest, students' motivation, students' difficulty in reading activities, and the implementation of DRAW strategy in the classroom activity.

### **3.6 Procedures of Analyzing Data**

The purpose of this study was to find out whether DRAW strategy could improve students' reading comprehension in narrative text or not. In analyzing the data, the researcher analyzed the data from the pre-elimination test, cycle 1 test, cycle 2 test, observation sheets and also the questionnaire. Because this study used qualitative analysis, the results of the test were only to strengthen the opinion and the description of this study.

In analyzing pre-elimination test, cycle 1 test, and cycle 2 test, the researcher asked the students to answer multiple choice items test which consisted of 20 questions related to narrative text. Then the researcher assessed the students'



result based on the scoring system. The researcher used the mean of the results to be compared whether there was some significant improvement or not.

The observation sheet was analyzed by using the criteria on the observation sheet. The result described about the students' interest and students' response about the conducting of DRAW strategy in the class. Besides, it also described about students' activity, students' attendance and student's participation during the teaching and learning process.

The questionnaire was given to the students after the last cycle, so the result of the questionnaire reflected students' interest based on their answer. Because the questionnaire was closed questionnaire, the procedure of analyzing the questionnaire was based on the most answers made by the students. The result described students' interest, like and dislike, and also their impression on English reading class.

### **3.7 Triangulation**

To avoid the bias and subjectivity in analyzing and delivering the result, data source triangulation was used in this research. With this triangulation, the researcher beat out the result from the instruments such as observation sheet, scoring system, test and its result, and questionnaire. In observation sheet, the researcher asked the class teacher to fill in the observation sheet. From here, the researcher got the result about students' activity and enthusiasm in learning reading comprehension from each cycle. To support the result, the test was dealt with the indicators of reading comprehension that should be assessed. After

knowing the indicators which were assessed, the researcher then conducted a test in each cycle. Then the test result of each cycle was used to determine the improvement of students' achievement in reading comprehension. The last was from the students' point of view. Here, the researcher used the questionnaire which was given in the end of the action. The questionnaire's result was used to determine the students' point of view after being taught with DRAW strategy.

These triangulation would give different insights. However, through these differences, the bias and subjectivity could be avoided so the various way of thinking could create the breadth of knowledge in obtaining the reliability.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

In this chapter, the conclusion of the research result would be delivered and the suggestions to support the teaching and learning process for the future also would be delivered.

#### **5.1 Conclusions**

Based on the result of the research and the discussion of the result in the previous chapter, it can be drawn some conclusion.

First, DRAW strategy is one of strategies that can be applied in teaching reading. D represents draw as in pull questions out of the box. R is for read to find the answer. A stands for attend as in listen to what classmates say as they discuss answers to drawn questions. And W represents write; students write answers to a selected few questions based on their notes from the class discussion. With DRAW, students work in small groups to discuss a text and respond to questions that involve critical thinking. In short, DRAW strategy encourages higher order thinking, motivates students in gaining information, promotes discussion, encourages listening, and promotes participation.

Second, the use of DRAW strategy gave significant improvement in students' reading comprehension of narrative text. This is proven by the mean of pre-elimination test and cycle tests. In the pre-elimination test, the class' mean score was 45.17. In the cycle 1 test, the class' mean score was 62.17. And in the

cycle 2 test, the class' mean score was 74.17. It can be concluded that the class' mean score from pre-elimination test to cycle 1 test improved 37.6% and 64.2% from pre-elimination test to cycle 2 test. In short, the result of each cycle prove that students' achievement of reading comprehension was getting better after this strategy was conducted in teaching and learning process.

## **5.2 Suggestions**

Based on the conclusion, there are some suggestions to encourage the students to be active in learning English.

First, teachers (at least) should have interesting strategies to teach students. Various strategies can motivate and encourage students to participate actively in teaching and learning process, and avoid them from being discouraged.

Second, DRAW strategy as a strategy for teaching reading comprehension can be recommended. In applying this strategy, the teacher should guide the students and tell the purpose of the strategy. The teacher guides the students in how to construct the sentences grammatically and pronounce the word correctly. So, they will not get lost in doing this strategy.

Third, another researcher is expected to conduct an action research in reading comprehension which explores any other strategy in English reading classroom.

## BIBLIOGRAPHY


- Agnew, M.L. 2000. *DRAW: A Motivational Reading Comprehension Strategy For Disaffected Readers*. Online at <http://proquest.umi.com/pqdlink?Ver=1&Exp=07-01-2003&FMThml> [accessed 14/02/2015]
- Anderson, M. & Anderson, K. 2003. *Text Types in English 2*. Macmillan Education Australia PTY LTD.
- Arikunto, Suharsimi. 2009. *Dasar-dasar Evaluasi Pendidikan (Edisi Revisi)*. Jakarta: Bumi Aksara.
- Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition*. New York: Pearson Education, Inc.
- Brown, H. Douglas, 2004. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education, Inc.
- Burns, Anne. 2003. *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- Ferrance, Eileen. 2000. *Action Research*. Brown: Northeast and Islands Regional Educational Laboratory At Brown University.
- Gerot, Linda and Peter Wignell. 1995. *Making Sense of Functional Grammar*. Sydney: Gerd Stabler.
- Grabe, William and Fredricka L. Stoller. 2002. *Teaching and Researching Reading*. New York: Pearson Education.
- Handayani, Annisa Rizqi. 2014. *The Effectiveness of Using Story Pyramid Strategy to Improve Students' Reading Comprehension on Narrative Text (An Experimental Study at Tenth Grade of SMA N 1 Bojong Pekalongan in the Academic Year 2013/2014)*. Final Project English Department Faculty of Languages and Arts Semarang State University.
- Harmer, Jeremy. 2010. *How to Teach English, New Edition*. New York: Pearson Education.
- Linse, Caroline T. 2006. *Practical English Language Teaching: Young Learners*. In David Nunan (Ed.). New York: McGraw-Hill Companies, Inc.
- Literacy and Education Research Network and the Directorate of Studies, NSW Department of School Education. 1990. *A Genre-based Approach to Teaching Writing, Years 3-6; an Approach to Writing K-12*. New South Wales: Common Ground.

- McNiff, Jean and Jack Whitehead. 2002. *Action Research: Principle and Practice*.
- Milaningrum, E. 2011. *Improving Students' Reading Comprehension by Using Buzz Groups Technique (A Classroom Action Research Conducted at the Seventh Grade of SMP Negeri 7 Surakarta in the Academic Year of 2010/2011)*. Thesis English Department Teacher Training and Education Faculty Sebelas Maret University Surakarta.
- Moore, David W.. 2008 *Reading Comprehension Strategies*. Online at [http://www.ngsp.net/Portals/0/Downloads/HBNETDownloads/Edge\\_Mono\\_Moore1.pdf](http://www.ngsp.net/Portals/0/Downloads/HBNETDownloads/Edge_Mono_Moore1.pdf) [accessed 13/04/2015]
- Mulyasa, E. 2009. *Kurikulum Tingkat Satuan Pendidikan*. Bandung: PT. Remaja Rosdakarya.
- Mujiyanto, Yan. 2011. *Petunjuk Penulisan Skripsi*. Semarang: UNNES Press.
- Nagaraj, Geetha. 1996. *English Language Teaching: Approaches, Methods, Techniques*. London: Sangam Books Ltd.
- Nuttal, Christine. 1988. *Teaching Reading Skills in a Foreign Language*. Oxford: Heinemann International Publishing.
- Ruddell, Martha Rapp. 2005. *Teaching Content Reading and Writing, Fourth Edition*. New Jersey: John Wiley & Sons.
- Sadler, Charlotte Rose. 2011. *Comprehension Strategies for Middle Grade Learners: A Handbook for Content Area Teachers, 2<sup>nd</sup> Edition*. Newark, DE: International Reading Association.
- Saleh, Mursid. 2011. *Linguistic and Educational Research (Handouts and Assignments)*. State University of Semarang: Unpublished.
- Sari, Suci Kumala. 2013. *The Effectiveness of Using Semantic Mapping Strategy in Teaching Reading Comprehension of Narrative Text (A Case of the Eighth Grade Students of SMP Negeri 6 Semarang in the Academic Year of 2012/2013)*. Final Project English Department Faculty of Languages and Arts Semarang State University.
- Watkins, George. 1973. *The Teaching of English in Secondary School: Intensive Reading*. Cambridge: Assistant Masters Association, Cambridge at University Press.
- Yusuf, Ahmad. 2012. *Improving Student's Reading Comprehension Mastery of Narratives by Using Kinetic Novels (A Classroom Action Research at the Eleventh Grade of SMA N 1 Welahan in the Academic Year of 2011/2012)*. Final Project English Department Faculty of Languages and Arts Semarang State University.

# APPENDICES

## Appendix 1

### Admission Letter of Conducting the Research



YAYASAN KARTIKA JAYA CABANG III DIPONEGORO  
**SMP KARTIKA III-1**  
 TERAKREDITASI "A"  
 Jalan Sultan Agung No. 145 A ☎ ( 024 ) 8500711 Semarang

---

**SURAT KETERANGAN**  
 Nomor : 087/SMP KIII-1/V/2015

Yang bertanda tangan di bawah ini :

Nama : Drs. Bani Rokhmad  
 NIP : 19641115 199603 1 003  
 Jabatan : Kepala SMP Kartika III-1 Semarang

Menerangkan dengan sesungguhnya bahwa :

Nama : Dwi Wahyu Alfajar  
 NIM : 2201411140  
 Jurusan : BAHASA DAN SASTRA INGGRIS  
 Program Studi : PENDIDIKAN BAHASA INGGRIS  
 Jenjang : S1

Benar-benar telah melaksanakan Penelitian di SMP Kartika III-1 Semarang pada bulan Maret s.d April 2015 sebagai syarat untuk menyusun skripsi yang berjudul :

*Improving Students Reading Comprehension in Narrative Text through DRAW Strategy.*

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Semarang, 13 Mei 2015

Kepala SMP Kartika III-1 Semarang




Drs. Bani Rokhmad  
 NIP: 19641115 199603 1 003



## Appendix 2

### THE LIST OF TRYOUT CLASS STUDENTS

NO	SRN	NAME	CODE
1	5399	Abib Dwi Kurniawan	S-1
2	5407	Ajeng Kaparing Mukti	S-2
3	5408	Aldi Okta Susanto	S-3
4	5413	Ananda Putri Pratama	S-4
5	5417	Andika Kurniawan	S-5
6	5419	Andini Dita Arliantania	S-6
7	5425	Ayu Rosita Sari	S-7
8	5430	Budi Laksono	S-8
9	5435	Devi Septiana	S-9
10	5442	Dinda Cahyani Inaya Pramesti	S-10
11	5443	Dinna Octavia Safitri	S-11
12	5444	Dodi Wijayanto	S-12
13	5456	Fradita Dessy Laras Ati	S-13
14	5463	Hasan Imam Mustaqim	S-14
15	5464	Herliani Widiyati	S-15
16	5465	Ibtisamah Dita Irpangestu	S-16
17	5466	Ifada Puri Saestya	S-17
18	5471	Jofie Vira Prakasa Yudha	S-18
19	5476	Lintang Ramadhani Estu Mempuni	S-19
20	5479	Meliana Erista	S-20
21	5483	Nico Wahyu Adipriambodo	S-21
22	5484	Novenanda Salsabila Prasetyo	S-22
23	5486	Priyo Sulandoko	S-23
24	5493	Risma Suryani	S-24
25	5503	Salsabila Deviana	S-25
26	5510	Singgih Daryono	S-26
27	5515	Tesania Septyaningrum	S-27
28	5518	Vayoga Ramadhany Andana	S-28
29	5521	Wahyu Oktaviyanto	S-29
30	5526	Ika Sephia Purwanti	S-30

## Appendix 3

**The Computation of the Validity, Reliability, Difficulty Level and  
Discriminating Power of the Tryout Test**

No.	Code	Items Number												
		1	2	3	4	5	6	7	8	9	10	11	12	
1	S-15	1	1	1	1	1	1	0	0	1	1	1	1	
2	S-18	1	1	1	0	1	1	1	1	1	1	0	1	
3	S-7	1	1	1	0	1	1	0	1	1	1	1	1	
4	S-13	1	1	1	0	1	1	0	0	1	1	1	1	
5	S-2	1	1	0	0	1	1	1	1	1	1	0	1	
6	S-16	1	0	1	1	1	0	1	1	1	1	1	0	
7	S-20	1	0	1	0	1	1	1	0	1	1	0	0	
8	S-14	1	1	1	1	1	0	0	1	1	1	0	1	
9	S-30	1	1	0	1	1	1	1	1	0	0	0	1	
10	S-8	0	0	1	1	0	1	1	1	0	1	0	0	
11	S-12	1	0	1	0	1	1	0	0	1	1	0	1	
12	S-19	1	0	0	1	1	0	0	1	1	0	1	0	
13	S-21	1	1	1	0	1	1	0	0	1	0	0	1	
14	S-28	1	1	0	0	1	0	0	1	0	0	0	0	
15	S-1	1	1	0	0	1	0	0	1	1	0	0	1	
16	S-3	1	0	0	0	1	1	0	0	1	0	0	1	
17	S-5	1	1	0	0	1	0	0	1	0	0	0	0	
18	S-17	1	1	0	0	1	1	0	0	1	0	0	0	
19	S-25	0	0	1	0	0	1	0	0	1	1	0	1	
20	S-27	1	1	1	0	0	1	0	0	1	0	0	0	
21	S-4	0	0	0	0	1	1	0	0	1	0	0	0	
22	S-6	0	0	1	0	0	0	0	0	1	1	0	0	
23	S-26	1	0	0	0	1	0	0	1	0	0	1	1	
24	S-9	1	0	0	0	1	0	0	0	1	1	0	0	
25	S-23	1	1	0	0	1	0	0	0	0	0	0	0	
26	S-29	1	1	0	0	1	0	0	1	0	0	0	0	
27	S-10	1	1	0	0	1	0	0	0	0	0	0	0	
28	S-22	1	1	0	0	1	0	0	0	0	0	0	0	
29	S-11	1	0	0	0	1	0	0	1	0	0	0	1	
30	S-24	0	1	0	0	0	0	0	1	0	0	0	0	
	$\Sigma X$	25	18	13	6	25	15	6	15	19	13	6	14	
	$\Sigma X^2$	625	324	169	36	625	225	36	225	361	169	36	196	
	$\Sigma XY$	525	360	208	96	375	225	72	180	209	130	60	140	
Validity	$r_{xy}$	0,247	0,122	0,636	0,453	0,21	0,57 9	0,57 2	0,157	0,49 3	0,67 8	0,43 6	0,442	
	Criteria	Inv	Inv	V	V	Inv	V	V	Inv	V	V	V	V	
Item Facility	IF	0,83	0,60	0,43	0,20	0,83	0,50	0,20	0,50	0,63	0,43	0,20	0,47	
	Criteria	E	M	M	D	E	M	D	M	M	M	D	M	
Discriminating Power	BA	14	10	10	6	14	10	6	10	12	10	5	10	
	BB	11	8	3	0	11	5	0	5	7	3	1	4	
	JA	15	15	15	15	15	15	15	15	15	15	15	15	
	JB	15	15	15	15	15	15	15	15	15	15	15	15	
	D	0,20	0,13	0,47	0,40	0,20	0,33	0,40	0,33	0,33	0,33	0,47	0,27	0,40
	Criteria	P	P	G	S	P	S	S	S	S	S	G	S	S
		Np	25	18	13	6	25	15	6	15	19	13	6	14
Reliability	P	2,5	1,8	1,3	0,6	2,5	1,5	0,6	1,5	1,9	1,3	0,6	1,4	
	Nq	5	12	17	24	5	15	24	15	11	17	24	16	
	Q	0,5	1,2	1,7	2,4	0,5	1,5	2,4	1,5	1,1	1,7	2,4	1,6	
	pq	1,25	2,16	2,21	1,44	1,25	2,25	1,44	2,25	2,09	2,21	1,44	2,24	
	$\Sigma pq$	48,63												
	Vt	1759												
	$r_{11}$	1,013	$r_{11} > r_{table} = \text{reliable}$											
	Criteria	Unuse	Revised	Use	Use	Revised	Use	Use	Unuse	Use	Use	Use	Use	Use

