THE CORRELATION BETWEEN STUDENTS' MASTERY OF DEDUCING MEANING FROM CONTEXT AND THEIR READING COMPREHENSION OF NARRATIVE TEXT

(A Correlation Study of the Third Grade Students of SMP N 2 Jaken in the Academic Year 2015/2016)

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan*

in English

by :

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saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini, benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, pemaparan atau ujian. Semua kutipan baik yang langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas akhir atau final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima akibatnya. Demikian, harap pernyataan ini digunakan seperlunya.

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APPROVAL

The final project has been approved by the Board of Examiners of the English Department of the Faculty of Languages and Arts of Semarang State University on 18th January 2017.

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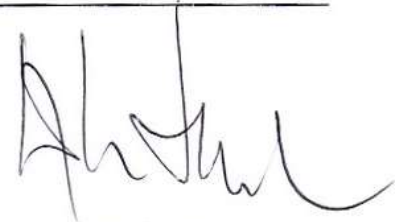   Dr. Rudi Hartono, S.S., M.Pd

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MOTTO AND DEDICATION

As a seeker who wishes to travel the path to complete realization, you must know that the most important thing is for your heart to be fully focused on the love of Allah and on seeking Him, and for your body to be fully engaged obeying Him and seeking closeness to Him. Everything depends on this, as the people of tasawwuf have stated.

(Imam 'Abdullah bin 'Alwi al-Haddad)

To my beloved parents

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ABSTRACT

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Key words   : correlation, deducing meaning from context, narrative text, reading comprehension.

This final project is about the correlation between students' mastery of deducing meaning from context and their reading comprehension of narrative text of the third grade students of SMP N 2 Jaken in the academic year 2015/2016. The objectives of this study are to find out the students' mastery of deducing meaning from context of the third grade students of SMP N 2 Jaken in the academic year 2015/2016, to find out the students' reading comprehension of narrative text of the third grade students of SMP N 2 Jaken in the academic year 2015/2016,and to find out whether or not there is a significant correlation between students' mastery of deducing meaning from context and their reading comprehension of narrative text of the third grade students of SMP N 2 Jaken in the academic year 2015/2016.

The subject of this study was the third grade students of SMP N 2 Jaken in the academic year 2015/2016. The sampling technique used was the purposive sampling technique. Therefore, IX D class was chosen. In order to achieve the objectives, I used a correlation quantitative approach to collect the data because the data were stated in numeral form, and the data were then analyzed and computed by using Pearson's Product Moment Formula. I used test as the instrument to get and collect the quantitative data in the form of the test score. There were two kinds of tests; the first was the test of deducing meaning from context, and the second one was the test of reading comprehension of narrative text.

The data analysis showed that both students' mastery of deducing meaning from context and reading comprehension of narrative text are still poor. It was proved from the average of deducing meaning from context was 53.3, and reading comprehension of narrative text was 56.7. The result of the data analysis also showed that the correlation coefficient between the two variables was 0.85, while the critical value for 5 % significance level was 0.433. Thus, it can be concluded that there is a very significant correlation between the students' mastery of deducing meaning from context and their reading comprehension of narrative text. The teacher should consider emphasizing in teaching the students to deduce meaning from context.Deducing meaning from context technique can hopefully be apllied to other text types (e.g., procedure, recount, descriptive).To get a good achievement in reading comprehension, the students also have to master vocabulary through deducing meaning from context.

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CHAPTER I

INTRODUCTION

This chapter presents the introduction of this research. It contains background of the study, reasons for choosing the topic, research problems, purposes of the study, significance of the study, limitation of the study, as well as the outline of the study.

1.1 Background of the Study

Reading is a means of communication and of sharing information and ideas. It includes the interaction between the reader and the writer in textual form. Moreover reading has become an influential need for anyone to gain any written information and knowledge. Knowledge is needed by everyone including the students. They need to be able to read the written materials or texts in English as a foreign language because reading skill takes an important role in establishing English curriculum of secondary and tertiary schools in Indonesia.

Based on Cahyono and Widiati (2006), in the history of the English instruction in the Indonesian secondary school system, skills in reading texts written in English have been considered very important. The implementation of the school based curriculum, the objective of teaching was the development of communicative ability in English embracing four language skills, with reading skill being given a first priority.

Permendiknas No. 23 2006 as cited in Wiyasa (2015), the aim of reading in the curriculum is to make students able to comprehend the meaning of written

language, both interpersonal and transactional. Students are directed to understand many kinds of text types such as recount, descriptive, and narrative. They are also expected to gain knowledge and information from the texts. The fact implies that one of the requirements to reach success in comprehending reading text and teaching reading is the use of teaching reading strategy.

Similarly, Renandya as cited in Cahyono and Widiati (2006) indicates that English instruction in the school system in Indonesia aims to provide sufficiently well-developed reading skills among Indonesians to read science-related texts written in English. As clearly stated in the English curriculum, other language skills are not neglected. However, Renandya as cited in Cahyono and Widiati (2006) argues that reading ability has always been the primary objective of English instruction.

In doing reading activity, students should face so many text types. Moreover in junior high school, they need to be able to comprehend the text types, like report, descriptive, recount, and also narrative. Based on the preliminary research, the most difficult text type that students mostly faced was narrative. Here in narrative, students need to engage with new story and also new vocabulary of particular terms. Narrative text requires the students to deal with its plot, main idea, certain information, and moral value. In reality, some of them may fail to interpret the written message because of lack of vocabulary mastery.

Based on the preliminary research, I found that some teachers manage this kind of problem by implementing various kinds of techniques in reading comprehension. One of them is deducing meaning from context. This technique

enables the students to deduce meaning from the word's context. When students meet unfamiliar words and they cannot remember the meaning, this technique is done by deducing the word's meaning from its context which surrounds the word.

Therefore, this study will lead you to take a look at the correlation between students' mastery of deducing meaning from context and their reading comprehension of narrative text.

1.2 Reasons for Choosing the Topic

Based on the interview done in SMP N 2 Jaken, I found that reading comprehension was the focus of the discussion between the teacher and the students in the classroom. Narrative text was stated to be the most difficult one among the other text types for the students. In narrative text, the students are often asked to figure out the message, main idea, and even particular information from the story. To overcome this problem, the teachers manage this problem by implementing various kinds of teaching techniques. One of them is deducing meaning from context. It is applied as a technique which enables the students to deduce meaning of a word by observing its context.

Therefore, this study is conducted to see whether or not there is a significant correlation of students' mastery of deducing meaning from context and their reading comprehension of narrative text.

1.3 Research Problems

By conducting this study, I have listed some statements related to the problem. There are:

(1)   to what extent do the third grade students of SMP N 2 Jaken in academic

year 2015/2016 master deducing meaning from context technique?

(2)   to what extent do the third grade students of SMP N 2 Jaken in academic

year 2015/2016 comprehend reading narrative text?

(3)   How significant is the correlation between students' mastery of deducing

meaning from context and their reading comprehension of narrative text?

1.4 Purposes of the Study

The objectives of the study are:

(1)   to describe out the mastery in deducing meaning from context of the third

grade students of SMP N 2 Jaken in academic year 2015/2016,

(2)   to describe out the reading comprehension of narrative text of the third

grade students of SMP N 2 Jaken in academic year 2015/2016,

(3)   to explain the significant correlation between students' mastery in

deducing meaning from context and their reading comprehension of

narrative text.

1.5 Significance of the Study

I hope that this study will be beneficial for :

(1)   The teachers

Hopefully from this study, it can support the English teacher as a feedback

on teaching reading narrative text. Therefore the teaching and learning

activities can meet the objectives of the English teaching program.

(2)   The students

        The positive result of this study will ensure the students to understand

        more the reading technique that is deducing meaning from context well. It

        will benefit them to effectively apply this technique to gain significant

        result of reading achievement especially in narrative text.

(3)   The researcher

        By doing this research, I hope I can learn and study more through problem

        identification in students' mastery of deducing meaning from context and

        their reading comprehension in narrative text.

1.6 Limitation of the Study

To limit the study, this research only focuses on the correlation of students'

mastery of deducing meaning from context and their reading comprehension of

narrative text. Then, the subject of the research is the third grade students of junior

high school. In this study, I chose the third grade of SMP N 2 Jaken in academic

year 2015/2016 for the subject of the research. In this study, the focus is on the

correlation between the mastery of deducing meaning from context and reading

comprehension of narrative text.

1.7 Outline of the Study

This study consists of 5 chapters. Chapter 1 explains the issue I examined and

why it is significant. It consists of the background of the study which describes

the general area of reading and deducing meaning from context as one of the

reading techniques to be studied, reasons for choosing the topic which explains

why this area is important to the general area under study, research problems

which states the questions that arise due to the topic of this study, purposes of the study which consists of statements to answer the research problem, significance of the study that explains the study significances and why it is significant, limitation of the study which limits the research area, and outline of the study which presents the outline of this study briefly.

Chapter 2 discusses review of the related literature which underlines this research. The discussion of this chapter is divided into three main parts: previous studies, theoretical reviews, and theoretical framework. In the previous studies, it discusses several critical studies that have already been done in this area. Then in the theoretical review, it discusses some theories which are related to the study. The last part is theoretical framework where the theory is related to the study.

Chapter 3 deals with method of investigation. It is a description of how I would go about collecting the data and testing the questions I examined. This chapter consists of research design which is about the description of correlation study used to investigate this research, subject of the study which is about the participants of the study, population and sample that is about whom I would test, research variables and hypotheses which describe the variables and hypotheses of this research, type of data which describes the quantitative data I had identified, instruments for collecting the data that explain what kind of instruments are going to be used and why it was done, method of collecting the data which describes the rethorical steps in gaining the data, method of analyzing the data that explains the methods and ways of scoring the students' tests to analyse the data.

Chapter 4 discusses data analysis which describes the way analysis was done in this study. It contains scoring technique of deducing meaning from context test and reading comprehension of narrative text test, correlation analysis, interpretation of reserach findings and implication of the findings. In the scoring technique, it presents the data analysis result of each test based on the students' scores. In the correlation analysis, it describes the computation of the correlation coefficient using correlation formula. In the interpretation of research findings it explains what the result of research findings interprets to the reality. Then, the implication of the findings describes what acts should be taken to overcome and face the research findings.

Then, chapter 5 is the final chapter that contains conclusions and suggestions based of the research finding. Conclusions only focus on the result of the study in order to answer the research problems. In the suggestion, it consist of the suggestions of any actions that should be taken to get the positive and significant achievement.

CHAPTER II

REVIEW OF RELATED LITERATURES

In this chapter, I present theories which relate to this research. The discussion of this chapter is divided into three main parts: previous studies, theoretical reviews, and theoretical framework. In the previous studies section, I discuss research studies relevant with the topic. Then in the theoretical review section, I discuss some theories which are related to the study. The last part is theoretical framework where I relate the theory to the study.

2.1 Previous Studies

There are some previous studies related to the field in deducing meaning from context and reading comprehension of narrative text. Here are the reviews of some previous studies dealing with correlation of students' mastery of deducing meaning from context and their reading comprehension of narrative text. I find some previous studies related to the topic.

The first one is the study conducted by Bastian (2013) with his topic that is the correlation between students' reading interest and their vocabulary mastery. The research concerned in finding the correlation between students' reading interest and their vocabulary mastery.

The approach of the study was objective since it used descriptive quantitative approach by applying questionnaire to find the score of student's reading interest and test to find the score of vocabulary mastery of the fourth semester of English Department students of Salatiga. The result was significant

since it used correlation formula to prove the significant correlation between reading interest and vocabulary mastery. In his research, he found the level of the students' vocabulary mastery by seeing the students' reading interest level. The result of his study was there is a significant correlation between students' reading interest with students' vocabulary mastery.

This study would be better if the writer did not put any polar introgative form in the reserach question. The third research question which asked about whether or not there is a correlation between the two variables should only be followed by the correlation result findings. Here, the writer did not have to mention the significance level. Since this study was done to see the correlation between students' reading interest and their vocabulary mastery, this study is worth in emphasizing the teachers teaching objectives and also the students' vocabulary mastery. It is suitable and usefull to the partipants of teaching and learning activity in the classroom.

So far, this study was focusing on the general reading competence and students' basic problem that is vocabulary mastery. The final result of the findings shows the significant relationship of the two variables.

In line with my study, this study has similarities on the reading skill area and students' vocabulary problem. This fact has been really helpful in supporting any ideas and information through its related theories and findings. In the other hand, this study does not really specify its area in more specific problem.

Another study is the study from Prihasiwi (2011) which concerned to improve students' vocabulary mastery in reading comprehension through deducing meaning of unfamiliar words from the context and vocabulary building.

This study also had objective approach since it used quantitative and qualitative approach through teaching and learning process observation in the form of field notes and interview transcripts as well as the students' scores from pre-test, post-test, and students' reading task. There were 2 cycles. The first cycle did not really show a significant improvement on the students' score. Then, she decided to do the cycle 2 by maximizing the treatment.

In line with the reserach methodology, this research was enough to assure the English teachers about its effectiveness. This research was proven to be valid and reliable through the steps of data analysis.

This study was aimed to see the use of deducing meaning of unfamiliar words from the context and vocabulary building to improve the students' vocabulary mastery in reading comprehension. The result showed that the use of deducing meaning of unfamiliar words from the context and vocabulary building were effective in improving the students' vocabulary mastery.

In line with my study, this study has similarities on the reading comprehension area and students' vocabulary problem through deducing meaning technique. This fact has been really helpful in supporting any ideas and information through its related theories and findings. In the other hand, this study was stated to be an action reserach by implementing repeated activity. Moreover, this study also did not specify the reading comprehension area.

Besides those previous studies, another study is from Pradana (2011) which aimed to find out the correlation between the students' vocabulary mastery and their reading comprehension.

The approach of the study was objective since it used descriptive quantitative approach by applying test to find the students' vocabulary mastery and their reading comprehension. The result was significant since it used correlation formula to prove the significant correlation between the students' vocabulary mastery and their reading comprehension. The result of his study was there is a significant correlation between those two variables. The evaluation was almost similar to the first review of study that this study would be better if the writer did not put any polar introgative form in the reserach question. The third research question which asked about whether or not there is a correlation between the two variables should only be followed by the correlation result findings. Here, the writer did not have to mention the significance level. Since this study was done to see the correlation between the students' vocabulary mastery and their reading comprehension, this study is worth in emphasizing the teachers teaching objectives and also the students' vocabulary mastery as wel as their reading comprehension. It is suitable and usefull to the partipants of teaching and learning activity in the classroom.

So far, this study was focusing on the general reading competence and students' basic problem that is vocabulary mastery and reading comprehension. The final result of the findings shows the significant relationship of the two variables.

In line with my study, this study has similarities on the reading skill area and students' vocabulary problem. This fact has been really helpful in supporting any ideas and information through its related theories and findings. In the other hand, this study does not really specify its area in more specific problem.

Those previous studies have given so much information to me in conducting this study. Those studies have similar components with this study such as reading ability, reading techniques and also deducing meaning of unfamiliar words from context. Thus, we can assume that there is a significant impact between students' mastery of reading techniques, towards their behaviour in reading skill. It is proven by seeing those previous studies in the forms of correlation and action research. We can see that the studies that have been conducted only focusing on the general cases of reading comprehension and reading skill. Therefore, I want to present another different topic which also relates to those previous studies but in more specific area.

As we can see on those previous studies, there has not been any study which put concern on specific reading techniques and also comprehension of specific text type. Here, I will be focusing on one of the reading techniques that is deducing meaning from context and the reading comprehension which is in this case is narrative text. In conclusion, I am going to see the correlation between students' mastery of deducing meaning from context with their reading comprehension of narrative text.

2.2 Theoretical Review

This sub-chapter discusses some relevant theories which are related to the study. Those are divided into three parts. They are reading as one of the language skills, deducing meaning from context, and narrative text. The discussion of each part will be presented as follows.

2.2.1 Reading as One of the Language Skills

Reading is one important skill in learning language especially English. By reading, the reader is also doing recreation and enjoyment. At the same time it also enriches information and knowledge. In developing reading skill, it is important for the readers to read many kinds of written materials. Students should not only develop their reading skill through formal education and assignment in various school textbooks, but they also should read other references which can upgrade their knowledge.

For people who do reading, they actually need to catch the meaning or the idea of the text. It means that they do not only interact with the written symbol, but they also use the knowledge to catch the meaning.

The goal of reading for Indonesian students is to understand or comprehend the material of the test because reading comprehension is a bridge to understand scientific books they read. The ability of the students in reading is very important because by having the ability, they will be able to improve their knowledge.

2.2.1.1   Definition of Reading Comprehension

Kennedy as cited in Pradana (2011) has an argument that reading can be defined as the ability of an individual to recognize a visual form; associate the form with a sound and or meaning acquire in the cover and on the part of experience, understand, and interprets its meaning.

Clark and Sandra as cited in Pradana (2011) define reading as an active cognitive process of increasing with print and monitor comprehension to establish meaning.

From the statement above, I can conclude that reading is a process that is done and also is used by the readers to get the message that will be informed.

Reading comprehension according to Michelle as cited in Sari (2011) can be defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Comprehension entails three elements:

(1)   The reader who is doing the comprehending

(2)   The text that is to be comprehended

(3)   The activity in which comprehension is a part

In other words, we can say that reading comprehension is a repeating activity of constructing and finding meaning which entails the reader, the text, and also the activity of comprehension itself.