Explanation :

U : Up

L : Low

V : Valid

Inv : Invalid

E : Easy

M : Medium

D : Difficult

P : Poor

S : Satisfactory

G : Good

No.	Code	Items Number											
		13	14	15	16	17	18	19	20	21	22	23	24
1	S-15	1	1	1	0	1	1	1	1	1	1	1	1
2	S-18	1	1	0	0	1	1	1	1	1	1	1	1
3	S-7	1	0	1	1	1	0	1	1	1	1	0	0
4	S-13	1	1	0	0	1	1	1	1	1	1	1	1
5	S-2	1	0	1	0	1	1	1	1	1	1	1	0
6	S-16	1	1	0	1	1	0	1	1	0	1	1	1
7	S-20	1	1	1	0	1	1	1	1	1	1	1	1
8	S-14	1	0	1	0	0	1	1	1	1	0	1	0
9	S-30	0	1	1	0	1	0	1	1	1	0	0	1
10	S-8	0	1	1	1	0	1	1	1	0	1	1	0
11	S-12	1	1	0	0	1	0	0	1	1	1	1	1
12	S-19	0	1	1	1	0	1	0	0	1	0	0	0
13	S-21	1	0	0	0	1	0	0	0	1	0	1	1
14	S-28	1	0	1	0	1	1	0	0	1	1	1	0
15	S-1	0	0	1	0	0	0	0	0	1	1	0	0
16	S-3	1	0	0	0	1	0	0	1	1	0	1	0
17	S-5	0	1	1	1	0	1	0	0	0	0	0	1
18	S-17	0	1	0	0	0	1	0	0	1	1	0	1
19	S-25	0	1	0	0	0	0	1	0	1	1	0	1
20	S-27	0	1	1	0	1	0	0	1	1	0	0	0
21	S-4	1	0	0	0	1	0	0	1	1	0	1	0
22	S-6	1	0	1	0	0	1	0	0	1	0	1	0
23	S-26	0	0	0	0	0	1	0	0	0	0	0	1
24	S-9	0	0	0	0	0	0	0	1	1	0	1	0
25	S-23	0	0	1	0	0	1	0	0	1	0	0	0
26	S-29	0	0	1	0	0	0	0	0	1	1	0	0
27	S-10	0	0	1	0	0	0	1	0	1	0	0	0
28	S-22	0	0	0	0	0	1	0	0	1	0	0	0
29	S-11	0	0	0	0	0	0	0	0	1	0	0	0
30	S-24	0	0	1	0	0	0	0	0	1	1	0	0
	ΣX	14	13	17	5	14	15	12	15	26	15	15	12
	ΣX <sup>2</sup>	196	169	289	25	196	225	144	225	676	225	225	144
	ΣXY	0	0	0	0	0	0	0	0	0	0	0	0
Validity	r <sub>xy</sub>	0,633	0,54	0,092	0,265	0,661	0,279	0,74	0,701	-0,07	0,511	0,511	0,475
	Criteria	V	V	Inv	Inv	V	Inv	V	V	Inv	V	V	V
Item Facility	IF	0,47	0,43	0,57	0,17	0,47	0,50	0,40	0,50	0,87	0,50	0,50	0,40
	Criteria	M	M	M	D	M	M	M	M	E	M	M	M
Discriminating Power	BA	11	9	10	4	11	9	10	11	13	11	11	8
	BB	3	4	7	1	3	6	2	4	13	4	4	4
	JA	15	15	15	15	15	15	15	15	15	15	15	15
	JB	15	15	15	15	15	15	15	15	15	15	15	15
	D	0,53	0,33	0,20	0,20	0,53	0,20	0,53	0,47	0,00	0,47	0,47	0,27
	Criteria	G	S	P	P	G	P	G	G	P	G	G	S
Reliability	Np	14	13	17	5	14	15	12	15	26	15	15	12
	P	1,4	1,3	1,7	0,5	1,4	1,5	1,2	1,5	2,6	1,5	1,5	1,2
	Nq	16	17	13	25	16	15	18	15	4	15	15	18
	q	1,6	1,7	1,3	2,5	1,6	1,5	1,8	1,5	0,4	1,5	1,5	1,8
	Pq	2,24	2,21	2,21	1,25	2,24	2,25	2,16	2,25	1,04	2,25	2,25	2,16
	Σpq												
	Vt												
	r <sub>11</sub>												
Criteria		Use	Use	Revised	Unuse	Use	Revised	Use	Use	Unuse	Use	Use	Use

Explanation : U : Up V : Valid E : Easy D : Difficult S : Satisfactory  
L : Low Inv : Invalid M : Medium P : Poor G : Good

No.	Code	Items Number	Score (Y)	Y <sup>2</sup>	Class
		25			
1	S-15	0	478	228484	U
2	S-18	0	436	190096	U
3	S-7	1	398	158404	U
4	S-13	0	398	158404	U
5	S-2	0	360	129600	U
6	S-16	0	361	130321	U
7	S-20	0	362	131044	U
8	S-14	0	291	84681	U
9	S-30	1	292	85264	U
10	S-8	1	262	68644	U
11	S-12	0	262	68644	U
12	S-19	1	178	31684	U
13	S-21	0	176	30976	U
14	S-28	0	154	23716	U
15	S-1	1	133	17689	U
16	S-3	0	133	17689	L
17	S-5	1	135	18225	L
18	S-17	0	134	17956	L
19	S-25	0	137	18769	L
20	S-27	0	136	18496	L
21	S-4	0	99	9801	L
22	S-6	0	101	10201	L
23	S-26	1	102	10404	L
24	S-9	0	85	7225	L
25	S-23	1	86	7396	L
26	S-29	0	86	7396	L
27	S-10	0	72	5184	L
28	S-22	1	74	5476	L
29	S-11	0	62	3844	L
30	S-24	0	64	4096	L
	ΣX	9	6047	36566209	
	ΣX <sup>2</sup>	81	9735		
	ΣXY	576			
Validity	r <sub>xy</sub>	-0,061			
	Criteria	Inv			
Item Facility	IF	0,30			
	Criteria	D			
Discriminating Power	BA	5			
	BB	4			
	JA	15			
	JB	15			
	D	0,07			
	Criteria	P			
Reliability	Np	9			
	P	0,9			
	Nq	21			
	q	2,1			
	Pq	1,89			
	Σpq				
	Vt				
	r <sub>11</sub>				
Criteria	Unuse				

Explanation :

U : Up

V : Valid

E : Easy

D : Difficult

S : Satisfactory

L : Low

Inv : Invalid

M : Medium

P : Poor

G : Good

## Appendix 4

### The Validity of Tryout Test

Formula:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

The item test is valid if  $r_{xy} > r_{table}$

$$r_{table} = 0.349$$

The following is the example of validity computation of item number 3.

No.	Item Number (X)	Total Score (Y)	X <sup>2</sup>	Y <sup>2</sup>	XY
1	1	21	1	441	21
2	1	20	1	400	20
3	1	19	1	361	19
4	1	19	1	361	19
5	0	18	0	324	0
6	1	18	1	324	18
7	1	18	1	324	18
8	1	16	1	256	16
9	0	16	0	256	0
10	1	15	1	225	15
11	1	15	1	225	15
12	0	12	0	144	0
13	1	12	1	144	12
14	0	11	0	121	0
15	0	10	0	100	0
16	0	10	0	100	0
17	0	10	0	100	0
18	0	10	0	100	0
19	1	10	1	100	10
20	1	10	1	100	10
21	0	8	0	64	0
22	1	8	1	64	8
23	0	8	0	64	0
24	0	7	0	49	0
25	0	7	0	49	0

26	0	7	0	49	0
27	0	6	0	36	0
28	0	6	0	36	0
29	0	5	0	25	0
30	0	5	0	25	0
$\Sigma$	13	357	13	4967	201

The value of  $r_{xy}$  is:

$$r_{xy} = \frac{30.201 - (13)(357)}{\sqrt{\{30.13 - (13)^2\}\{30.4967 - (357)^2\}}}$$

$$r_{xy} = \frac{1389}{2182.88}$$

$$r_{xy} = 0.636$$

The item no. 3 was valid since its  $r_{xy} = 0.636$  higher than critical value.

## Appendix 5

### The Reliability of Tryout Test

Formula:

$$r_{11} = \left( \frac{k}{k-1} \right) \left( \frac{V_t - \sum pq}{V_t} \right)$$

Where,

$r_{11}$  = reliability of the test

$k$  = the number of test item

$p$  = the proportion of students passed a given item

$q$  = the proportion of students did not pass a given item

$\sum pq$  = the sum of  $p$  times  $q$

$V_t$  = the total variants

The item test is reliable if  $r_{11} > r_{\text{tabel}}$

$$r_{\text{tabel}} = 0.349$$

Based on the tryout table, it can be gotten:

$$r_{11} = \left( \frac{30}{30-1} \right) \left( \frac{1759.157 - 48.63}{1759.157} \right)$$

$$r_{11} = 1.013$$

The result of computing reliability of the tryout instrument was 1.013. For  $\alpha = 5\%$  with  $N = 30$ ,  $r_{\text{table}} = 0.349$ .

## Appendix 6

### Discriminating Power

Formula:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where,

D = discriminating power

BA = the number of the students in the upper group who answered the item correctly

BB = the number of the students in the lower group who answered the item correctly

JA = number of all students in the upper group

JB = number of all students in the lower group

Criteria:

Interval	Criteria
$0.00 < D \leq 0.20$	Poor
$0.21 < D \leq 0.40$	Satisfactory
$0.41 < D \leq 0.70$	Good
$0.71 < D \leq 1.00$	Excellent

The following is the example of discriminating power computation of item number 3.

Upper Group			Lower Group		
No.	Code	Score	No.	Code	Score
1	S-15	1	1	S-3	0
2	S-18	1	2	S-5	0



3	S-7	1	3	S-17	0
4	S-13	1	4	S-25	1
5	S-2	0	5	S-27	1
6	S-16	1	6	S-4	0
7	S-20	1	7	S-6	1
8	S-14	1	8	S-26	0
9	S-30	0	9	S-9	0
10	S-8	1	10	S-23	0
11	S-12	1	11	S-29	0
12	S-19	0	12	S-10	0
13	S-21	1	13	S-22	0
14	S-28	0	14	S-11	0
15	S-1	0	15	S-24	0
Sum		10	Sum		3

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

$$D = \frac{10}{15} - \frac{3}{15}$$

$$D = 0.47$$

The computation of the discriminating power of the tryout test instrument of item number 3 was good.

## Appendix 7

### Item Facility

Formula:

$$P = \frac{B}{JS}$$

Where,

P = the difficulty level

B = the number of the students who answered the item correctly

JS = the number of the students in a class

Criteria:

Interval	Criteria
$0.00 < P \leq 0.30$	Difficult
$0.31 < P \leq 0.70$	Medium
$0.71 < D \leq 1.00$	Easy

The following is the example of item facility computation of item number 3.

Upper Group			Lower Group		
No.	Code	Score	No.	Code	Score
1	S-15	1	1	S-3	0
2	S-18	1	2	S-5	0
3	S-7	1	3	S-17	0
4	S-13	1	4	S-25	1
5	S-2	0	5	S-27	1
6	S-16	1	6	S-4	0
7	S-20	1	7	S-6	1
8	S-14	1	8	S-26	0

9	S-30	0	9	S-9	0
10	S-8	1	10	S-23	0
11	S-12	1	11	S-29	0
12	S-19	0	12	S-10	0
13	S-21	1	13	S-22	0
14	S-28	0	14	S-11	0
15	S-1	0	15	S-24	0
Sum		10	Sum		3

$$P = \frac{B}{JS}$$

$$P = \frac{13}{30}$$

$$P = 0.43$$

The computation of the item facility of the tryout test instrument of item number 3 was medium.