In addition, Hudson (2007: 79) states that comprehension skills represent the ability to use context and knowledge to derive meaning from what is read. Therefore, the students should improve their reading comprehension skill. This

skill separates an active reader and a passive reader. An active reader uses a great deal of context to interpret words and sentences while processing text (Perfetti in Hudson, 2007: 8). Active readers are not only reading the text but they also interacting with the text.

The reading comprehension skills will make the effectiveness of reading itself. The key of reading comprehension skills is the students doing both decoding the text and interacting with it. We can see that reading comprehension skills will help the students in other subjects and in their future personal and professional lives.

2.2.1.2 Teaching Reading in English as a Foreign Language

Teaching reading as a foreign language is different from the first language reading. Teaching reading in a foreign language aims to teach how the language is used for conveying the message and develop the skills to understand the content of the expressed language (Nuttal, 1996: 3).

In addition, Brown (2004: 39) states that teaching is guiding and facilitating learning, enabling the learners to learn, and setting condition for learning. Therefore, teaching reading then is guiding and facilitating learners to read, enabling the learners to read, and setting condition for learners to read. Thus, there are many components involved in the teaching of reading. They are :

2.2.1.2.1 *The Students*

According to Nuttal (1996: 147), in teaching reading, the students' role as a reader demands that he should make sense of the text for himself. From the beginning he

must do for himself everything that is capable of doing. This requires encouragement, especially the encouragement that comes from the text.

According to Pearson and Johnson in Mikulecky (1990: 101), there are two factors that influence learners in the reading comprehension. They are outside the head and inside the head factors. Outside the head factors include the length of the text, the propositional density, the amount of vocabulary, the explicitness of the information, the discourse structure and the clarity. The factors inside the head cover all of the things which the learners bring to understand the text.

Students read either to enjoy themselves or to obtain information of some books. Mikulecky (1990: 11) suggests some strategies for the students in order to read effectively. Effective reading means bring able to read accurately and efficiently and understand the passage as much as the readers' needs in order to achieve the purpose of reading. The students need to :

(a) developing new schemata about what reading is and how it is done effectively in English,

(b) breaking the habit of reading every word,

(c) learning how to tap their background knowledge in order to better employ top down processing,

(d) acquiring some of the skills which influent reader of English employ unconsciously in order to strengthen their bottom up processing abilities,

(e) acquiring those skills which will enhance the interactions of top down and bottom up processing models, and

(f) learning to read faster and to read in English pleasure.

2.2.1.2.2 *The Teacher*

Mahon in Mikulecky (1990:31) states that the teacher is the most important element in a reading class for her attitudes influences the students and their performance. In teaching reading, the teacher should provide his or her students with:

(a) an anxiety – free atmosphere so they will feel free to experiment with a new reading style,

(b) practice so they will master new strategies, and

(c) pressure in the form of persuasion and timings.

In addition, Eskey in Mikulecky (1990: 31) states that a teacher's role as a model interpreter since making sense of the text is actually interpretation and so much interpretation is cultural. Olshavsky in Mikulecky (1990: 31) says that another role of a teacher is a model thinker since reading is a problem solving and the teacher can serve as a model by thinking aloud as she introduces the new reading skills and strategies.

Furthermore, Gower as cited in Prihasiwi (2011) suggests some ways to help the students to understand the reading text. Firstly, encourage the students to use what they have already known, their knowledge of the world and their knowledge of English. Before the students tackle the text, help them to predict what they are going to read by activating any knowledge they may have about the topic or the text type. Secondly, remind the students about the reading skills that they employed in their own language, for example using strategies that are appropriate to the text and the purpose of reading and using available visual clues

e.g. lay out, pictures, and etc. Thirdly, help the students to understand the structure of the text by focusing on the key sentences and the way sentences are linked. Forth, encourage the students to deduce the meaning of unknown vocabulary by guessing meaning of the word from clues in the context, identifying the grammar of the word from any affixes, and seeing if it is like a word they have already known. Finally, help the students to use a dictionary efficiently to find the meaning of unknown words and expression.

2.2.1.2.3 *Techniques of Teaching Reading*

Brown (2001: 306 - 311) proposes some techniques for teaching reading related to bottom up and top down processes. They will be described as follows.

(1)   Identifying the purpose of reading

Whenever the teacher teaches reading technique, make sure that the students know their purpose in reading something.

(2)   Using graphemes' rules and patterns to help in bottom up decoding.

Teaching reading in the beginning level is emphasized on oral reading. Thus, explanation about orthographic rules is needed.

(3)   Using efficient reading techniques for rapid comprehension (intermediate to advance level)

In the beginning levels, this strategy cannot be applied because the students are still struggling with the control of limited vocabulary and grammatical patterns.

(4)   Skimming the text for main idea

Skimming is used to quick gather the most important information. It is not important to understand each word in skimming. This strategy is used to predict the purpose of the passage, the main topic or message and supporting details. The teacher can ask the students to skim the passage after they look a few pages of materials.

(5)   Scanning the text for specific information

Scanning is quickly searching for some particular piece or pieces of information in a text. In the scanning exercises, the teacher may ask the students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details.

(6)   Using semantic mapping or clustering

The strategy of semantic mapping, or grouping ideas into meaningful cluster, helps the students to provide some order to chaos.

(7)   Guessing when are not certain

The teacher can help the students to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use any available clues. Language-based clues include word analysis, word association, and textual structure. Nonlinguistic clues come from context, situation, and other schemata.

(8) Analyzing vocabulary

When the students do not understand the meanings of the unfamiliar words, there are some techniques that useful to find those meanings. They will be described as follows:

(a) using prefixes that may give clues about the unfamiliar words,

(b) identifying suffixes that may indicate what the part of speech of the unfamiliar words,

(c) recognizing roots of the unfamiliar words that are familiar,

(d) using grammatical contexts to get signal information, and

(e) identifying the semantic context (topic) for clue.

(9) Distinguishing between literal and implied meaning

This requires the application of sophisticated top down processing skills syntactic surface structure makes special demands on readers. Implied meaning usually has to be derived from processing pragmatic information.

(10) Capitalizing on discourse markers to process relationship

Many discourse markers in English signal relationship among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such makers can greatly enhance learners reading efficiency.

Those micro skills could be used for the teacher as techniques to overcome the difficulties in the students' reading comprehension. Moreover, the students should encourage themselves to be strong readers. As mention before that reading comprehension skills will help the students in other subjects and in their future personal and professional lives.

However, students as the beginning readers often find difficulties to comprehend the text. There are some factors which affect their ability in comprehending the text. Furthermore, teachers play important role to encourage the students to be success as an active reader.

2.2.1.3 Teaching Reading for Junior High School Students

School Based Curriculum of 2006 is a must for the teachers to teach thesubject based on the curriculum because the curriculum has provided guidelines for the teachers in teaching the subject. The guidelines for teaching reading for junior high school are as follows.

2.2.1.3.1 *The Aims of Reading*

Based on School Based Curriculum of 2006, in teaching English subjects, students are expected to: (1) develop competences to communicate in the spoken and written form to reach the level of functional literacy, (2) have awareness of the truth and importance of English subject to improve the competitiveness of nation, and (3) develop their comprehension about connection between language and culture.

2.2.1.3.2 *Scopes of Reading*

As stated in School Based Curriculum of 2006, English subject in Junior High School includes: (1) expression ability, (2) comprehension ability and production ability of various short functional and monologue texts along with essay of text types (genre), and (3) support of competence. First, expression ability is the ability to understand and produce speech and written texts which are realized in four skills. They are listening, speaking, reading, and writing integrated. Second,

comprehension ability and production ability of various short functional and monologue texts along with essay of text types (genre). They are descriptive, recount, narrative, procedure, and report. And the last is support of competence. They are linguistic competence (the use of grammar and vocabulary, phonetics, and structure), socio cultural competence (the use of expression and action language receive in various context communication), and strategy competence (the content of the problem which appears in communication process in various methods), and building expression competence (using instruments of expression competence).

2.2.1.4 Testing and Assessing Reading

According to Brown (2004: 3), a test in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain. In other words, a test is a method, an instrument, a set of techniques, procedures, or items that requires performance on the part of the test-taker.

Once the students are familiar with the writing system of the second language, the written form of the language may be used to test their knowledge of new vocabulary and structure. This is the most frequent use of "reading" items on most classroom test. Based on Vallete (1997: 165), in reading an unfamiliar text for comprehension, students must be able to recognize words and structures in context, consequently, two general types of test items are necessary to evaluate students' reading comprehension potential: word recognition and understanding of syntax.

In line with previous statement, Vallete (1997: 205) states that passage items are the best-known reading tests. The selection may be unedited or edited material in the target language. In standardized tests, the items are in multiple-choice format, whereas in informal reading tests, written or oral answers may be called for.

Again in Brown (2004: 4), assessment, on the other hand, is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students' performance. Based on Brown (2004: 189), nevertheless, for considering assessment procedures, several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks.

(1)   *Perceptive*. It involves attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols.

(2)   *Selective*. It is used to ascertain ones' reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple choice, etc.

(3)   *Interactive*. It includes the readers to interact with the text. Typically genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, recipes, and the like.

(4)   *Extensive*. It applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.

According to Brown (2004: 204), the traditional "Read the passage and answer some questions" technique is undoubtedly the oldest and the most common. Virtually every proficiency test uses the format, and one would rarely consider assessing reading without some components of the assessment involving impromptu reading and responding to questions. The following set of questions covers the comprehension of these features:

- main idea (topic)

- expressions/idioms/phrases in context

- inference (implied detail)

- grammatical features

- detail (scanning for a specifically stated detail)

- excluding facts not written (unstated details)

- supporting idea(s)

- vocabulary in context

2.2.2 Deducing Meaning from Context Technique

In comprehending the text, someone has to understand what is in the text through knowing its meaning. Without knowing what the text is about, it is impossible for someone to do comprehension. In order to know the meaning, someone has to have an enough vocabulary mastery to discover every meaning of the words.

For the students, they still find difficulties in mastering vocabulary. They often can only have a little vocabulary in their memory that makes them still cannot discover some words in the sentence of the text. Memorizing vocabulary has to be done by them if they want to be able to know every meaning from the

words. But it still becomes difficult for the students if they do not have an enough time to memorize all vocabulary and also not every student has a good memorizing skill. Therefore, an alternative technique has to be done in order to solve this problem. Some teachers have applied another technique which does not require memorizing a lot.

Based on Munby in Alderson (2000: 10), it is stated that there are 19 micro skills which must be mastered by the students to help them comprehend the text better and effective. One of those micro skills is deducing meaning of unfamiliar words from context.

In line with Munby, one of the micro skills for reading comprehension proposed by Brown (2001: 306) is develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of text.

From those two statements, we can see that deducing meaning from context is a technique that has been used to comprehend the text. This technique uses context clues to define the meaning of unfamiliar word inside the text.

2.2.2.1 Definition of Deducing Meaning from Context

According to Clarke & Nation as cited in Mart (2012), to guess a meaning the reader must consider and interpret the available evidence, predict what should occur, and seek confirmation of the prediction. Thus developing the skill of guessing meanings is in many ways developing the skill of reading.

They also add that the ability to guess the meaning of a word without referring to a dictionary saves time and allows the reader to continue reading without interruption. In this way it increases reading efficiency. Again Clarke &Nation as cited in Mart (2012) state that, at some stage it is worth giving learners practice in deciding which unguessable words should be looked up in the dictionary and which should be ignored.

From those two statements, we can conclude that deducing meaning from context technique is a technique of guessing meaning which makes use of any evidence, context clues and prediction without looking up in the dictionary. One of the ways to guess the meanings of the unfamiliar words without having to open the dictionary is by understanding the context that exists in the reading text. The students as the learners are using context to gain meanings of the unfamiliar words. They are expected to predict the meanings of the unfamiliar words from the context using clues such as knowledge of words parts and relationship pattern.

Talking about context, Mikulecky and Jeffries (1997: 119) state that context is the sentence or sentences around a word. The context can tell the readers a lot about a word. Moreover, context can help them understand new words or unfamiliar words. When reading a difficult text, the students may not know the meanings of the words find in the text. However, they actually guess the meanings of the words from the context. With guided practice from the teacher, the students will use context clues to determine meanings of the unfamiliar words found in the reading text.

According to DeLuca (2010), there are some benefits using deducing meaning of unfamiliar words from the context in reading an English text. First, using the context of surrounding words and sentences, students will be able to figure out the meaning of new and unfamiliar words and to enhance reading enjoyment. Second, students will practice looking for new and unfamiliar words in prepared sentences and use context to determine meanings of words. Third, after reading an English text, students will choose new and unfamiliar words and will use context to determine the meaning of these words. Fourth, students will only use dictionaries to check if their meanings are correct. Fifth, students will be able to share information with the class in order to improve their abilities to articulate information in a group.

2.2.2.2 Steps of Deducing Meaning from Context

Nation and Coady as cited in Mart (2012) suggest a-five-step strategy for guessing from context :

(1)   Finding the part of speech of the unknown word.

(2)   Looking at the immediate context of the unknown word and simplifying this context if necessary.

(3)   Looking at the wider context of the unknown word. This means looking at the relationship between the clause containing the unknown word and surrounding clauses and sentences.

(4)   Guessing the meaning of the unknown word.

(5)   Checking that the guess is correct.

In line with previous statement, Thornbury as cited in Mart (2012) also recommends the following steps for guessing from context :

(1)   Decide the part of speech of the unknown word-whether, for example, it is a noun, verb, adjective, etc. Its position in the sentence may be a guide, as might its ending (e.g. an –ed or –ing ending might indicate it is a verb).

(2)   Look for further clues in the word's immediate collocates-if it is a noun, does it have an article (which might suggest whether it is countable or not)? If it is a verb, does it have an object?

(3)   Look at the wider context, including the surrounding clauses and sentences- especially if there are 'signposting' words, such as *but, and, however, so*, that might give a clue as to how the word is connected to its context. For example: *We got home, tired but **elated***: the presence of *but* suggests that *elated* is not similar in meaning to tired.

(4)   Look at the form of the word for any clues as to meaning. For example: downhearted is made up of down + heart+ a participle affix (-ed).

(5)   Make a guess as to the meaning of the word, on the basis of the above strategies.

(6)   Read on and see if the guess is confirmed; if not- and if the word seems critical to the understanding of the text- go back and repeat the above steps. If the word does not seem critical, carry on reading. Maybe the meaning will become clearer later on.

From the statements above we can conclude that, the first step in doing this technique is to define the part of speech of the unknown word. After we have

known what part of speech is that, then take a look at the surrounding context. After we do that, we may look at the previous and following sentences in order to see the wider context. If we have had enough context clues in our mind then we need to do the guessing what the meaning probably is. Done with guessing, we may check whether the guessing is right or wrong. We may check it by inferring the meaning back to the text, or we may also check it by looking up at the dictionary.

Based on Clarke and Nation as cited in Mart (2012) in the following example suggests another strategy how to guess the meaning from a context :

*Typhoon Vera killed or injured 218 people and **crippled** the seaport city of Keelung*

the verb ***cripple*** may be unfamiliar but can be adequately inferred according to the formula:

Typhoon Vera ***verb*** Keelung

Typhoon Vera ***did something*** **to** Keelung.

Although many verbs can be considered as 'neutral', many others can be assigned a positive or a negative value. Thus, *cripple* can be given a negative value since it is likely that a typhoon will have some kind of negative (or undesired) influence upon a city. The precise meaning of cripple cannot of course be reached by this type of guessing, but learners should be able to produce such ideas as 'damage' or 'destroy'. Later sentences may help to show exactly how negative *crippled* is by telling about the amount of damage involved. However,

the fact is that for a general understanding of a reading passage it is often sufficient to appreciate the general meaning of a word.

2.2.2.3 Teaching Deducing Meaning from Context Technique

Prihasiwi (2011) has stated planning in teaching deducing meaning from context technique in teaching reading. The steps are :

(1)   Materials and resources

The teacher prepares materials or resources at the beginning of the lesson such as: worksheets with short passages, markers, books, copies of articles, pencils or pens, and papers for students.

(2)   Pre-activities

Silent reading of English text with new and unfamiliar words before teacher begins the reading teaching and learning process.

(3)   Introducing the lesson and identifying the steps

Here are some steps that can be used for the students to identify the correct meanings of the unfamiliar words in context. The students can use the same strategies to identify the meanings of unfamiliar words. The teacher can guide the students in implementing the steps of deducing meaning from context. The steps are presented as follows:

(a)   As the opening introduction, the teacher firstly explains how to do the deducing meaning from context technique

(b)   Second, the teacher gives an example how to do the technique by giving a sentence and shows them the unfamiliar words that they must guess with any possible meaning.

(c) Third, the teacher gives a sample sentence to the students and then asks the students what the meaning of one of the words in the sentence. Then, the teacher shows the following sentence to the students so that the students can look at the wider context clues.

(d) Fourth, the teacher gives the students a reading text which provides sentences with the unfamiliar words. She guides the students through an example using a nonsense word.

(e) Finally, the teacher gives the students a worksheet. Then, she instructs the students to read the text. The teacher guides the students to use context clues to find the meaning of the unfamiliar words found in the reading text.