## Appendix 8

### THE LIST OF ACTION CLASS STUDENTS

NO	SRN	NAME	CODE
1	5336	Gentur Erie Sadewo	L-1
2	5415	Andang Aprilianto	L-2
3	5422	Arga Saputra Nugraha	L-3
4	5436	Dewa Alvian Leonardo Wibowo	L-4
5	5437	Diah Yasmin Nurjannah	L-5
6	5441	Dinda Aprilia Ningsih	L-6
7	5446	Ellisa Ambarwati	L-7
8	5448	Erna Wijayanti	L-8
9	5449	Faldi Kusuma Bakti	L-9
10	5450	Faradhilla Aghmal	L-10
11	5451	Fatkhurrodhi	L-11
12	5455	Fikri Iskandar	L-12
13	5461	Gravenda Yesiana Ruspan	L-13
14	5468	Inayah Febri Kusumadewi	L-14
15	5474	Latifa Paraz Pingka	L-15
16	5478	Mamiri Ernawati	L-16
17	5481	Nema P. Anggiyasputri	L-17
18	5485	Nungki Pamungkas	L-18
19	5488	Raudha Dinata Hanif Maulana	L-19
20	5492	Rino Widiyanto	L-20
21	5494	Risma Wati	L-21
22	5496	Rizal Nofiansah	L-22
23	5498	Rizki Nur Andhika	L-23
24	5504	Samuel Ricardo Sibarani	L-24
25	5506	Senja Nur Hidayat	L-25
26	5512	Syahri Wahyu Utomo	L-26
27	5513	Tashya Rizky Agustina	L-27
28	5517	Titi Ana Ningrum	L-28
29	5522	Winda Triyani	L-29
30	5523	Wynne May Ardike	L-30

## Appendix 9

### The Result of Pre-elimination Test, Cycle 1 Test, and Cycle 2 Test

NO	CODE	PRE-TEST	CYCLE 1 TEST	CYCLE 2 TEST
1	L-1	45	75	60
2	L-2	40	50	55
3	L-3	50	75	70
4	L-4	40	75	75
5	L-5	40	65	90
6	L-6	40	55	55
7	L-7	50	65	70
8	L-8	40	60	75
9	L-9	40	60	75
10	L-10	45	65	90
11	L-11	50	80	75
12	L-12	40	70	85
13	L-13	35	40	75
14	L-14	50	70	90
15	L-15	40	55	75
16	L-16	40	55	75
17	L-17	50	40	75
18	L-18	40	45	75
19	L-19	60	45	80
20	L-20	45	45	90
21	L-21	35	45	75
22	L-22	50	75	60
23	L-23	55	80	75
24	L-24	50	75	75
25	L-25	40	50	80
26	L-26	45	75	60
27	L-27	40	60	75
28	L-28	50	65	70
29	L-29	40	75	60
30	L-30	70	75	85
MAXIMUM SCORE		70	80	90
MINIMUM SCORE		35	40	55
AVERAGE		45,17	62,17	74,17

**Appendix 10****LESSON PLAN****(Cycle 1)**

School	: SMP Kartika III – 1 Semarang
Subject	: English
Grade/Semester	: VIII / 2
Competence Standard	: 11. Memahami makna dalam esai pendek sederhana berbentuk <i>recount</i> , dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar.
Basic Competence	: 11.2 Merespon makna dalam teks tulis fungsional dan esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i> .
Skill	: Reading
Time Allotment	: 4 x 40 minutes (2 meetings)

**A. Indicators**

1. Students are able to identify the main idea of narrative text.
2. Students are able to identify and find the general information of narrative text.
3. Students are able to identify and find the detailed information of narrative text.
4. Students are able to identify the word references.
5. Students are able to identify the meaning of words or phrases found in narrative text.
6. Students are able to identify the communicative purposes of narrative text.
7. Students are able to identify the moral value of narrative text.

## B. Learning Objectives

After completing the learning activities, students are able to:

1. identifying the main idea of narrative text
2. identifying and finding the general information of narrative text
3. identifying and finding the detailed information of narrative text
4. identifying the word references
5. identifying the meaning of words or phrases found in narrative text
6. identifying the communicative purposes of narrative text
7. identifying the moral value of narrative text

### Character Education

1. Politeness
2. Cooperation
3. Tolerance
4. Respect

## C. Learning Materials

### Narrative Text

A narrative is a piece of text which tells a story, in doing so, entertains or informs the reader or listener.

- Social function  
To amuse, entertain and to deal with actual or vicarious experience in different ways.
- Generic structure
  - Orientation : in which the narrator tells the audience about *who* is in the story, *when* the story is taking place and *where* the action is happening.
  - Complication : sets off a chain of events that influences what will happen in the story.
  - Resolution : in which the characters finally sort out the complication.

- Coda (optional): provides a comment or moral based on what has been learned from the story.
- Language features
  - focus on specific (usually individualized) participants  
e.g. '*Tiger*', '*Mousedeer*', '*the king*', etc.
  - use of past tense  
e.g. 'he *saw* mousedeer drinking', 'I *tasted* it once.', etc.
  - use of temporal conjunctions and temporal circumstances  
e.g. '*long time ago*', '*Once upon a time*', etc.
  - use of material (or action) processes  
e.g. 'He *caught* mousedeer and *bit* his leg.', etc.
  - use of relational and mental processes  
e.g. 'He *was* really shocked', '*Mousedeer was* safe for now.', etc.

Text example

### **The Salty River**

The story took place in Sepang village, Central Borneo. The villagers in Sepang village were poor. There was a well in the village which always supplied enough water for them to survive.

There lived a widow named Emas. Her husband died when her daughter Tumbai was a baby. She was a very good, diligent and obedient girl. She always helped her mother and listened her mother's advice. She also liked to help other people. That was why, she was very popular in the village.

Tumbai was not only famous for her kindness, but also her beauty. Many young men fell in love with her and proposed to marry her. However, Tumbai always refused, because she was confused about which man to choose.

She prayed to God to give her guidance and she got the answer through a dream. An old man suggested she marry a man who could change the water in the well from fresh to salty water. Tumbai woke up and understood that it was going to be difficult for a man to fulfill her wish. She told her mother about her dream and hoped for a solution. Her mother had a feeling, probably God was going to save them poverty.



Not long after, Emas made an announcement that Tumbai would marry a man who could change the fresh water in the well to salty water. At first, everybody was laughing and mocking her. However, many young men tried to accomplish the test so that they could marry Tumbai. They all tried hard to change the fresh water to salty water, but failed.

One day, a handsome young man with supernatural powers from the riverside of Barito River arrived to meet Tumbai's mother.

"Ma'am, I'm here to marry your daughter," the young man said to Emas.

"Do you know the test?" Emas asked.

"I do," the young man replied. Then, he sat next to the well, mediated, prayed to God to help him meet the request. All the villagers circled him, full of curiosity.

After a while, the young man finished mediating. He stood up and asked the villagers to taste the water from the well. Suddenly they exclaimed, "It worked! He succeeded in changing the water." Knowing that, Tumbai was very happy. She finally found her dream husband.

Emas was right. After the water turned salty, the villagers were not poor anymore. They changed the salty water to salt, sold it and earned a lot of money.

The salty water was flowing from the well to Kahayan River. Until now, people still taste salty water in Kahayan River.

Adopted from: <http://indonesialegend.blogspot.com/2009/02/salty-river.html> (19<sup>th</sup> February 2015)

#### **D. Learning Methods**

1. Lecturing
2. Group discussion
3. Class discussion
4. Questions and answers
5. DRAW strategy

## **E. Learning Activities**

### **Meeting 1**

#### *Opening*

1. Students respond teacher's greeting.
2. Students pay attention when to the teacher check the attendance list.
3. Students pay attention to the teacher's explanation about the material that will be discussed.

#### *Main Activities*

1. Exploration
  - a. Students are asked what they know about narrative text.
2. Elaboration
  - a. Students are given the example of narrative text.
  - b. Students discuss the difficult words together with the teacher.
  - c. Students listen and pay attention to the teacher's explanation about narrative text.
3. Confirmation
  - a. Students respond and answer teacher's questions whether they have any difficulties about the material or not.
  - b. Students with the help of teacher discuss to solve the problem.
  - c. Students make conclusion about they have learnt with the help from teacher.

#### *Closing*

1. Students pay attention to the teacher's evaluation.
2. Students pay attention to the teacher's explanation about the conclusion of the material.
3. Students respond to the teacher's greeting.

### **Meeting 2**

#### *Opening*

1. Students respond teacher's greeting.
2. Students pay attention when to the teacher check the attendance list.

3. Teacher brush up the previous material and prepare to continue the material with DRAW strategy.
4. Students are explained about DRAW strategy.

#### *Main Activities*

1. Exploration
  - a. Students are asked to comprehend a narrative text with DRAW strategy.
2. Elaboration
  - a. Students are given a selection narrative text.
  - b. Students are divided into some groups consist of 4 – 5 persons.
  - c. A member of each group is asked to choose one question strip from fishbowl (Draw).
  - d. Students read the given text in group to find the answer (Read).
  - e. Students are asked to discuss the answer in group.
  - f. A member of each group is asked to present their answer. While others are asked to pay attention to the presenter (Attend).
  - g. Students are asked to write the answers after the whole questions are discussed (Write).
3. Confirmation
  - a. Students respond and answer teacher's questions whether they have any difficulties about the material or not.
  - b. Students with the help of teacher discuss to solve the problem.
  - c. Students make conclusion about they have learnt with the help from teacher.
  - d. Students are asked to do cycle 1 test.

#### *Closing*

1. Students pay attention to the teacher's evaluation.
2. Students pay attention to the teacher's explanation about the conclusion of the material.
3. Students respond to the teacher's greeting.

### F. Learning Media/Sources

1. Student worksheet
2. Questions strip
3. Dictionary

### G. Assessment

Indicators of competences achievement	Technique of assessment	Instrument form
1. identifying the main idea of narrative text 2. identifying and finding the general information of narrative text 3. identifying and finding the detailed information of narrative text 4. identifying the word references 5. identifying the meaning of words or phrases found in narrative text 6. identifying the communicative purposes of narrative text 7. identifying the moral value of narrative text	Written test	Multiple-choice items

### Instrument

*Cycle I test*

### Scoring Rubric

Total score = correct answer × 5
----------------------------------

Semarang, March 31, 2015

Teacher - Researcher

Dwi Wahyu Alfajar

**Appendix 11****LESSON PLAN****(Cycle 2)**

School	: SMP Kartika III – 1 Semarang
Subject	: English
Grade/Semester	: VIII / 2
Competence Standard	: 11. Memahami makna dalam esai pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar.
Basic Competence	: 11.2 Merespon makna dalam teks tulis fungsional dan esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i> .
Skill	: Reading
Time Allotment	: 4 x 40 minutes (2 meetings)

**A. Indicators**

1. Students are able to identify the main idea of narrative text.
2. Students are able to identify and find the general information of narrative text.
3. Students are able to identify and find the detailed information of narrative text.
4. Students are able to identify the word references.
5. Students are able to identify the meaning of words or phrases found in narrative text.
6. Students are able to identify the communicative purposes of narrative text.
7. Students are able to identify the moral value of narrative text.

## B. Learning Objectives

After completing the learning activities, students are able to:

1. identifying the main idea of narrative text
2. identifying and finding the general information of narrative text
3. identifying and finding the detailed information of narrative text
4. identifying the word references
5. identifying the meaning of words or phrases found in narrative text
6. identifying the communicative purposes of narrative text
7. identifying the moral value of narrative text

### Character Education

- Politeness
- Cooperation
- Tolerance
- Respect

## C. Learning Materials

### Narrative Text

A narrative is a piece of text which tells a story, in doing so, entertains or informs the reader or listener.

- Social function
  - To amuse, entertain and to deal with actual or vicarious experience in different ways.
- Generic structure
  - Orientation : in which the narrator tells the audience about *who* is in the story, *when* the story is taking place and *where* the action is happening.
  - Complication : sets off a chain of events that influences what will happen in the story.
  - Resolution : in which the characters finally sort out the complication.

- Coda (optional): provides a comment or moral based on what has been learned from the story.
- Language features
  - focus on specific (usually individualized) participants  
e.g. '*Tiger*', '*Mousedeer*', '*the king*', etc.
  - use of past tense  
e.g. 'he *saw* mousedeer drinking', 'I *tasted* it once.', etc.
  - use of temporal conjunctions and temporal circumstances  
e.g. '*long time ago*', '*Once upon a time*', etc.
  - use of material (or action) processes  
e.g. 'He *caught* mousedeer and *bit* his leg.', etc.
  - use of relational and mental processes  
e.g. 'He *was* really shocked', 'Mousedeer *was* safe for now.', etc.

Text example

### Cinderella

Once upon a time there was a girl name Cindrella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball in the **palace**. He wanted to find the Crown Prince a wife. The step sisters went to the ball that night with their mother. Cindrella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cindrella a **coach**, two horses and footmen. She also gave Cindrella a lovely dress to wear the ball and a pair of glass slippers. She told Cindrella to come home before midnight.

At the ball, Cindrella danced all night with the Prince. The Prince fell in love with her. At midnight, Cindrella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cindrella again that night.

The next day, the Prince and his men brought along the glass **slipper**. They went all over the Kingdom to search for the owner. After searching for

along time, finally, they came to Cinderella's house. The slipper fit her. The prince was very happy to find Cinderella again. They got married and lived ever after.

Adopted from: <http://abidinfaz.blogspot.com/2015/01/soal-bahasa-inggris-narrative-text-dan.html> (19<sup>th</sup> February 2015)

#### **D. Learning Methods**

1. Lecturing
2. Group discussion
3. Class discussion
4. Questions and answers
5. DRAW strategy

#### **E. Learning Activities**

##### **Meeting 1**

##### *Opening*

1. Students respond teacher's greeting.
2. Students pay attention when to the teacher check the attendance list.
3. Students pay attention to the teacher's explanation about the material that will be discussed.

##### *Main Activities*

1. Exploration
  - a. Students are asked what they know about narrative text.
2. Elaboration
  - a. Students are given the example of narrative text.
  - b. Students discuss the difficult words together with the teacher.
  - c. Students listen and pay attention to the teacher's explanation about narrative text.
3. Confirmation
  - a. Students respond and answer teacher's questions whether they have any difficulties about the material or not.



- b. Students with the help of teacher discuss to solve the problem.
- c. Students make conclusion about they have learnt with the help from teacher.