2.2.3 Narrative Text

Sadler and Hallyar as cited in Sari (2011) state that narratives are telling story, seeking to instruct, giving an explanation for natural events or teaching moral lesson. In addition, narrative is a complex text type. Neo (2003:19) claims that a narrative is made up of sequence of scenes.

Based on Anderson as cited in Sari (2011), a narrative is a piece of text which tells a story and in doing so, entertains or informs the reader or listener. Someone tells a narrative text in order to entertain, to stimulate emotion, or to teach. That is why, a narrative has a social function to amuse, to entertain, and to deal with actual or various experiences in different way.

According to First, Sadler and Hayllar as cited in Sari (2011), there are three steps in constructing a narrative text.

(1)   Orientation (beginning)

The orientation tells about who, when, where, what, and why: the character(s), the time, the place, and the direction of the story are all introduced.

(2)   Complication (middle)

Here, there is often a sequence of events involving the characters in actions that test their courage, determination and other qualities. As the story develops, the complications occur.

(3)   Resolution (ending)

As the sequence of events brings the story to an end, problem faced by character(s) is solved or resolved. As a result, the solutions will be achieved which leads to a happy or unhappy ending in the story.

A narrative has a structure or a pattern. Neo (2003: 2) states that the structure of narrative is called Freitag Triangle. Below is the schema of Narrative structure.

Figure 2.1 Freitag Triangle
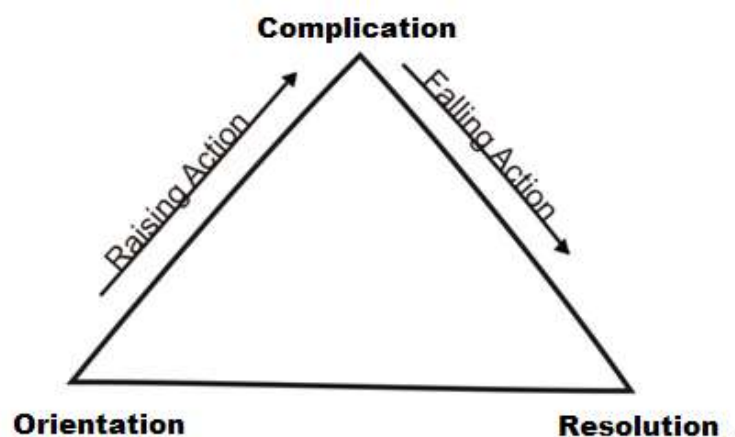
Neo (2003:3) states that the Freitag Triangle consists of five elements. The first is orientation. It is established the characters and situation. The second is rising action. It refers to series of complications which lead to complication. The third is complication. It is the critical moment when problems / conflicts demand something to be done. And the forth is falling action. It is the movement away from the highest peak of excitement. And the fifth is resolution. It consists of the result of outcome.

From those previous explanations about the steps of constructing a narrative text, then I can present a conclusion that generally a narrative text must consist of three elements. They are orientation, complications and resolution.

In learning and making a narrative text, the language features are important. Derewianka as cited in Fitriani (2008) states that the language features of a narrative should fulfil the following requirements. The first is that they must focus on specific and usually individual participants. The major participants are human, or sometimes animals with human characteristics. The second is that they use mainly action verbs (material processes), but also many verbs which refer to what the human participants said, or felt, or thought (verbal and mental processes). The third is that they use many linking words to do with the time. The fourth is that they include the dialogue into a text. In a narrative text, the readers usually see many dialogues or direct sentences among the characters. The fifth is that they use descriptive language. The descriptive language is chosen to enhance and develop the story by developing or creating images in the reader's mind. The sixth is that they use past tense grammatical structure. It happens because a

narrative text tells about something occurring in past time. And the last requirement is that they use first person (I, we) or the third person (she, he and they).

The other experts also show their idea about the language features of a narrative text. Anderson as cited in Sari (2011) states that the language features usually found in a narrative text are : it has specific characters; it has time words that connect events to tell when they occur; it has verbs to show the actions that occur in the study; it has descriptive to portray the characters and setting

From the previous statements, I can conclude that there are some required elements dealing with the language features of a narrative text. A narrative text must have specific characters, use past grammatical structures, use action words and descriptive words.

According to Anderson as cited in Sari (2011), in narrative text, there are many types such as humor, romance, crime, real-life action, adventure, historical fiction, mystery, fantasy, science fiction and diary-novels. Another statement comes from Sadler and Hayllar as cited in Sari (2011) that some of the most familiar forms of narrative are novels, short stories, science fiction, fairytales, folktales, movie script, soap operas, comic strips, ballads, mysteries, choose-your-own adventure and romances, as well as myths, legends and fables.

2.2.3.1 Teaching Narrative Text in Junior High School

In junior high schools, English materials are being modified in line with the current curriculum. Genre or text type is the main material which is taught. The following are competencies in teaching reading narrative in junior high school,

particularly the third grade in line with School Based Curriculum (KTSP) :

(1)   Standard Competence   :

(1.1)   Understanding the meaning of short functional text and simple short essay in the form of narrative and report to interact in daily life context.

(2)   Basic Competence   :

(2.1)   Reading aloud the meaning of short functional text and simple short essay in the form of narrative and report with utterance, stress, and intonation which are acceptable for daily life context interaction.

(2.2)   Responding the meaning of short functional text accurately, fluently, and acceptably for daily life context interaction.

(2.3)   Responding the meaning and rhetorical steps in simple short essay accurately, fluently, and acceptably for daily life context interaction in the form of narrative and report.

I can conclude that the objective of teaching reading a narrative text is that the students should be able to respond to the meaning and rhetorical steps of narrative text. Responding to the meaning means that they should be able to determine the main ideas, general ideas, and the content of the text. Meanwhile, responding rhetorical steps means that the students should be able to determine all the language features of a narrative text.

Most of students get difficulty when they have to read English texts. They will face some words which they are not familiar with. As a result, they will take time to get the meaning of the text. They will spend more time to find out the

main and generals ideas of the text. That is way a reading technique is needed to solve this problem.

2.3 Theoretical Framework

Based on the title of this study that is "The Correlation between the Students' Mastery of Deducing Meaning from Context and their Reading Comprehension of Narrative Text", I propose the following theoretical framework.

Figure 2.2 Theoretical Framework

```
┌──────────────────────┐           ┌──────────────────────┐
│  Students' ability of│           │   Students' reading  │
│   deducing meaning    │          │   comprehension of    │
│     from context      │          │    narrative text     │
└──────────┬───────────┘           └──────────┬───────────┘
           ↓                                   ↓
┌──────────────────────┐           ┌──────────────────────┐
│ Deducing meaning from│           │  Reading comprehension│
│     context test      │          │  of narrative text test│
└──────────┬───────────┘           └──────────┬───────────┘
           ↓                                   ↓
┌──────────────────────┐           ┌──────────────────────┐
│   Deducing meaning    │          │       Reading          │
│   from context test   │          │   comprehension of    │
│        score          │          │ narrative text test score│
└──────────┬───────────┘           └──────────┬───────────┘
            └──────────────┬────────────────┘
                           ↓
                ┌──────────────────────┐
                │    The scores are     │
                │      analyzed         │
                └──────────┬───────────┘
                           ↓
        ┌──────────────────────────────────────┐
        │ Correlation between students' mastery │
        │ of deducing meaning from context and  │
        │    their reading comprehension of     │
        │           narrative text              │
        └──────────────────────────────────────┘
```

According to the study, I propose correlation study research design. In this research, I try to find out if there is any correlation between two variables, there

are students' mastery of deducing meaning from context and also their reading comprehension of narrative text. Two kinds of test are used to measure the possible correlation between two of them. The first is deducing meaning from context test, and the second one is reading comprehension of narrative text test. Then the test result is then analyzed using correlation formula to see the significances of the correlation.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology containing research design, subject of the study, population and sample, research variables, type of data, instrument for collecting the data, method of collecting the data, as well as method of analyzing the data

3.1 Research Design

The topic of this research is the correlation between students' mastery of deducing meaning from context and their reading comprehension of narrative text. Based on the topic, I investigated the relationship between two variables. Therefore, the research design was correlation study.

Based on Tuckman in Saleh (2012: 148), a correlation study involves the collection of two or more sets of data from a group of subjects with the attempt to determine the subsequent relationship between those sets of data. This type of approach might be diagramed as follows:

$$O_1 \qquad O_2$$

However, a strong relationship between O_1 and O_2 suggests one of three possible interpretations:

(1) The variable that O_1 is measuring has caused O_2 (as the experimenter has suggested).

(2) The variable that O_2 is measuring has caused O_1.

(3) Some third, unmeasured, variable has caused both O_1 and O_2.