### *Closing*

1. Students pay attention to the teacher's evaluation.
2. Students pay attention to the teacher's explanation about the conclusion of the material.
3. Students respond to the teacher's greeting.

## **Meeting 2**

### *Opening*

1. Students respond teacher's greeting.
2. Students pay attention when to the teacher check the attendance list.
3. Teacher brush up the previous material and prepare to continue the material with DRAW strategy.
4. Students are explained about DRAW strategy.

### *Main Activities*

1. Exploration
  - a. Students are asked to comprehend a narrative text with DRAW strategy.
2. Elaboration
  - a. Students are given a selection narrative text.
  - b. Students are divided into some groups consist of 4 – 5 persons.
  - c. A member of each group is asked to choose one question strip from fishbowl (Draw).
  - d. Students read the given text in group to find the answer (Read).
  - e. Students are asked to discuss the answer in group.
  - f. A member of each group is asked to present their answer. While others are asked to pay attention to the presenter (Attend).
  - g. Students are asked to write the answers after the whole questions are discussed (Write).
3. Confirmation

- a. Students respond and answer teacher's questions whether they have any difficulties about the material or not.
- b. Students with the help of teacher discuss to solve the problem.
- c. Students make conclusion about they have learnt with the help from teacher.
- d. Students are asked to do cycle 1 test.

#### *Closing*

1. Students pay attention to the teacher's evaluation.
2. Students pay attention to the teacher's explanation about the conclusion of the material.
3. Students respond to the teacher's greeting.

#### **F. Learning Media/Sources**

1. Student worksheet
2. Questions strip
3. Dictionary

#### **G. Assessment**

Indicators of competences achievement	Technique of assessment	Instrument form
<ol style="list-style-type: none"> <li>1. identifying the main idea of narrative text</li> <li>2. identifying and finding the general information of narrative text</li> <li>3. identifying and finding the detailed information of narrative text</li> <li>4. identifying the word references</li> <li>5. identifying the meaning of words or phrases found in narrative text</li> <li>6. identifying the communicative purposes of narrative text</li> <li>7. identifying the moral value of narrative text</li> </ol>	Written test	Multiple-choice items

**Instrument***Cycle 2 test***Scoring Rubric**

Total score = correct answer $\times$ 5
---

Semarang, March 31, 2015

Teacher - Researcher

Dwi Wahyu Alfajar

**Appendix 12****TRYOUT TEST**

Subject : English  
Grade : 8  
Time allotment : 60 minutes

**Choose the correct answer.**

*Read the following text and answer questions 1 to 4.*

Once upon a time, two friends were walking through a forest. They knew that danger could occur at any time. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching. One of them immediately climbed a nearby tree, but the other did not know how to climb. So being led by common sense, he lay down on the ground, pretending to be dead.

The bear approached the man on the ground. It smelt his ears and slowly left the place because bears do not touch dead creatures.

Later, the friend on the tree came down and asked his friend on the ground, "What did the bear tell you?" The other friend replied, "The bear advised me not to believe a false friend."

Adopted from: Abdul Rafay Katapr, Larkana Sindh, <http://www.moralstories.org/the-bear-and-the-two-friends/>

(18<sup>th</sup> February 2015)

1. What is the story about?
  - a. Two friends and a bear.
  - b. A foolish bear and two scared men.
  - c. A skillful man and a fierce bear.
  - d. Two bears and a brave man.
2. What did the man who could not climb trees do to save his life from the bear?
  - a. He acted dead.
  - b. His friend helped him climb the tree.

- c. He lit a fire to chase away the bear.
  - d. He did not do anything.
3. From the story we can conclude that ....
- a. the bear was daring enough to touch dead bodies
  - b. the man on the ground saved himself because of his foolishness
  - c. the man on the tree tried hard to save his friend from the bear
  - d. the man on the ground realized that his friend was not his true friend
4. What is the moral value of the story?
- a. We should not disturb animals.
  - b. We should be able to climb trees.
  - c. We should stand by our friends.
  - d. We should always keep promises we have made.

***Read the following text and answer questions 5 to 7.***

The lion was having a nap when a little mouse woke him up. The lion was annoyed, so he picked up the little mouse and threatened to eat him up.

“Please spare my life, oh, King of the Jungle. If you do, I will do something for you one day!” begged the mouse.

“What! A little thing like you? Ha! This is really funny,” laughed the lion. Then he got the little mouse free because he thought that the little creature did not even taste good.

Several days later when the lion was walking in the jungle, he got into a trap. He struggled hard, but he still could not free himself. When he was about to give up, the little mouse came. He gnawed at the ropes of the net and then said, “Didn’t you once laugh at me for being little? Look how I have saved you life today.”

Adopted from: <http://englishaminullah.blogspot.com/2010/08/example-of-narrative-text.html> (19<sup>th</sup> February 2015)

5. Where did the story happen?
- a. In the kingdom.
  - b. In the village.
  - c. In the jungle.
  - d. In the field.

6. How could the lion be free from the problem?
  - a. The lion walked into the trap.
  - b. The lion killed the little mouse.
  - c. The mouse gnawed at the net and set it free.
  - d. The mouse woke up the lion.
7. What can we learn from the story?
  - a. Help your friend only if you get a reward.
  - b. Do not underestimate those who are smaller.
  - c. Strength is always useful when we are in trouble.
  - d. Do not put your friend in trouble.
8. “He gnawed at the ropes ....” (paragraph 4)  
The underlined word is synonymous with ...
  - a. chewed
  - b. cut
  - c. broke
  - d. hit

***Read the following text and answer questions 9 to 12.***

Once upon a time, there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

Once day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they did not have enough money to take Snow White.

Snow white did not want her uncle and aunt to do this so she decided it would be best of she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods.

She was very tired and hungry.

Then she saw a little cottage, she knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside; there they found Snow White sleeping. The Snow White woke up, she

saw the dwarf said, “What is your name?” Snow White said, “My name is Snow White.”

The dwarfs said, “If you wish, you may live here with us.” Snow White said, “Oh, how could I thank you.” She told the dwarfs about her story. Then, they lived happily ever after.

Adopted from: <https://najmimaulana.wordpress.com/2008/07/02/snow-white/>  
(19<sup>th</sup> February 2015)

9. What is the type of text?
  - a. Descriptive
  - b. Recount
  - c. News item
  - d. Narrative
10. Why did Snow White live with her aunt and uncle?
  - a. Her parents had went to America.
  - b. She did not want her uncle to go to America.
  - c. She did not like living with her parents.
  - d. Her parents had passed away.
11. Which of the following statements is **TRUE** according to the text?
  - a. The seven dwarfs helped Snow White to live together.
  - b. At last Snow White lived with her uncle and aunt.
  - c. Snow White went to America with her uncle and aunt.
  - d. Snow White knocked at the door of the cottage and met seven dwarfs.
12. When did Snow White run into the woods?
  - a. When her aunt and uncle were dead.
  - b. When her aunt and uncle left for America.
  - c. When her aunt and uncle were having breakfast.
  - d. When she was tired and hungry.

***Read the following text and answer questions 13 to 16.***

A long time ago, a very rich family lived in Bali. The father, Sidi Mantra, was very famous for his supernatural power. He lived happily with his wife and their only child, Manik Angkeran. Manik Angkeran liked gambling a lot. His

parents became poor because of this. They told Manik Angkeran to stop gambling, but he never listened. Instead, he begged for more money from his parents. Finally, Sidi Mantra decided to go to Mount Agung where a mighty dragon lived. It could provide jewels to the people who say the *mantra* and ring the bell. Sidi Mantra had the bell and knew the *mantra*. In front of the dragon, he said, “My name is Sidi Mantra. I have a problem. My son likes gambling, which made me poor.” After he said the *mantra* and rang the bell, jewels came out from the dragon’s body. He was very happy and took the jewels home.

Manik Angkeran heard that his father received jewels from a dragon that lived in Mount Agung. So he stole his father’s bell and went there. When he arrived at Mount Agung, Manik Angkeran rang the bell. The dragon knew him. It gave him jewels. Suddenly he had a bad idea. He wanted to kill the dragon and steal all its jewels. The dragon knew his plan and it killed Manik Angkeran. Sidi Mantra was very sad. He asked the dragon to bring his son back to life. the dragon agreed, on one condition, they had to live in separate places. When Manik Angkeran was resurrected, Sidi Mantra drew a line between them on the ground. From the line, water flowed out. Soon it became a river. Finally, it became a strait and separated Java from Bali. Today people call it strait Bali.

Adopted from: <http://tankimlim.blogspot.com/2013/04/narative-text-indonesia-legend-manik.html> (19<sup>th</sup> February 2015)

13. What is the text about?
  - a. The legend of Bali Strait.
  - b. The legend of Manik Angkeran.
  - c. Sidi Mantra and Manik Angkeran.
  - d. Sidi Mantra and a dragon
14. What did Sidi Mantra do to find money for his son?
  - a. He gave Manik Angkran the bell to call the dragon.
  - b. He killed the dragon and stole the jewels.
  - c. He prayed at a mountain and asked for money.
  - d. He used his supernatural power.
15. What is the main idea of paragraph two?
  - a. Manik Angkeran wanted to kill the dragon and steal the jewels.



- b. Sidi Mantra wanted Manik Angkeran to stop gambling.
  - c. Sidi Mantra gave Manik Angkeran all the jewels.
  - d. Manik Angkeran became poor.
16. What can we learn from the story?
- a. Always keep your promises.
  - b. Gambling does not make you poor.
  - c. Memorize the prayer and ring the bell.
  - d. Be a good child and avoid gambling.

***Read the following text and answer questions 17 to 20.***

Long ago, on the top of Mount Kinabalu in Borneo, there lived a dragon. He owned a large and beautiful pearl. People believed that he controlled the weather with it.

The Emperor of China heard this and wanted the pearl. He sent his two sons, Wee Ping and Wee San to Borneo to steal it. The princes, together with one hundred soldiers, set sail for Borneo in twelve sailing junks.

When they arrived in Borneo, they set out immediately to find the famous mountain. Their journey up the rugged slopes of Mount Kinabalu proved very difficult. The dragon guarded his cave very fiercely and killed many of their soldiers.

Then, Wee San had a clever idea. He climbed a tall tree, so he could see the dragon's cave. He noted what time the dragon left his cave to hunt for food and what time returned to it.

Next he ordered his men to make a fake pearl and a large kite. He waited until the dragon left his cave. Then he placed the fake pearl in a bag, slung it across his shoulder and flew up to the mountain-top on the kite. He exchanged the real pearl for the fake one and then his brother pulled his kite back to the ground.

The brothers quickly returned to their ships and set sail for China. They sailed safely home. The Emperor was thrilled with the pearl and gave a big party to celebrate his sons' return.

Adopted from: <http://kerjaonline-aisah.blogspot.com/2012/02/teks-naratif-dragon-of-mount-kinabalu.html> (19<sup>th</sup>

February 2015)

17. Who was Wee San?
- An Emperor from China.
  - A dragon of Borneo.
  - A son of an Emperor.
  - A Borneo's son.
18. "... his men to make a fake pearl and a large kite." (paragraph 5)  
What does the underlined word mean?
- Valuable.
  - False.
  - Glittering.
  - Expensive.
19. What was done by Wee San to be able to see the dragon's cave?
- By having a clever idea.
  - By creating a large kite.
  - By placing the fake pearl in a bag.
  - By climbing a tall tree.
20. The text above is written to ....
- describe something important
  - amuse the readers
  - inform about a good event
  - criticize certain persons

***Read the following text and answer questions 21 to 25.***

Once upon a time, there was an old bamboo cutter, who discovered a three-inch child inside a hollow bamboo. He and his wife adopted the child and named her Kaguya-hime. Every day from then on, the bamboo cutter would find a stalk of bamboo filled with gold.

Kaguya-hime grew into a very beautiful young woman so the bamboo cutter raised her carefully. Everyone who saw her fell in love with her, but she rejected every single one. She set elaborate tasks for them to attempt.

When the Emperor of Japan proposed to her, Kaguya-hime told him that she could not marry him since she could not settle in Japan. She was sent from the moon in order to protect her from a celestial war. The gold that the old bamboo cutter had found was sent to pay for her upkeep.

When Kaguya-hime intended to return to the moon, the Emperor of Japan tried to stop her. However, he and his men were blinded by a strange light and could do nothing. Before she left, Kaguya-hime gave her parents her robe as a memento and the emperor the elixir of life, which would grant him immortality, and a letter.

Then, the emperor, overcome with sadness, asked his servants look for the closest location to the moon, i.e. the highest point in Japan. At the top of Mount Fuji, the emperor burned the letter in the hopes that it would reach the moon. The emperor also threw the elixir of immortality into the fire. However, the elixir caused the fire to continue burning, and from that day forward, the top of Mount Fuji is always ablaze.

Adopted from: <http://norfolkfireworkvolcano.com/2013/09/11/mount-fuji-and-the-worlds-oldest-sci-fi-story-the-tale-of-the-bamboo-cutter/> (19<sup>th</sup> February 2015)

21. What was discovered by the bamboo cutter in a hollow bamboo?
  - a. Gold.
  - b. Three-inch child.
  - c. Three-inch woman.
  - d. A beautiful young woman.
22. Why was Kaguya-hime sent to Japan?
  - a. To become the queen of Japan.
  - b. To save Japan from a battle.
  - c. To save her from a battle.
  - d. To give a bamboo cutter gold.
23. What did Kaguya-hime give to the bamboo cutter before returning to the moon?
  - a. An elixir of life.
  - b. A letter.

c. Immortality.

d. A robe.

24. “She set elaborate tasks for them to attempt.” (paragraph 2)

The underlined word has closest meaning to ....

a. simple

b. complicated

c. continuous

d. accurate

25. What can we learn from the story?

a. We should be sorry for our mistakes.

b. We should be optimistic.

c. We cannot have all we want.

d. We can make something great.



## Appendix 13

## ANSWER SHEET OF TRYOUT TEST

Name : \_\_\_\_\_  
 Grade : \_\_\_\_\_  
 Student Number : \_\_\_\_\_

*Choose the correct answer by crossing A, B, C, or D.*

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D

16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D
21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D

**Appendix 14****ANSWER KEY OF TRYOUT TEST**

1.	A
2.	A
3.	D
4.	D
5.	C
6.	B
7.	A
8.	B
9.	D
10.	C
11.	A
12.	C
13.	A
14.	C
15.	A

16.	D
17.	C
18.	B
19.	D
20.	B
21.	B
22.	C
23.	D
24.	B
25.	C

**Appendix 15****PRE-ELIMINATION TEST**

Subject : English  
Grade : 8  
Time allotment : 45 minutes

**Choose the correct answer.**

***Read the following text and answer questions 1 to 3.***

Once upon a time, two friends were walking through a forest. They knew that danger could occur at any time. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching. One of them immediately climbed a nearby tree, but the other did not know how to climb. So being led by common sense, he lay down on the ground, pretending to be dead.

The bear approached the man on the ground. It smelt his ears and slowly left the place because bears do not touch dead creatures.

Later, the friend on the tree came down and asked his friend on the ground, “What did the bear tell you?” The other friend replied, “The bear advised me not to believe a false friend.”

Adopted from: Abdul Rafay Katapr, Larkana Sindh, <http://www.moralstories.org/the-bear-and-the-two-friends/>

(18<sup>th</sup> February 2015)

1. What did two friends see when they were walking through a forest?
  - a. A man.
  - b. A large bear.
  - c. A big tree.
  - d. A dead creature.
2. From the story we can conclude that ....
  - a. the bear was daring enough to touch dead bodies
  - b. the man on the ground saved himself because of his foolishness

- c. the man on the tree tried hard to save his friend from the bear
  - d. the man on the ground realized that his friend was not his true friend
3. What is the moral value of the story?
- a. We should not disturb animals.
  - b. We should be able to climb trees.
  - c. We should stand by our friends.
  - d. We should always keep promises we have made.

***Read the following text and answer questions 4 to 6.***

The lion was having a nap when a little mouse woke him up. The lion was annoyed, so he picked up the little mouse and threatened to eat him up.

“Please spare my life, oh, King of the Jungle. If you do, I will do something for you one day!” begged the mouse.

“What! A little thing like you? Ha! This is really funny,” laughed the lion. Then he got the little mouse free because he thought that the little creature did not even taste good.

Several days later when the lion was walking in the jungle, he got into a trap. He struggled hard, but he still could not free himself. When he was about to give up, the little mouse came. He gnawed at the ropes of the net and then said, “Didn’t you once laugh at me for being little? Look how I have saved you life today.”

Adopted from: <http://englishaminullah.blogspot.com/2010/08/example-of-narrative-text.html> (19<sup>th</sup> February 2015)

4. What is the story about?
- a. A little mouse.
  - b. A lion.
  - c. King of the Jungle.
  - d. A lion and a little mouse.
5. How could the lion be free from the problem?
- a. The lion walked into the trap.
  - b. The lion killed the little mouse.
  - c. The mouse gnawed at the net and set it free.
  - d. The mouse woke up the lion.



6. What can we learn from the story?
- Help your friend only if you get a reward.
  - Do not underestimate those who are smaller.
  - Strength is always useful when we are in trouble.
  - Do not put your friend in trouble.

***Read the following text and answer questions 7 to 10.***

Once upon a time, there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

Once day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they did not have enough money to take Snow White.

Snow white did not want her uncle and aunt to do this so she decided it would be best of she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods.

She was very tired and hungry.

Then she saw a little cottage, she knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside; there they found Snow White sleeping. The Snow White woke up, she saw the dwarf said, "What is your name?" Snow White said, "My name is Snow White."

The dwarfs said, "If you wish, you may live here with us." Snow White said, "Oh, how could I thank you." She told the dwarfs about her story. Then, they lived happily ever after.

Adopted from: <https://najmimaulana.wordpress.com/2008/07/02/snow-white/>

(19<sup>th</sup> February 2015)

7. What is the type of text?
- Descriptive
  - Recount
  - News item
  - Narrative

8. Why did Snow White live with her aunt and uncle?
- Her parents had went to America.
  - She did not want her uncle to go to America.
  - She did not like living with her parents.
  - Her parents had passed away.
9. Which of the following statements is **TRUE** according to the text?
- The seven dwarfs helped Snow White to live together.
  - At last Snow White lived with her uncle and aunt.
  - Snow White went to America with her uncle and aunt.
  - Snow White knocked at the door of the cottage and met seven dwarfs.
10. When did Snow White run into the woods?
- When her aunt and uncle were dead.
  - When her aunt and uncle left for America.
  - When her aunt and uncle were having breakfast.
  - When she was tired and hungry.

***Read the following text and answer questions 11 to 13.***

A long time ago, a very rich family lived in Bali. The father, Sidi Mantra, was very famous for his supernatural power. He lived happily with his wife and their only child, Manik Angkeran. Manik Angkeran liked gambling a lot. His parents became poor because of this. They told Manik Angkeran to stop gambling, but he never listened. Instead, he begged for more money from his parents. Finally, Sidi Mantra decided to go to Mount Agung where a mighty dragon lived. It could provide jewels to the people who say the *mantra* and ring the bell. Sidi Mantra had the bell and knew the *mantra*. In front of the dragon, he said, "My name is Sidi Mantra. I have a problem. My son likes gambling, which made me poor." After he said the *mantra* and rang the bell, jewels came out from the dragon's body. He was very happy and took the jewels home.

Manik Angkeran heard that his father received jewels from a dragon that lived in Mount Agung. So he stole his father's bell and went there. When he arrived at Mount Agung, Manik Angkeran rang the bell. The dragon knew him. It gave him jewels. Suddenly he had a bad idea. He wanted to kill the dragon

and steal all its jewels. The dragon knew his plan and it killed Manik Angkeran. Sidi Mantra was very sad. He asked the dragon to bring his son back to life. the dragon agreed, on one condition, they had to live in separate places. When Manik Angkeran was resurrected, Sidi Mantra drew a line between them on the ground. From the line, water flowed out. Soon it became a river. Finally, it became a strait and separated Java from Bali. Today people call it strait Bali.

Adopted from: <http://tankimlim.blogspot.com/2013/04/narative-text-indonesia-legend-manik.html> (19<sup>th</sup> February 2015)

11. What is the text about?
  - a. The legend of Bali Strait.
  - b. The legend of Manik Angkeran.
  - c. Sidi Mantra and Manik Angkeran.
  - d. Sidi Mantra and a dragon
12. What did Sidi Mantra do to find money for his son?
  - a. He gave Manik Angkran the bell to call the dragon.
  - b. He killed the dragon and stole the jewels.
  - c. He prayed at a mountain and asked for money.
  - d. He used his supernatural power.
13. “It gave him jewels.” (paragraph 2)  
The underlined word refers to ....
  - a. Sidi Mantra
  - b. Mount Agung
  - c. Manik Angkeran
  - d. the dragon

***Read the following text and answer questions 14 to 16.***

Long ago, on the top of Mount Kinabalu in Borneo, there lived a dragon. He owned a large and beautiful pearl. People believed that he controlled the weather with it.

The Emperor of China heard this ad wanted the pearl. He sent his two sons, Wee Ping and Wee San to Borneo to steal it. the princes, together with one hundred soldiers, set sail for Borneo in twelve sailing junks.

When they arrived in Borneo, they set out immediately to find the famous mountain. Their journey up the rugged slopes of Mount Kinabalu proved very difficult. The dragon guarded his cave very fiercely and killed many of their soldiers.

Then, Wee San had a clever idea. He climbed a tall tree, so he could see the dragon's cave. He noted what time the dragon left his cave to hunt for food and what time returned to it.

Next he ordered his men to make a fake pearl and a large kite. He waited until the dragon left his cave. Then he placed the fake pearl in a bag, slung it across his shoulder and flew up to the mountain-top on the kite. He exchanged the real pearl for the fake one and then his brother pulled his kite back to the ground.

The brothers quickly returned to their ships and set sail for China. They sailed safely home. The Emperor was thrilled with the pearl and gave a big party to celebrate his sons' return.

Adopted from: <http://kerjaonline-aisah.blogspot.com/2012/02/teks-naratif-dragon-of-mount-kinabalu.html> (19<sup>th</sup>

February 2015)

14. Who was Wee San?
  - a. An Emperor from China.
  - b. A dragon of Borneo.
  - c. A son of an Emperor.
  - d. A Borneo's son.
15. What was done by Wee San to be able to see the dragon's cave?
  - a. By having a clever idea.
  - b. By creating a large kite.
  - c. By placing the fake pearl in a bag.
  - d. By climbing a tall tree.
16. What is the main idea of fourth paragraph?
  - a. There lived a dragon in Mount Kinabalu.
  - b. The Emperor of China sent his two sons.
  - c. Wee San idea to see the dragon's cave.

- d. The Emperor held a big party.
17. The text above is written to ....
- a. describe something important
  - b. amuse the readers
  - c. inform about a good event
  - d. criticize certain persons

***Read the following text and answer questions 17 to 20.***

Once upon a time, there was an old bamboo cutter, who discovered a three-inch child inside a hollow bamboo. He and his wife adopted the child and named her Kaguya-hime. Every day from then on, the bamboo cutter would find a stalk of bamboo filled with gold.

Kaguya-hime grew into a very beautiful young woman so the bamboo cutter raised her carefully. Everyone who saw her fell in love with her, but she rejected every single one. She set elaborate tasks for them to attempt.

When the Emperor of Japan proposed to her, Kaguya-hime told him that she could not marry him since she could not settle in Japan. She was sent from the moon in order to protect her from a celestial war. The gold that the old bamboo cutter had found was sent to pay for her upkeep.

When Kaguya-hime intended to return to the moon, the Emperor of Japan tried to stop her. However, he and his men were blinded by a strange light and could do nothing. Before she left, Kaguya-hime gave her parents her robe as a memento and the emperor the elixir of life, which would grant him immortality, and a letter.

Then, the emperor, overcome with sadness, asked his servants look for the closest location to the moon, i.e. the highest point in Japan. At the top of Mount Fuji, the emperor burned the letter in the hopes that it would reach the moon. The emperor also threw the elixir of immortality into the fire. However, the elixir caused the fire to continue burning, and from that day forward, the top of Mount Fuji is always ablaze.

Adopted from: <http://norfolkfireworkvolcano.com/2013/09/11/mount-fuji-and-the-worlds-oldest-sci-fi-story-the-tale-of-the-bamboo-cutter/> (19<sup>th</sup> February 2015)

18. Why was Kaguya-hime sent to Japan?
- a. To become the queen of Japan.
  - b. To save Japan from a battle.
  - c. To save her from a battle.
  - d. To give a bamboo cutter gold.
19. What did Kaguya-hime give to the bamboo cutter before returning to the moon?
- a. An elixir of life.
  - b. A letter.
  - c. Immortality.
  - d. A robe.
20. “She set elaborate tasks for them to attempt.” (paragraph 2)
- The underlined word has closest meaning to ....
- a. simple
  - b. complicated
  - c. continuous
  - d. accurate





**Appendix 17****ANSWER KEY OF PRE-ELIMINATION TEST**

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

11.	A
12.	C
13.	D
14.	C
15.	D
16.	C
17.	B
18.	C
19.	D
20.	B



**Appendix 18****CYCLE 1 TEST**

Subject : English  
Grade : 8  
Time allotment : 45 minutes

**Choose the correct answer.**

*Read the following text and answer questions 1 to 10.*

**The Queen of South Ocean**

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

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

Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita's beautiful body full of ulcer. Then, Kadita's body was full of ulcer. It smelled bad. The beautiful princess cried.

The King was sad. No one could cure his daughter's illness. The king did not want her daughter to be a rumor so he sent her away.

The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother. She walked for almost seven days and seven nights. Then, she came to the south Ocean. The ocean was so clean and clear. She jumped into the water and swam.

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

Adopted from: <http://tankimlim.blogspot.com/2013/04/narrative-text-legend-of-nyi-roro-kidul.html> (19<sup>th</sup> February 2015)

1. The text mainly tells us about ....
  - a. the legend of King Munding Wangi
  - b. the story of Dewi Mutiara
  - c. the legend of Nyi Roro Kidul
  - d. the story of a beautiful princess
2. Why Kadita was called by Dewi Srengenge?
  - a. Because of her beauty.
  - b. Because she was King Munding Wangi's daughter.
  - c. Because of her power.
  - d. Because of her noble heart.
3. Dewi Mutiara was Kadita's ....
  - a. mother
  - b. stepmother
  - c. sister
  - d. stepsister
4. Why did the king send his daughter away?
  - a. His daughter so wanted to be a king.
  - b. His daughter's body smelled bad.
  - c. He did not want her daughter to be rumor.
  - d. His daughter had a power to command the sea.
5. What is the main idea of third paragraph?
  - a. Kadita was a beautiful princess.
  - b. The black wizard cursed Kadita.
  - c. The ocean water cured Kadita's illness.
  - d. King Munding Wangi marry to Dewi Mutiara.
6. "Then, Kadita's body was full of ulcer." (paragraph 3)  
What does the underlined word mean?
  - a. Fragrance.
  - b. Perfume.

- c. Smell.
  - d. Sore.
7. “He had son from her.” (paragraph 2)  
The underlined word refers to ....
- a. Dewi Mutiara
  - b. Kadita
  - c. black wizard
  - d. Dewi Srengenge
8. Kadita was called Nyi Roro Kidul because ....
- a. the river water cured her illness
  - b. her body was full of ulcer
  - c. her power to command the whole south ocean
  - d. she jumped into the ocean and swam
9. What was the purpose of the text?
- a. To entertain the reader about Nyi Roro Kidul.
  - b. To describe Nyi Roro Kidul in general.
  - c. To explain the story of Nyi Roro Kidul.
  - d. To describe the legend of Nyi Roro Kidul.
10. From the text that we can learn that ....
- a. the south ocean water will cure our illness
  - b. a good heart will guide us to get blessing life
  - c. we have to be carefully since others may trick us in our life
  - d. to get success we must walk far away

***Read the following text and answer questions 11 to 15.***

Long time ago in a jungle of Java, Tiger was wandering around for food. He hadn't been eating for days. He was really hungry!