In this research, I applied a quantitative approach. According to Margono (2004: 105), quantitative is a process of getting knowledge by using a number of data as instruments to explain the subject.

Therefore, research design which was used in this study was by not implementing any treatment to the variables and only using a test to gain the data in order to find the correlation between the two variables.

3.2   Subject of the Study

The subject of this study was the students of SMP N 2 Jaken in academic year 2014/2015. The total number of students of the subject was 416.

Table 3.1 Total Number of the Students

Grade	Number of Students
First	140
Second	138
Third	138
Total	$\sum = 416$

3.3   Population and Sample

According to Anderson in Arikunto (2010: 173), a population is a set (or collection of all elements possessing one or more attributes of interest. The population in this research was the third grade students of SMP N 2 Jaken in academic year 2014/2015. The total number of the students in the population was 138.

Table 3.2 Population of the Study

Class	Number of Students
IX A	23
IX B	23
IX C	23
IX D	23
IX E	23
IX F	23
Total	$\sum = 138$

Whereas according to Arikunto (2010: 174), sample is a part or representative of the research population. The sampling technique used in this research was non-probability sampling that was purposive sampling technique. Based on Arikunto (2010: 33), a purposive sampling is a technique which defines sample with certain consideration as if of some larger population, and is constructed to serve a very specific need or purpose. From that statement, a purposive sampling is a technique which is done for specific purpose or study. Therefore here, I chose the sample by myself as the need or purpose. The sample in this study was IX D class.

The reason in choosing that class was because of the most frequent discussion between the teacher and the students about deducing meaning from context technique. The frequent discussion in the class reflects on the students' deep understanding towards the technique. Therefore, it could be assumed that IXD class was the suitable class to be implemented this research.

3.4   Research Variables and Hypotheses

Based on Brown in Saleh (2012: 7), in the simplest terms, a variable is something that may vary or differ. The variables of this study were :

Dependent Variable   : students' reading comprehension of narrative text.

Independent Variable   : students' mastery of deducing meaning from

context

According to Tuckman in Saleh (2012: 20), a hypothesis can be defined as an expectation about events based on generalizations of the assumed relationship between variables. In this research, the hypotheses of this study were:

Alternative Hypothesis (H_1)   **:** There is a significant correlation between students' mastery of deducing meaning from context and their reading comprehension in narrative text of the third grade students of SMP N 2 Jaken the academic year 2015/2016.

Null Hypothesis (H_0)   **:** There is no significant correlation between students' mastery of deducing meaning from context and their reading comprehension in narrative text of the third grade students of SMP N 2 Jaken the academic year 2015/2016.

3.5   Type of Data

Based on the variables, the correlation between students' mastery of deducing meaning from context and their reading comprehension of narrative text, I had identified the research data to be quantitative in the form of numbers. Through numbers, the research provided the explanation of any relationship between two variables.

3.6   Instrument for Collecting the Data

Based on Saleh (2012: 43), the term "research instruments" is used to refer to the data collection tools. Here, I used test as the instrument to collect the data in

determining the correlation between students' mastery of deducing meaning from context and their reading comprehension of narrative text.

In constructing the test items it was important to use standardized test since this research was done to measure the students' mastery. Therefore, here, I collected test items from some standardized international websites which supply hundreds of standardized reading tests. Those websites are:

(1) California Standards Test, that is available at http://www.cde.ca.gov /ta/tg/sr/ resources.asp

(2) Oklahoma School Testing Program. Oklahoma Core Curriculum Tests, that is available at http://sde.ok.gov/sde/sites/ok.gov.sde/files

(3) The Massachusetts Comprehensive Assessment System. Release of Spring 2002 Test Items, that is available at www.doe.mass.edu

(4) English Language Arts Reading Comprehension test. Massachusetts English Language Arts Curriculum Framework (2001), that is available at www.doe.mass.edu/frameworks/current.html

(5) English Language Arts 2013, that is available at http://www.louisiana believes.com/resources/contact-us

(6) Context Clues, that is available at www.warrencountyschools.org/ userfiles/1593/context%20clues%20multiple%20choice%20exercise.pdf

In this research, I used tests which consisted of 40 multiple choice items of reading comprehension of narrative text test, and 40 multiple choice items of deducing meaning from context test. Those test items had been selected through

try-out test. The try-out test had been done before the treatment to get the valid test items.

3.7 Method of Collecting the Data

In order to collect the data, I used 5 steps in this study. The first one was constructing the item test that would be used to see the score of each variable. The second one was trying out the test, whether the test had been valid or it still needed an improvement.

In this study, I constructed 60 multiple choice items for each test. Try out test was done in class IXF. The next step of collecting the data was analysing and revising of try out test. Here, validity test was used to show the grades of number of an instrument. Based on Arikunto (2010: 212), the method used to measure the validity of the test items was Pearson's product moment correlation formula.

$$r = \frac{n(\sum XY) - \sum X \sum Y}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$
(Arikunto, 2010: 213)

Where :

X   : the sum of student's correct answers on an item test

X^2 : the sum of the squares of student's correct answer on an item test

Y   : the sum of total scores of the students in the class

Y^2 : the sum of the squares of total score of the students in the class

XY   : the sum of product of multiplying X and Y

$(X)^2$: the square of the sum of student's correct answers on an item test

$(Y)^2$: the square of the sum of total score of the students in the class

Another important thing to show a necessary characteristic of any good test is reliability. A test can be said reliable if the result of the test shows a consistency. According to Arikunto (2010: 223), the method used to measure the validity of the test was the formula of Spearman-Brown as stated as follows:

$$R_{11} = \frac{2 \cdot r_{xy}}{(1 + r_{xy})}$$

Where :

R_{11} = instrument reliability

r_{xy} = r_{xy} as correlation index between two variables of instrument

The result of validity (r_{xy}) and relibility (R_{11}) tests were then consulted to the table of r Product Moment Critical Value to see the sigficancy of the result.

The result of the try out test showed that there were 44 valid items of deducing meaning from context and 42 valid items of reading comprehension of narrative text. Based on Brown (2004: 58), the appropriate selection and arrangement of suitable multiple-choice items on a test can best be accomplished by measuring items against three indices: item facility, item discrimination, and distractor analysis. Therefore in revising the multiple choice items, I considered the item facility and item discrimination of the test items.

According to Brown (2004: 59), item facility (IF) is the extent to which an item is easy or difficult for the proposed group of test-takers. It is used to measure the category of a test item. The formula of IF is :

$$IF = \frac{\text{Total of students answering the item correctly}}{\text{Total of students responding to that item}}$$

(Brown, 2004: 59)

which,

Table 3.3 Item Facility Category

Interval	Category
$0.00 \leq IF < 0.15$	Difficult
$0.15 \leq IF < 0.85$	Moderate
$0.85 \leq IF < 1.00$	Easy

On the other hand, item discrimination (ID) is the extent to which an item differentiates between high and low ability test takers. This is used to measure the the discriminaing power category of a test item between high and low ability students. The formula of ID is :

$$ID = \frac{\text{high group's correct answer} - \text{low group's correct answer}}{\frac{1}{2} \text{ x total of your two comparison groups}}$$

(Brown, 2004: 59)

which,

Table 3.4 Item Discrimination Category

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

In revising the test item, it was important to select the best category of a good test item. Deducing meaning from context try out test showed that the item facility of the valid items were all in moderate and difficult categories. It could be concluced that the item facility of the valid items had been appropriate enough as a good test items since there was no easy item facility. Whereas the item discrimination of the valid items were in excellent, good, and satisfactory categories. From 44 valid items, there were 13 items which were in satisfactory category. Then, I eliminated 4 of them which had the lowest values of ID.

Reading comprehension of narrtive text try out test also showed that the item facility of the valid items were all in moderate and difficult categories. It could be concluded that the item facility of the valid items had been appropriate enough as a good test itms. Whereas the item discrimination of the valid items were also in excellent, good, amd satisfactory categories. Then, from 42 valid items, I eliminated 2 items which were in satisfactory category and had the lowest ID value. The valid test items for each test became 40multiple choice items.

The result of try out realibility test showed that the R_{11} was 0.759. The value of r_{table} with N = 23 and significance level (p) of 0.05 (5%) was 0.413 (as seen on table of r Product Moment Critical Value). Therefore, it can be concluded that the data were reliable. After the test was revised, the next step was giving the test to the students. The last step of collecting the data was analysing the scores in order to get the results.

3.8   Method of Analysing the Data

In order to find out the correlation between two variables, I needed to analyze the data. As it was mentioned before, the data was collected through the tests of deducing meaning from context and reading comprehension of narrative text. After getting the score, the data were analyzed statistically to see the correlation.