While he was approaching a small lake, he saw Mouse Deer drinking. The tiger want to eat him. Tiger smiled, “Hmmm yummy, finally I get my lunch!” Tiger slowly ducked, crawled, and held his breath. And then ... “Gotcha!” said Tiger. He caught Mouse Deer and bit his leg. Mouse Deer was trembling. He was really shocked. But he tried to be calm. He was thinking of a plan to

escape from Tiger. He looked around and suddenly he had an idea! He said, “Hey Tiger, I know you are hungry and want to eat me. But the king will angry if he knows you eat me now.” “Why? The king knows that I eat meat. I eat animals like you!” said Tiger. Mouse Deer explained, “I guard king’s cake. It’s very delicious. Only the king and his family eat it.” Mouse Deer pointed at one big, black lump near the lake. It did not look delicious at all. But Tiger was curious. “Don’t be fooled by its appearance. Its taste is very delicious. That’s why it is for king. And you won’t get hungry for a month after you eat it. I tasted it once,” said Mouse Deer. Tiger’s mouth watered. “Can I taste it?”

“Of course you can’t. The king will punish me like he did when I tasted it last time. He would kill me if something happened to the cake again!”

“Well... it’s all up to you. I eat you or eat the cake. The choice is yours.”

“Well, then. You don’t give me much choice, Tiger. You can have the cake. But first, let me run away as far as I can so that the king won’t be able to get me.”

“All right... Now, go!” He was really hungry. He could not wait any longer to eat king’s cake.

Mouse Deer took a safe distance away from Tiger. But he still could watch him, as Tiger eagerly took the piece of the ‘cake’. “Phooey, it’s not a cake! It’s ... it’s buffalo’s dung! I’ll get you, Mouse Deer! You! Watch it!” However Mouse Deer was already far away, he laughed aloud. Mouse Deer was safe for now.

11. What is the story about?
  - a. Mouse Deer and Tiger
  - b. Mouse Deer and the King
  - c. Tiger and the King
  - d. Tiger and Buffalo’s Dung
12. What is the main idea of the last paragraph?
  - a. Tiger was very hungry.
  - b. Tiger wanted to eat Mouse Deer.
  - c. Mouse Deer was caught by Tiger.

- d. Mouse Deer successfully tricked Tiger.
13. What was the cake really?
- a. The King's cake.
  - b. Mouse Deer's dung.
  - c. Buffalo's dung.
  - d. Black mud.
14. How could the Mouse Deer save his life?
- a. By climbing the tree.
  - b. By running away from the Tiger.
  - c. By running away to the forest.
  - d. By hiding beside of the rock.
15. What can we learn from the story?
- a. We should be smart so that we're not easily tricked.
  - b. We should keep a mouse deer because it is clever.
  - c. We should be careful with tigers.
  - d. We should trick others to survive.

Once upon a time a poor person named Ali Baba found 40 thieves in front of a cave where they put their stolen money and treasure. "Open Sasame!" said the boss of the thieves to open up the entrance of the cave. Ali Baba saw them while they were doing that, so he heard the opening word. After the thieves left he went towards the cave and opened it. He found a very large quantity of money and golden treasure. He took of it and went back home. After that he became a rich man and his brother wanted to know how he became rich.

One day, his brother followed him to solve that mystery. Next day the brother went back to the cave and opened it. He found a lot of money but when he tried to get out he could not. After few minutes the thieves came in and saw the brother. The boss asked him how he knew about the cave. So he told them the story. They killed him and went to find Ali Baba's house.

Next morning the thieves hid in big jars and went to Ali Baba's house. The boss and the two of his men pretended that they were merchants. Ali Baba invited them to lunch. After lunch they took a rest. The housemaid went out

and found 40 thieves in the jars, so she boiled hot water and pour it on their heads to kill them. After that Ali Baba lived in happiness forever.

16. What does the text tell us about?
- Forty thieves.
  - Stolen money and treasure.
  - Ali Baba and 40 thieves.
  - The housemaid and 40 thieves.
17. The boss asked him how he knew about ... (second paragraph)  
The underlined word means ....
- chief
  - member
  - guard
  - security man
18. What is the main idea of the first paragraph?
- 40 thieves who put their stolen money and treasure in a cave.
  - Ali Baba found the thieves' treasure in a cave and took it home.
  - A saying to open the cave treasure.
  - Ali Baba's brother wanted to know how Ali Baba became rich.
19. What was found by Ali Baba after the thieves left the cave?
- Money and treasure.
  - Bronze treasure.
  - Money and golden treasure.
  - A lot of money.
20. The boss and the two of his men pretended... (last paragraph)  
The underlined word refers to ....
- the thieves
  - Ali Baba
  - Ali Baba's brother
  - the boss





**Appendix 20****ANSWER KEY OF CYCLE 1 TEST**

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

11.	A
12.	D
13.	C
14.	A
15.	A
16.	C
17.	A
18.	B
19.	C
20.	D



**Appendix 21****CYCLE 2 TEST**

Subject : English  
Grade : 8  
Time allotment : 45 minutes

**Choose the correct answer.**

*Read the following text and answer questions 1 to 3.*

Once upon a time, two friends were walking through a forest. They knew that danger could occur at any time. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching. One of them immediately climbed a nearby tree, but the other did not know how to climb. So being led by common sense, he lay down on the ground, pretending to be dead.

The bear approached the man on the ground. It smelt his ears and slowly left the place because bears do not touch dead creatures.

Later, the friend on the tree came down and asked his friend on the ground, "What did the bear tell you?" The other friend replied, "The bear advised me not to believe a false friend."

Adopted from: Abdul Rafay Katapr, Larkana Sindh, <http://www.moralstories.org/the-bear-and-the-two-friends/>

(18<sup>th</sup> February 2015)

1. What did two friends see when they were walking through a forest?
  - a. A man.
  - b. A large bear.
  - c. A big tree.
  - d. A dead creature.
2. From the story we can conclude that ....
  - a. the bear was daring enough to touch dead bodies

- b. the man on the ground saved himself because of his foolishness
  - c. the man on the tree tried hard to save his friend from the bear
  - d. the man on the ground realized that his friend was not his true friend
3. What is the moral value of the story?
- a. We should not disturb animals.
  - b. We should be able to climb trees.
  - c. We should stand by our friends.
  - d. We should always keep promises we have made.

***Read the following text and answer questions 4 to 6.***

The lion was having a nap when a little mouse woke him up. The lion was annoyed, so he picked up the little mouse and threatened to eat him up.

“Please spare my life, oh, King of the Jungle. If you do, I will do something for you one day!” begged the mouse.

“What! A little thing like you? Ha! This is really funny,” laughed the lion. Then he got the little mouse free because he thought that the little creature did not even taste good.

Several days later when the lion was walking in the jungle, he got into a trap. He struggled hard, but he still could not free himself. When he was about to give up, the little mouse came. He gnawed at the ropes of the net and then said, “Didn’t you once laugh at me for being little? Look how I have saved you life today.”

Adopted from: <http://englishaminullah.blogspot.com/2010/08/example-of-narrative-text.html> (19<sup>th</sup> February 2015)

4. What is the story about?
- a. A little mouse.
  - b. A lion.
  - c. King of the Jungle.
  - d. A lion and a little mouse.
5. How could the lion be free from the problem?
- a. The lion walked into the trap.
  - b. The lion killed the little mouse.
  - c. The mouse gnawed at the net and set it free.

- d. The mouse woke up the lion.
6. What can we learn from the story?
- a. Help your friend only if you get a reward.
  - b. Do not underestimate those who are smaller.
  - c. Strength is always useful when we are in trouble.
  - d. Do not put your friend in trouble.

***Read the following text and answer questions 7 to 10.***

Once upon a time, there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they did not have enough money to take Snow White.

Snow white did not want her uncle and aunt to do this so she decided it would be best for her to run away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods.

She was very tired and hungry.

Then she saw a little cottage, she knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside; there they found Snow White sleeping. Snow White woke up, she saw the dwarf said, "What is your name?" Snow White said, "My name is Snow White."

The dwarfs said, "If you wish, you may live here with us." Snow White said, "Oh, how could I thank you." She told the dwarfs about her story. Then, they lived happily ever after.

Adopted from: <https://najmimaulana.wordpress.com/2008/07/02/snow-white/>

(19<sup>th</sup> February 2015)

7. What is the type of text?
- a. Descriptive
  - b. Recount
  - c. News item

d. Narrative

8. Why did Snow White live with her aunt and uncle?
- Her parents had went to America.
  - She did not want her uncle to go to America.
  - She did not like living with her parents.
  - Her parents had passed away.
9. Which of the following statements is **TRUE** according to the text?
- The seven dwarfs helped Snow White to live together.
  - At last Snow White lived with her uncle and aunt.
  - Snow White went to America with her uncle and aunt.
  - Snow White knocked at the door of the cottage and met seven dwarfs.
10. When did Snow White run into the woods?
- When her aunt and uncle were dead.
  - When her aunt and uncle left for America.
  - When her aunt and uncle were having breakfast.
  - When she was tired and hungry.

**Read the following text and answer questions 11 to 13.**

A long time ago, a very rich family lived in Bali. The father, Sidi Mantra, was very famous for his supernatural power. He lived happily with his wife and their only child, Manik Angkeran. Manik Angkeran liked gambling a lot. His parents became poor because of this. They told Manik Angkeran to stop gambling, but he never listened. Instead, he begged for more money from his parents. Finally, Sidi Mantra decided to go to Mount Agung where a mighty dragon lived. It could provide jewels to the people who say the *mantra* and ring the bell. Sidi Mantra had the bell and knew the *mantra*. In front of the dragon, he said, "My name is Sidi Mantra. I have a problem. My son likes gambling, which made me poor." After he said the *mantra* and rang the bell, jewels came out from the dragon's body. He was very happy and took the jewels home.

Manik Angkeran heard that his father received jewels from a dragon that lived in Mount Agung. So he stole his father's bell and went there. When he arrived at Mount Agung, Manik Angkeran rang the bell. The dragon knew him.

It gave him jewels. Suddenly he had a bad idea. He wanted to kill the dragon and steal all its jewels. The dragon knew his plan and it killed Manik Angkeran. Sidi Mantra was very sad. He asked the dragon to bring his son back to life. the dragon agreed, on one condition, they had to live in separate places. When Manik Angkeran was resurrected, Sidi Mantra drew a line between them on the ground. From the line, water flowed out. Soon it became a river. Finally, it became a strait and separated Java from Bali. Today people call it Bali strait.

Adopted from: <http://tankimlim.blogspot.com/2013/04/narative-text-indonesia-legend-manik.html> (19<sup>th</sup> February 2015)

11. What is the text about?
  - a. The legend of Bali Strait.
  - b. The legend of Manik Angkeran.
  - c. Sidi Mantra and Manik Angkeran.
  - d. Sidi Mantra and a dragon
12. What did Sidi Mantra do to find money for his son?
  - a. He gave Manik Angkran the bell to call the dragon.
  - b. He killed the dragon and stole the jewels.
  - c. He prayed at a mountain and asked for money.
  - d. He used his supernatural power.
13. “It gave him jewels.” (paragraph 2)  
The underlined word refers to ....
  - a. Sidi Mantra
  - b. Mount Agung
  - c. Manik Angkeran
  - d. the dragon

***Read the following text and answer questions 14 to 16.***

Long ago, on the top of Mount Kinabalu in Borneo, there lived a dragon. He owned a large and beautiful pearl. People believed that he controlled the weather with it.

The Emperor of China heard this and wanted the pearl. He sent his two sons, Wee Ping and Wee San to Borneo to steal it. The princes, together with one hundred soldiers, set sail for Borneo in twelve sailing junks.

When they arrived in Borneo, they set out immediately to find the famous mountain. Their journey up the rugged slopes of Mount Kinabalu proved very difficult. The dragon guarded his cave very fiercely and killed many of their soldiers.

Then, Wee San had a clever idea. He climbed a tall tree, so he could see the dragon's cave. He noted what time the dragon left his cave to hunt for food and what time returned to it.

Next he ordered his men to make a fake pearl and a large kite. He waited until the dragon left his cave. Then he placed the fake pearl in a bag, slung it across his shoulder and flew up to the mountain-top on the kite. He exchanged the real pearl for the fake one and then his brother pulled his kite back to the ground.

The brothers quickly returned to their ships and set sail for China. They sailed safely home. The Emperor was thrilled with the pearl and gave a big party to celebrate his sons' return.

Adopted from: <http://kerjaonline-aisah.blogspot.com/2012/02/teks-naratif-dragon-of-mount-kinabalu.html> (19<sup>th</sup>

February 2015)

14. Who was Wee San?
  - a. An Emperor from China.
  - b. A dragon of Borneo.
  - c. A son of an Emperor.
  - d. A Borneo's son.
15. What was done by Wee San to be able to see the dragon's cave?
  - a. By having a clever idea.
  - b. By creating a large kite.
  - c. By placing the fake pearl in a bag.
  - d. By climbing a tall tree.
16. What is the main idea of fourth paragraph?

- a. There lived a dragon in Mount Kinabalu.
  - b. The Emperor of China sent his two sons.
  - c. Wee San idea to see the dragon's cave.
  - d. The Emperor held a big party.
17. The text above is written to ....
- a. describe something important
  - b. amuse the readers
  - c. inform about a good event
  - d. criticize certain persons

***Read the following text and answer questions 17 to 20.***

Once upon a time, there was an old bamboo cutter, who discovered a three-inch child inside a hollow bamboo. He and his wife adopted the child and named her Kaguya-hime. Every day from then on, the bamboo cutter would find a stalk of bamboo filled with gold.

Kaguya-hime grew into a very beautiful young woman so the bamboo cutter raised her carefully. Everyone who saw her fall in love with her, but she rejected every single one. She set elaborate tasks for them to attempt.

When the Emperor of Japan proposed to her, Kaguya-hime told him that she could not marry him since she could not settle in Japan. She was sent from the moon in order to protect her from a celestial war. The gold that the old bamboo cutter had found was sent to pay for her upkeep.

When Kaguya-hime intended to return to the moon, the Emperor of Japan tried to stop her. However, he and his men were blinded by a strange light and could do nothing. Before she left, Kaguya-hime gave her parents her robe as a memento and the emperor the elixir of life, which would grant him immortality, and a letter.