Based on Brown (2004: 194), the most popular method of testing a reading knowledge of vocabulary and grammar is the multiple choice format, the main reason is the value of practicality since it is easy to administer and can be scored quickly. Meaning that, the scoring can be done quickly and involves no judgments to degree the correctness.

I gave 50 minutes to do each of the test types with 100 minutesas the time allotment to do all of the tests. Each item was scored 1 for the right answer and 0 for the wrong answer. For further calculation, the following steps of analyzing the data were followed:

3.8.1 Scoring of Deducing Meaning from Context and Reading Comprehension of Narrative Text Tests.

In assessing the tests scores, the raw scores were listed by counting the number of the correct answer. Then it was figured in the form of percentage to facilitate the statistical analysis. The following formula was used:

$$S = \frac{RA}{N}\text{x } 100 \text{ %}$$

Where :

S   : percentage score

RA   : the student' right answer

N   : total score of the test

     After the computation had been done, to simplify the analysis of each test result, the percentage scores were then categorized based on Brown absolute grading scale (2004: 287) as follows:

90-100	Excellent
80-89	Good
70-79	Adequate
60-69	Inadequate
<60	Poor

Based on the Brown absolute grading scale, then the analysis of students test result could be done.

3.8.2 Normality Distribution of Deducing Meaning from Context and Reading Comprehension of Narrative Text Tests

To achieve the normality distribution of each test result, I calculated the interval between the lowest score till the highest score. From the interval, it figured out the mid-point of each interval which was then figured out the frequency. After the mid-point and the frequency had been found, then the polygon of frequency distribution could be made.

     The use of frequency polygon is to help estimating the normality distribution of the data. In doing interpretation of polygon result, the data distribution is stated to be normal if the polygon issymmetrical or not skewed.

3.8.3 Correlation Analysis

If the data had been proved normal then the correlation analysis could be done. Here, I used Pearson Product-Moment Formula to see the correlation between two variables.

$$r = \frac{n\left(\sum XY\right) - \sum X \sum Y}{\sqrt{\left[n\sum X^2 - \left(\sum X\right)^2\right]\left[n\sum Y^2 - \left(\sum Y\right)^2\right]}}$$

(Arikunto, 2010: 317)

Where:

X : the sum of deducing meaning from context scores

X^2 : the sum of the square of deducing meaning from context scores

Y : the sum of reading comprehension of narrative text scores

Y^2 : the sum of the square of reading comprehension of narrative text scores

XY : the sum of product of multiplying X and Y

$(X)^2$: the square of the sum of deducing meaning from context scores

$(Y)^2$: the square of the sum of reading comprehension of narrative text scores

The formula was used to find out the correlation coefficient between mastery of deducing meaning from context (X) and reading comprehension of narrative text (Y). To carry out the statistical analysis the working hypothesis was changed into the following null hypothesis: "There is no significant correlation between students' mastery of deducing meaning from context and their reading comprehension of narrative text."

The obtained value of the formula was then compared to the r-table (critical value). In this research the critical value was obtained with the significance level (p) of 0.05 (5%). If the obtained value (r_{count}) was higher than

the critical value (r_{table}), it could be concluded that there was significant correlation between two variables.

The last step was doing the consultation of obtained value (r_{count}) to the r-table interpretation to see the level of correlation significances as the following:

0,81 – 1,00	Very High
0,61 – 0,80	High
0,41 – 0,60	Fair
0,21 – 0,41	Low
0,00 – 0,20	Very Low

(Arikunto, 2010: 319)

Based on the above r-table interpretation, the correlation between students' mastery of deducing meaning from context and their reading comprehension of narrative text could be concluded.

CHAPTER IV

DATA ANALYSIS

This chapter presents the data analysis of the research containing both scoring of deducing meaning test and reading test, the correlation analysis of the two variables, the interpretation of research findings, as well as the implication of the findings.

4.1 Scoring of Deducing Meaning from Context Test

In assessing deducing meaning from context test the raw scores from the students were listed by counting the number of the right answers. Then, it was figured in percentage to facilitate the statistical analysis. Table 4.1 (p. 53) shows the distribution of the scores.

To simplify the analysis of the students' mastery of deducing meaning from context scores, the (percentage) scores were then categorized based on Brown absolute grading scale (2004: 287) as follows :

90-100	Excellent
80-89	Good
70-79	Adequate
60-69	Inadequate
<60	Poor

Based on Table 4.1 (p. 53) it can be seen that no student had score between 90 and 100, meaning that none of the students had an excellent mastery

of deducing meaning from context. There were 2 students who had scores between 80 and 89, meaning those students had a good mastery of deducing meaning from context; there were 3 students who had scores between 70 and 79, or an adequate mastery of deducing meaning from context; there were 4 students who had scores between 60 and 69, or an inadequate mastery of deducing meaning from context; and also there were 14 students who had scores under 60, meaning that those students had a poor mastery of deducing meaning from context.

The average percentage score achieved was 53.3, meaning the whole class mastery of deducing meaning from context was poor based on Brown absolute rating scale.

From Table 4.1 (p. 53) it can also be seen that the lowest (percentage) score was 23 and the highest score was 83, so the range was found out to be 60 by subtracting the lowest score from the highest one. The scores were then classified into 6 groups with 10 as the interval to facilitate the statistical calculation as in Table 4.2 (p. 54).

From Table 4.2 (p. 54) the polygon of deducing meaning from context scores can be drawn as can be seen in Figure 4.1 (p. 54). The polygon shows that the distribution of deducing meaning from context scores is normal since it is not skewed. Therefore, Pearson Product – Moment Formula can be used to find out the correlation coefficient.

Table 4.1 Scores Distribution of Deducing Meaning from Context

No	Students' Code	Total	Percentage (%)
1	S-19	33	83
2	S-5	32	80
3	S-10	30	75
4	S-12	29	73
5	S-8	29	73
6	S-17	27	68
7	S-7	26	65
8	S-9	24	60
9	S-11	24	60
10	S-2	22	55
11	S-6	21	53
12	S-21	20	50
13	S-20	20	50
14	S-1	20	50
15	S-13	19	48
16	S-14	18	45
17	S-23	18	45
18	S-16	16	40
19	S-4	15	38
20	S-18	14	35
21	S-22	14	35
22	S-3	10	25
23	S-15	9	23
Average		21.3	53.3

Table 4.2

Frequency – Distribution of Deducing Meaning from Context Score

No	Interval	Mid-point (xi)	Frequency (fi)
1	23-33	29	3
2	33-43	39	4
3	43-53	49	6
4	53-63	59	4
5	63-73	69	3
6	73-83	79	4
Total			23

Figure 4.1

Polygon of Frequency Distribution of Deducing Meaning from Context
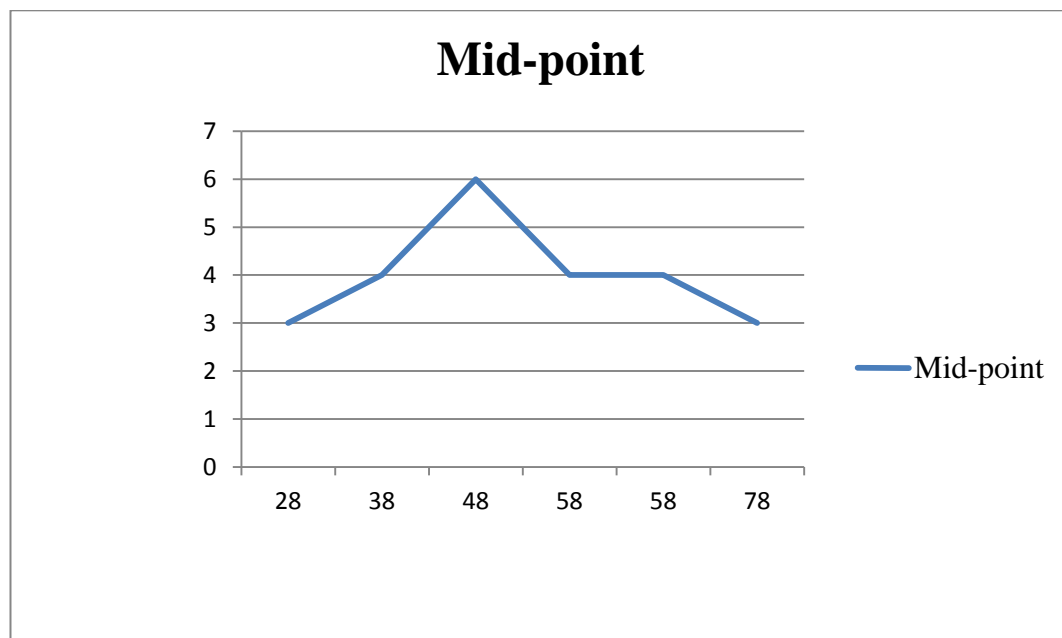
Scores

4.2   Scoring of Reading Comprehension of Narrative Text Test

The method of evaluating reading comprehension of narrative text test was the same as that of evaluating deducing meaning from context test. The raw scores from the students were listed by counting the number of the right answers. Then, it was figured in percentage to facilitate the statistical analysis. Table 4.3 (p. 56) shows the distribution of the scores.