Then, the emperor, overcome with sadness, asked his servants look for the closest location to the moon, i.e. the highest point in Japan. At the top of Mount Fuji, the emperor burned the letter in the hopes that it would reach the moon. The emperor also threw the elixir of immortality into the fire. However,

the elixir caused the fire to continue burning, and from that day forward, the top of Mount Fuji is always ablaze.

Adopted from: <http://norfolkfireworkvolcano.com/2013/09/11/mount-fuji-and-the-worlds-oldest-sci-fi-story-the-tale-of-the-bamboo-cutter/> (19<sup>th</sup> February 2015)

18. Why was Kaguya-hime sent to Japan?
- To become the queen of Japan.
  - To save Japan from a battle.
  - To save her from a battle.
  - To give a bamboo cutter gold.
19. What did Kaguya-hime give to the bamboo cutter before returning to the moon?
- An elixir of life.
  - A letter.
  - Immortality.
  - A robe.
20. “She set elaborate tasks for them to attempt.” (paragraph 2)  
The underlined word has closest meaning to ....
- simple
  - complicated
  - continuous
  - accurate







**Appendix 23****ANSWER KEY OF CYCLE 2 TEST**

11.	B
12.	D
13.	D
14.	D
15.	C
16.	B
17.	D
18.	D
19.	A
20.	C

11.	A
12.	C
13.	D
14.	C
15.	D
16.	C
17.	B
18.	C
19.	D
20.	B

## Appendix 24

### OBSERVATION SHEET

Researcher: \_\_\_\_\_ Observer: \_\_\_\_\_

Please give the scale to the students' performance in the classroom. Below are the criteria and the scale for students' performance.

Students' performance	Scale		
	1	2	3
1. Consistent in attendance			
2. Accepts responsibility			
3. Display appropriate appearance and dress			
4. Courteous and cooperative			
5. Shows initiative			
6. Begins work promptly			
7. Complete assigned tasks			
8. Dependable student			
9. Follows directions carefully			
10. Willingness to communicate with other students			

Scale	Categories
3	Excellent
2	Satisfactory
1	Less than satisfactory

#### Students' Behaviors during the Teaching and Learning Process

No.	Items	Criteria	Categories
1.	Giving attention to teacher's explanation.	Almost all students pay attention to the teacher's explanation about the lesson.	High
		Almost (or) a half of the whole students pay attention to the teacher's explanation about the lesson.	Medium

		Only several students pay attention to the teacher's explanation about the lesson.	Low
2.	Giving comments or questions about the teacher's explanation.	More than a half of the whole students give comments or questions about the teacher's explanation.	High
		Almost (or) a half of the whole students give comments or questions about the teacher's explanation.	Medium
		Only several students give comments or questions about the teacher's explanation.	Low
3.	Being enthusiastic about the teacher's instruction.	Almost all students pay attention when the teacher gives instructions.	High
		Almost (or) a half of the whole students pay attention when the teacher gives instructions.	Medium
		Only several students pay attention when the teacher gives instructions.	Low
4.	Doing their work according to the instruction.	Almost all students do their work appropriate with the instruction.	High
		Almost (or) a half of the whole students do their work appropriate with the instruction.	Medium
		Only several students do their work appropriate with the instruction.	Low
5.	Helping motivate their friends.	There are many students who motivate their friends.	High
		There are some students who motivate their friends.	Medium
		There are only few students who motivate their friends.	Low
6.	Being enthusiastic with DRAW strategy.	Almost all students enjoy doing DRAW strategy.	High
		Almost (or) a half of the whole students enjoy doing DRAW strategy.	Medium
		Only several students enjoy doing DRAW strategy.	Low

**Students' Response in the Teaching and Learning Process through DRAW Strategy**

No.	Items	Criteria	Categories
1.	Being enthusiastic in making a group of five.	All students have been in group of five less than three minutes.	High
		Almost all students have been in a group of five less than three minutes.	Medium
		Almost (or) a half of students have been in a group of five less than three minutes.	Low
2.	In team, helping each other to accomplish the teacher's instruction.	All members in team help each other to accomplish the teacher's instruction.	High
		Almost (or) a half of the team members help each other to accomplish the teacher's instruction.	Medium
		Only several members in team help each other to accomplish the teacher's instruction.	Low
3.	Helping each other to understand the next instruction.	There are many students who help each other in understanding the next instruction.	High
		There are some students who help each other to understand the next instruction.	Medium
		There are only few friends who help each other to understand the next instruction.	Low
4.	Individually, understanding the text and presenting the related-answer.	Almost all students individually understanding the text and presenting the related-answer.	High
		Almost (or) a half of the whole students still work with friends to understand the text and presenting the related-answer.	Medium
		Only few students still work with friends to understand the text and presenting the related-answer.	Low

Observer,

---



9. Dengan menggunakan strategi tersebut apakah pembelajaran materi *Narrative Text* menjadi lebih menyenangkan?
- Ya                       Ragu-ragu                       Tidak
10. Apakah terdapat peningkatan pemahaman dalam membaca *Narrative Text* sebelum dan sesudah strategi tersebut diterapkan di kelas Anda?
- Ya                       Ragu-ragu                       Tidak

Appendix 26

Students' Answer Sheet of Tryout Test

Learning Outcome: "Building Environmental Sustainability Skill through OSAR Strategy  
in Classroom Action Research at 8th Grade of SMP Nanyang 01 - 1 Semarang in the Academic Year 2023/2024  
Final Project - The Faculty of Education - Semarang State University - 2025

TRYOUT

Score

Name : Herlani Widiyati 84


Grade : VIII B

Student Number : 15

Choose the correct answer by crossing A, B, C, or D.

1.	<del>X</del>	B	C	D
2.	<del>X</del>	B	C	D
3.	A	B	C	<del>X</del>
4.	A	B	C	<del>X</del>
5.	A	B	<del>X</del>	D
6.	A	<del>X</del>	C	D
7.	A	B	<del>X</del>	D
8.	<del>X</del>	B	C	D
9.	A	B	C	<del>X</del>
10.	A	B	<del>X</del>	D
11.	<del>X</del>	B	C	D
12.	A	B	<del>X</del>	D
13.	<del>X</del>	B	C	D
14.	A	B	<del>X</del>	D
15.	<del>X</del>	B	C	D

16.	A	<del>X</del>	C	D
17.	A	B	<del>X</del>	D
18.	A	<del>X</del>	C	D
19.	A	B	C	<del>X</del>
20.	A	<del>X</del>	C	D
21.	A	<del>X</del>	C	D
22.	A	B	<del>X</del>	D
23.	A	B	C	<del>X</del>
24.	A	<del>X</del>	C	D
25.	A	B	C	<del>X</del>



DO YOUR BEST



Name : Dedi. W  
 Grade : VII B  
 Student Number : 12

Score

60

Choose the correct answer by crossing A, B, C, or D.

1.	<del>X</del>	B	C	D
2.	A	B	<del>X</del>	D
3.	A	B	C	<del>X</del>
4.	<del>X</del>	B	C	D
5.	A	B	<del>X</del>	D
6.	A	<del>X</del>	C	D
7.	A	B	C	<del>X</del>
8.	A	B	C	<del>X</del>
9.	A	B	C	<del>X</del>
10.	A	B	<del>X</del>	D
11.	A	<del>X</del>	C	D
12.	A	B	<del>X</del>	D
13.	<del>X</del>	B	C	D
14.	A	B	<del>X</del>	D
15.	A	<del>X</del>	C	D


16.	A	B	<del>X</del>	D
17.	A	B	<del>X</del>	D
18.	<del>X</del>	B	C	D
19.	A	B	<del>X</del>	D
20.	A	<del>X</del>	C	D
21.	A	<del>X</del>	C	D
22.	A	B	<del>X</del>	D
23.	A	B	C	<del>X</del>
24.	A	<del>X</del>	C	D
25.	<del>X</del>	B	C	<del>X</del>




DO YOUR BEST

Appendix 27

Students' Answer Sheet of Pre-Elimination Test


Improving Students' Reading Comprehension in Narrative Text through DRAW Strategy (A Classroom Action Research at Eighth Graders of SMP Kartika II - 1 Semarang in the Academic Year 2014/2015) Final Project - Dwi Wahyu Rifajar - Semarang State University - 2015															PRE-TEST				
Name : <u>Wynne May Ardica</u>										Score <span style="font-size: 2em; color: red;">70</span>									
Grade : <u>VIII D</u>																			
Student Number : <u>30</u>																			
Choose the correct answer by crossing A, B, C, or D.																			
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
A	X	X	A	X	A	A	A	X	A	X	X	A	A	A	A	X	X	X	A
X	B	B	B	B	X	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	X	C	C	C	C	X	C	C	X	C	X	C	X	C	X	C
D	D	D	X	D	D	X	X	D	D	D	D	X	D	X	D	D	D	D	D
										14									

Improving Students' Reading Comprehension in Narrative Text through DRAW Strategy (A Classroom Action Research at Eighth Graders of SMP Kartika II - 1 Semarang in the Academic Year 2014/2015) Final Project - Dwi Wahyu Rifajar - Semarang State University - 2015															PRE-TEST				
Name : <u>Coravenda Yesiana R.</u>										Score <span style="font-size: 2em; color: red;">35</span>									
Grade : <u>VIII D</u>																			
Student Number : <u>13</u>																			
Choose the correct answer by crossing A, B, C, or D.																			
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
A	X	X	A	A	A	A	A	X	A	X	X	X	X	A	A	A	A	X	X
X	B	B	B	X	B	B	X	B	X	B	B	B	B	B	B	X	B	B	X
C	C	C	C	C	X	C	C	X	C	C	X	C	C	X	X	X	C	C	C
D	D	D	X	D	X	D	D	D	X	D	D	D	D	D	D	D	X	D	D
										7									

Appendix 28


Students' Answer Sheet of Cycle 1 Test

Improving Students' Reading Comprehension in Narrative Text through DRAW Strategy (A Classroom Action Research at Eighth Graders of SMP Kertika III - 1 Semarang in the Academic Year 2014/2015) Final Project - Dewi Wahyu Adhika - Semarang State University - 2015															CYCLE 1 TEST				
Name : <u>Riski Nur Andhika</u>										Score <span style="font-size: 2em; color: red;">80</span>									
Grade : <u>VIII<sup>D</sup></u>																			
Student Number : <u>23</u>																			
Choose the correct answer by crossing A, B, C, or D.																			
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
A	<del>X</del>	A	A	A	A	<del>X</del>	A	<del>X</del>	A	<del>X</del>	A	A	<del>X</del>	A	<del>X</del>	A	A	A	A
B	B	<del>X</del>	<del>X</del>	<del>X</del>	B	B	B	B	<del>X</del>	B	B	B	<del>X</del>	<del>X</del>	B	B	<del>X</del>	B	B
<del>X</del>	C	C	<del>X</del>	C	C	C	<del>X</del>	C	C	C	C	<del>X</del>	C	C	<del>X</del>	C	C	<del>X</del>	C
D	D	D	D	D	<del>X</del>	D	D	<del>X</del>	D	D	<del>X</del>	D	D	D	D	D	D	D	<del>X</del>



DO YOUR BEST

Improving Students' Reading Comprehension in Narrative Text through DRAW Strategy (A Classroom Action Research at Eighth Graders of SMP Kertika III - 1 Semarang in the Academic Year 2014/2015) Final Project - Dewi Wahyu Adhika - Semarang State University - 2015															CYCLE 1 TEST				
Name : <u>Gravenda Yestiana R</u>										Score <span style="font-size: 2em; color: red;">40</span>									
Grade : <u>B<sup>D</sup></u>																			
Student Number : <u>13</u>																			
Choose the correct answer by crossing A, B, C, or D.																			
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
A	<del>X</del>	A	A	<del>X</del>	A	<del>X</del>	A	<del>X</del>	A	<del>X</del>	A	A	<del>X</del>	A	<del>X</del>	A	A	A	<del>X</del>
B	B	<del>X</del>	<del>X</del>	B	B	B	B	B	<del>X</del>	B	<del>X</del>	B	<del>X</del>	<del>X</del>	B	B	<del>X</del>	B	<del>X</del>
<del>X</del>	C	<del>X</del>	C	<del>X</del>	C	<del>X</del>	C	<del>X</del>	C	<del>X</del>	C	C	<del>X</del>	C	<del>X</del>	<del>X</del>	C	<del>X</del>	C
D	D	D	D	D	<del>X</del>	D	D	<del>X</del>	D	D	<del>X</del>	D	D	D	D	D	<del>X</del>	D	D



DO YOUR BEST

Appendix 29

Students' Answer Sheet of Cycle 2 Test

Improving Students' Reading Comprehension in Narrative Text through DRAW Strategy  
 (A Classroom Action Research at Eighth Graders of SMP Karika II - 3 Semarang in the Academic Year 2014/2015)  
 Final Project - Dedi Wahyu Afkaji - Semarang State University - 2015

POST-TEST

Name : Inayah Febril KD  
 Grade : VIII D  
 Student Number : 14

Score  
90

Choose the correct answer by crossing A, B, C, or D.

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
A	A	A	A	A	A	A	A	A	X	A	X	A	A	A	A	X	A	X	A
X	B	B	B	B	X	B	B	B	B	B	B	B	B	B	B	B	B	B	X
C	C	C	C	X	C	C	C	C	X	C	X	C	X	C	X	C	X	C	C
D	X	X	X	D	X	X	D	D	D	D	D	X	D	X	D	D	D	D	D

12

DO YOUR BEST

Improving Students' Reading Comprehension in Narrative Text through DRAW Strategy  
 (A Classroom Action Research at Eighth Graders of SMP Karika II - 3 Semarang in the Academic Year 2014/2015)  
 Final Project - Dedi Wahyu Afkaji - Semarang State University - 2015

POST-TEST

Name : Andani Aprilianto  
 Grade : 8  
 Student Number : 2

Score  
55

Choose the correct answer by crossing A, B, C, or D.

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
A	A	A	A	A	X	A	A	X	A	A	A	X	A	A	A	A	A	A	A
X	B	B	B	B	B	X	B	X	X	B	B	B	B	B	B	X	X	B	B
C	X	C	C	X	C	C	C	C	C	X	C	X	C	X	C	X	C	X	C
D	D	X	X	D	D	X	D	D	D	D	D	D	X	D	D	D	D	D	X

11

DO YOUR BEST

## Appendix 30

## Students' Worksheet of Cycle 1 Activity

STUDENT WORKSHEET	CYCLE 1
<p>Name : <u>Elliso Ambarwati</u>            Grade : <u>VIII - D</u>            Student Number : <u>07</u></p>	
<b>NARRATIVE TEXT</b>	
<b>The Salty River</b>	
<p>The story took place in Sepang village, Central Borneo. The villagers in Sepang village were poor. There was a well in the village which always supplied enough water for them to <u>survive</u>.</p> <p>There lived a widow named Emas. Her husband died when her daughter Tumbai was a baby. She was a very good, diligent and obedient girl. She always helped her mother and listened her mother's advice. She also liked to help other people. That was why, she was very popular in the village.</p> <p>Tumbai was not only famous for her kindness, but also her beauty. Many young men fell in love with her and proposed to marry her. However, Tumbai always refused, because she was confused about which man to choose.</p> <p>She prayed to God to give her guidance and she got the answer through a dream. An old man suggested she marry a man who could change the water in the well from fresh to salty water. Tumbai woke up and understood that it was going to be difficult for a man to fulfill her wish. She told her mother about her dream and hoped for a solution. Her mother had a feeling, probably God was going to save them <u>poverty</u>.</p> <p>Not long after, Emas made an announcement that Tumbai would marry a man who could change the fresh water in the well to salty water. At first, everybody was laughing and mocking her. However, many young men tried to <u>accomplish</u> the test so that they could marry Tumbai. <b>They</b> all tried hard to change the fresh water to salty water, but failed.</p> <p>One day, a handsome young man with supernatural powers from the riverside of Banto River arrived to meet Tumbai's mother.</p> <p>"Ma'am, I'm here to marry your daughter," the young man said to Emas.</p> <p>"Do you know the test?" Emas asked.</p> <p>"I do," the young man replied. Then, he sat next to the well, mediated, prayed to God to help him meet the request. All the villagers circled him, full of curiosity.</p> <p>After a while, the young man finished mediating. He stood up and asked the villagers to taste the water from the well. Suddenly they exclaimed, "It worked! He succeeded in changing the water." Knowing that, Tumbai was very happy. She finally found her dream husband.</p> <p>Emas was right. After the water turned salty, the villagers were not poor anymore. They changed the salty water to salt, sold it and earned a lot of money.</p> <p>The salty water was flowing from the well to Kahayan River. Until now, people still taste salty water in Kahayan River.</p> <p style="font-size: small; text-align: right;">Adapted from: <a href="http://indonesiastudent.blogspot.com/2006/02/salty-river.html">http://indonesiastudent.blogspot.com/2006/02/salty-river.html</a> (14 February 2015)</p>	
<p><b>Answer the questions according to the text.</b></p> <p>1. What is the story about?            Answer: <u>the story is about the salty river</u></p> <p>2. What is the main idea of second paragraph?            Answer: <u>there lived a widow and her daughter</u></p> <p>3. Where did the story take place?            Answer: <u>the story place in sepang village, central Borneo.</u></p>	
1   Cycle 1	

4. Why Tumbai never met her father?  
 Answer: because her father had passed away
5. Why Tumbai was very popular?  
 Answer: because she liked to help other people
6. What were Tumbai doing when she confused about her choices?  
 Answer: she prayed to God to give her guidance
7. What did an old man suggested to Tumbai?  
 Answer: an old man suggested she marry a man who could change the water in the well from fresh to salty water
8. What did Tumbai's mother do after being told about Tumbai's dream?  
 Answer: Her mother a feeling, probably good was going to save them poverty
9. What did the young man ask to the villagers after he finished meditating?  
 Answer: the young man asked villagers to taste
10. How could the villagers earn a lot of money?  
 Answer: They changed salty water to salt
11. What do the bold words in the text refer to?  
 Answer: I do the young man replied
12. What do the underlined words in the text mean?  
 Answer: .....
13. What is the purpose of the text?  
 Answer: to entertain the readers
14. What is the moral value of the story?  
 Answer: we can get what we want by keeping efforts.
- 12) survive = dpt bertahan lama hidup  
 poverty = kemiskinan / miskin  
 accomplish = menyelesaikan.

- 11) Her : Tumbai  
 They : many young man  
 him : the young man



## Appendix 31

## Students' Worksheet of Cycle 2 Activity

STUDENT WORKSHEET	CYCLE 2
<p>Name : <u>Dah Yustin N</u></p> <p>Grade : <u>80</u></p> <p>Student Number : <u>05</u></p>	
<b>NARRATIVE TEXT</b>	
<b>Cinderella</b>	
<p>Once upon a time there was a girl name Cinderella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.</p> <p>One day the king invited all the ladies in the kingdom to go to a ball in the <b>palace</b>. <u>He</u> wanted to find the Crown Prince a wife. The step sisters went to the ball that night with their mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too.</p> <p>Just then a fairy godmother came. With her magic wand, she gave Cinderella a <b>coach</b>, two horses and footmen. <u>She</u> also gave Cinderella a lovely dress to wear the ball and a pair of glass slippers. She told Cinderella to come home before midnight.</p> <p>At the ball, Cinderella danced all night with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. <u>She</u> did not have time to put it back on. The Prince was sad as he could not find Cinderella again that night.</p> <p>The next day, the Prince and his men brought along the glass <b>slipper</b>. They went all over the Kingdom to search for the owner. After searching for along time, finally, they came to Cinderella's house. The slipper fit her. The prince was very happy to find Cinderella again. They got married and lived ever after.</p> <p style="font-size: small; text-align: center;">Adapted from: <a href="http://id.wikipedia.org/wiki/Cinderella">http://id.wikipedia.org/wiki/Cinderella</a> (17 February 2015)</p>	
<p><b>Answer the questions according to the text.</b></p> <p>1. What is the story about? Answer: <u>Cinderella</u></p> <p>2. What is the main idea of second paragraph? Answer: <u>She cried because she actually wanted to go to the ball, too.</u></p> <p>3. What was there at the palace one day? Answer: <u>king invited all the ladies in the kingdom to go to a ball in the palace.</u></p> <p>4. Why the King hold the event at his palace? Answer: <u>He wanted to find the crown prince a wife</u></p> <p>5. Who gave a coach to Cinderella? Answer: <u>a fairy godmother came.</u></p> <p>6. Why the Prince feel so sad? Answer: <u>The prince was sad as he could not find cinderella again that night</u></p> <p>7. What do the underlined words refer to? Answer: <u>he = the king, she = fairy god mother, cinderella</u></p> <p>8. What do the bold words mean? Answer: <u>palace = istana, coach = kereta, slipper = sepatu</u></p>	

## Appendix 32

## Observation Sheet of Cycle 1

**OBSERVATION SHEET**  
(Cycle 1)

Researcher: Dwi Wahyu Alfajar    Observer: Haryati Pasa Putri S.Pd

---

Please give the scale to the students' performance in the classroom. Below are the criteria and the scale for students' performance.

Students' performance	Scale		
	1	2	3
1. Consistent in attendance			✓
2. Accepts responsibility		✓	
3. Display appropriate appearance and dress			✓
4. Courteous and cooperative		✓	
5. Shows initiative		✓	
6. Begins work promptly		✓	
7. Complete assigned tasks			✓
8. Dependable student		✓	
9. Follows directions carefully			✓
10. Willingness to communicate with other students		✓	

Scale	Categories
3	Excellent (almost all students)
2	Satisfactory (at least a half of the whole students)
1	Less than satisfactory (only several students)

**Students' Behaviors during the Teaching and Learning Process**

No.	Items	Criteria	Categories
1.	Giving attention to teacher's explanation.	Almost all students pay attention to the teacher's explanation about the lesson.	(High)
		Almost (or) a half of the whole students pay attention to the teacher's explanation about the lesson.	Medium
		Only several students pay attention to the teacher's explanation about the lesson.	Low
2.	Giving comments or questions	More than a half of the whole students give comments or questions about the teacher's explanation.	High



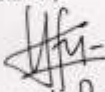
	about the teacher's explanation.	Almost (or) a half of the whole students give comments or questions about the teacher's explanation.	Medium
		Only several students give comments or questions about the teacher's explanation.	Low
3.	Being enthusiastic about the teacher's instruction.	Almost all students pay attention when the teacher gives instructions.	High
		Almost (or) a half of the whole students pay attention when the teacher gives instructions.	Medium
		Only several students pay attention when the teacher gives instructions.	Low
4.	Doing their work according to the instruction.	Almost all students do their work appropriate with the instruction.	High
		Almost (or) a half of the whole students do their work appropriate with the instruction.	Medium
		Only several students do their work appropriate with the instruction.	Low
5.	Helping motivate their friends.	There are many students who motivate their friends.	High
		There are some students who motivate their friends.	Medium
		There are only few students who motivate their friends.	Low
6.	Being enthusiastic with DRAW strategy.	Almost all students enjoy doing DRAW strategy.	High
		Almost (or) a half of the whole students enjoy doing DRAW strategy.	Medium
		Only several students enjoy doing DRAW strategy.	Low

#### Students' Response in the Teaching and Learning Process through DRAW Strategy

No.	Items	Criteria	Categories
1.	Being enthusiastic in making a group of five.	All students have been in group of five less than three minutes.	High
		Almost all students have been in a group of five less than three minutes.	Medium
		Almost (or) a half of students have been in a group of five less than three minutes.	Low
2.	In team, helping each other to	All members in team help each other to accomplish the teacher's instruction.	High
		Almost (or) a half of the team members help	Medium

	accomplish the teacher's instruction.	each other to accomplish the teacher's instruction.	
		Only several members in team help each other to accomplish the teacher's instruction.	Low
3.	Helping each other to understand the next instruction.	There are many students who help each other in understanding the next instruction.	High
		There are some students who help each other to understand the next instruction.	Medium
		There are only few friends who help each other to understand the next instruction.	Low
4.	Individually, understanding the text and presenting the related-answer.	Almost all students individually understanding the text and presenting the related-answer.	High
		Only few students still work with friends to understand the text and presenting the related-answer.	Medium
		Almost (or) a half of the whole students still work with friends to understand the text and presenting the related-answer.	Low

Observer,


  
Haryati Pasa Putri S.Pd

## Appendix 33

## Observation Sheet of Cycle 2

**OBSERVATION SHEET**  
(Cycle 2)

Researcher: Dwi Wahyu Alfajar Observer: Haryati Pasa Putri S.Pd

---

Please give the scale to the students' performance in the classroom. Below are the criteria and the scale for students' performance.

Students' performance	Scale		
	1	2	3
1. Consistent in attendance			✓
2. Accepts responsibility			✓
3. Display appropriate appearance and dress			✓
4. Courteous and cooperative			✓
5. Shows initiative		✓	
6. Begins work promptly		✓	
7. Complete assigned tasks			✓
8. Dependable student		✓	
9. Follows directions carefully			✓
10. Willingness to communicate with other students			✓

Scale	Categories
3	Excellent (almost all students)
2	Satisfactory (at least a half of the whole students)
1	Less than satisfactory (only several students)

**Students' Behaviors during the Teaching and Learning Process**

No.	Items	Criteria	Categories
1.	Giving attention to teacher's explanation.	Almost all students pay attention to the teacher's explanation about the lesson.	(High)
		Almost (or) a half of the whole students pay attention to the teacher's explanation about the lesson.	Medium
		Only several students pay attention to the teacher's explanation about the lesson.	Low
2.	Giving comments or questions	More than a half of the whole students give comments or questions about the teacher's explanation.	High

	about the teacher's explanation.	Almost (or) a half of the whole students give comments or questions about the teacher's explanation.	Medium
		Only several students give comments or questions about the teacher's explanation.	Low
3.	Being enthusiastic about the teacher's instruction.	Almost all students pay attention when the teacher gives instructions.	High
		Almost (or) a half of the whole students pay attention when the teacher gives instructions.	Medium
		Only several students pay attention when the teacher gives instructions.	Low
4.	Doing their work according to the instruction.	Almost all students do their work appropriate with the instruction.	High
		Almost (or) a half of the whole students do their work appropriate with the instruction.	Medium
		Only several students do their work appropriate with the instruction.	Low
5.	Helping motivate their friends.	There are many students who motivate their friends.	High
		There are some students who motivate their friends.	Medium
		There are only few students who motivate their friends.	Low
6.	Being enthusiastic with DRAW strategy.	Almost all students enjoy doing DRAW strategy.	High
		Almost (or) a half of the whole students enjoy doing DRAW strategy.	Medium
		Only several students enjoy doing DRAW strategy.	Low

#### Students' Response in the Teaching and Learning Process through DRAW Strategy

No.	Items	Criteria	Categories
1.	Being enthusiastic in making a group of five.	All students have been in group of five less than three minutes.	High
		Almost all students have been in a group of five less than three minutes.	Medium
		Almost (or) a half of students have been in a group of five less than three minutes.	Low
2.	In team, helping each other to	All members in team help each other to accomplish the teacher's instruction.	High
		Almost (or) a half of the team members help	Medium

	accomplish the teacher's instruction.	each other to accomplish the teacher's instruction.	
		Only several members in team help each other to accomplish the teacher's instruction.	Low
3.	Helping each other to understand the next instruction.	There are many students who help each other in understanding the next instruction.	High
		There are some students who help each other to understand the next instruction.	Medium
		There are only few friends who help each other to understand the next instruction.	Low
4.	Individually, understanding the text and presenting the related-answer.	Almost all students individually understanding the text and presenting the related-answer.	High
		Only few students still work with friends to understand the text and presenting the related-answer.	Medium
		Almost (or) a half of the whole students still work with friends to understand the text and presenting the related-answer.	Low

Observer.



Haryati Pasa Putri S.Pd





**Appendix 35**

**Documentations**



Pre-Elimination Test



Cycle 1 Activities



Cycle 1 Test





Cycle 2 Activities



Cycle 2 Test