To simplify the analysis of the reading comprehension of narrative text scores, the (percentage) scores were then categorized based on Brown absolute grading scale (2004: 287) as follows :

90-100	Excellent
80-89	Good
70-79	Adequate
60-69	Inadequate
<60	Poor

Based on Table 4.3 (p. 56), it can be seen that there was no student who had score between 90 and 100, meaning that there was no student had an excellent mastery of reading comprehension of narrative text, there were two students who had scores between 80 and 89; meaning the student had a good mastery of reading comprehension of narrative text; there were 3 students who had scores between 70 and 79, or an adequate mastery of reading comprehension of narrative text; there were 6students who had scores between 60 and 69, or an inadequate mastery of reading comprehension of narrative text; and also there were 12 students who had

scores under 60, meaning that those students had a poor mastery of reading comprehension of narrative text.

Table 4.3 Scores Distribution of Reading Comprehension of Narrative Text

No	Students' Code	Total	Percentage (%)
1	S-19	35	88
2	S-7	34	85
3	S-8	30	75
4	S-11	29	73
5	S-9	28	70
6	S-5	27	68
7	S-13	26	65
8	S-10	26	65
9	S-2	25	63
10	S-12	24	60
11	S-17	24	60
12	S-1	22	55
13	S-6	22	55
14	S-21	22	55
15	S-20	21	53
16	S-14	19	48
17	S-23	19	48
18	S-22	19	48
19	S-3	17	43
20	S-4	15	38
21	S-16	15	38
22	S-18	12	30
23	S-15	11	28
Average		22.7	56.7

The average percentage score achieved was 56.7, meaning that on the average the students' mastery of reading comprehension of narrative text was poor based on Brown absolute grading scale.

From Table 4.3 (p. 56), it can also be seen that the lowest (percentage) score was 28 and the highest score was 88, so the range was found out to be 60 by subtracting the lowest score from the highest one. The scores were then classified into 6 groups with 10 as the interval to facilitate the statistical calculation as in Table 4.4 (p. 57).

From Table 4.4 (p. 54) the polygon of reading comprehension of narrative text scores can be drawn as can be seen in Figure 4.2 (p. 58). The polygon shows that the distribution of reading comprehension of narrative text scores is normal since it is not skewed. Therefore, Pearson Product – Moment Formula can be used to find out the correlation coefficient.

Table 4.4

Frequency – Distribution of Reading Comprehension of Narrative Text Score

No	Interval	Mid-point (x_i)	Frequency (f_i)
1	28-38	23	2
2	38-48	33	3
3	48-58	43	7
4	58-68	53	5
5	68-78	63	4
6	78-88	73	2
Total			23

Figure 4.2 Polygon of Frequency Distribution of

Reading Comprehension of Narrative Text Scores
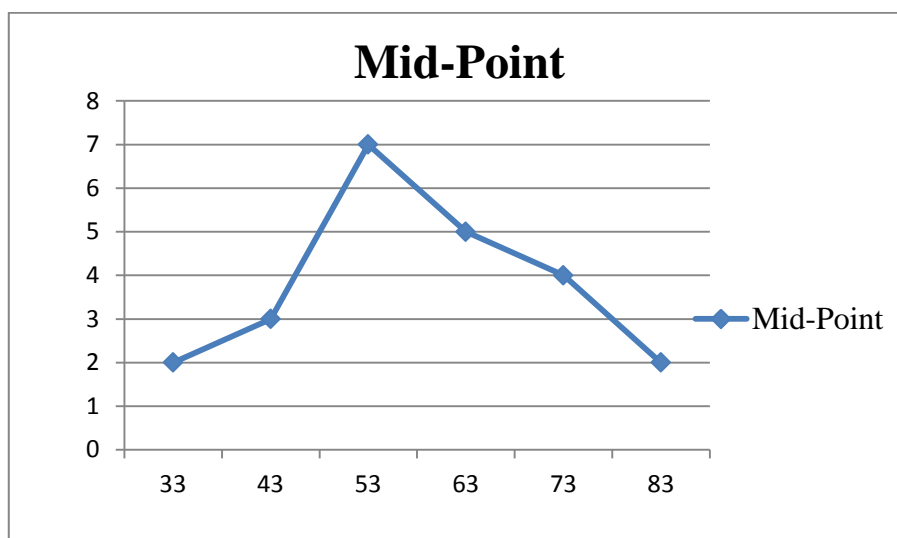
4.3   Correlation Analysis

Since the objective of the research is to find out whether or not there is a significant correlation between students' mastery of deducing meaning from context and their reading comprehension of narrative text, the Pearson Product-Moment Formula was used to find out the correlation coefficient between mastery of deducing meaning from context (X) and reading comprehension of narrative text (Y). To carry out the statistical analysis, the working hypothesis was changed into the following null hypothesis:

"There is no significant correlation between students' mastery of deducing meaning from context and their reading comprehension of narrative text."

For further statistical analysis Table 4.5 (p. 59) is drawn. To know the significance of correlation between independent (X) variable and dependent (Y) variable, the formula of Pearson Product Moment was used to calculate the

correlation between students' mastery of deducing meaning from context and their

reading comprehension of narrative text test. The following formula was used:

$$r = \frac{n(\sum XY) - \sum X \sum Y}{\sqrt{\left[n \sum X^2 - (\sum X)^2\right]\left[n \sum Y^2 - (\sum Y)^2\right]}}$$

Table 4.5 Scores of Two Variables

No	Code	Deducing Meaning from Context Score (X)	X^2	Reading Comprehension of Narrative Text Score (Y)	Y^2	XY
1	S-1	50	2500	55	3025	2750
2	S-2	55	3025	63	3906	3438
3	S-3	25	625	43	1806	1063
4	S-4	38	1406	38	1406	1406
5	S-5	80	6400	68	4556	5400
6	S-6	53	2756	55	3025	2888
7	S-7	65	4225	85	7225	5525
8	S-8	70	4900	75	5625	5250
9	S-9	60	3600	70	4900	4200
10	S-10	75	5625	65	4225	4875
11	S-11	60	3600	73	5256	4350
12	S-12	70	4900	60	3600	4200
13	S-13	48	2256	65	4225	3088
14	S-14	45	2025	48	2256	2138
15	S-15	23	506	28	756	619
16	S-16	40	1600	38	1406	1500
17	S-17	68	4556	60	3600	4050
18	S-18	35	1225	30	900	1050
19	S-19	83	6806	88	7656	7219
20	S-20	50	2500	53	2756	2625
21	S-21	50	2500	55	3025	2750
22	S-22	35	1225	48	2256	1663
23	S-23	45	2025	48	2256	2138
Total		1220	70788	1305	79650	74181

In order to use the Pearson Product-Moment formula, the following preparatory calculation had to be made :

(1) the sum of deducing meaning from context scores (X) = 1220

(2) the sum of the square of deducing meaning from context scores (X^2) = 70788

(3) the sum of reading comprehension of narrative text scores (Y) = 1305

(4) the sum of the square of reading comprehension of narrative text scores (Y^2) = 79650

(5) the sum of product of multiplying X and Y (XY) = 74181

(6) the square of the sum of deducing meaning from context scores $(X)^2$ = 1488400

(7) the square of the sum of reading comprehension of narrative text scores $(Y)^2$ = 1703025

Then we can apply the Pearson Product-Moment Formula of correlation coefficient as follows :

$$r = \frac{23(74181) - 1220(1305)}{\sqrt{((23(70788) - 1488400)\,(23(79650) - 1703025}}$$

$$r = \frac{1706163 - 1592100}{\sqrt{(1628124 - 1488400\,)(1831950) - 1703025}}$$

$$r = \frac{114063}{\sqrt{(139724)\,(128925)}}$$

$$r = \frac{114063}{134215,9}$$

$$r = 0.85$$

Thus, the obtained value of Pearson Product-Moment formula of correlation coefficient was 0.85.

In this research the significance level (p) of 0.05 (5%) as used. Based on this significance level, it was found out that the critical value of r Product Moment table was 0.433.

Since the obtained value (0.85) was higher than the table value (0.433), the null hypothesis was rejected. It means that by using 5 % level of significance the correlation was significant. Therefore, there is a significant correlation between the students' mastery of deducing meaning from context and their reading comprehension of narrative text. In order to show that the correlation is significant, the following scatter diagram is worth considering.

Figure 4.3 Correlation Scatter Diagram
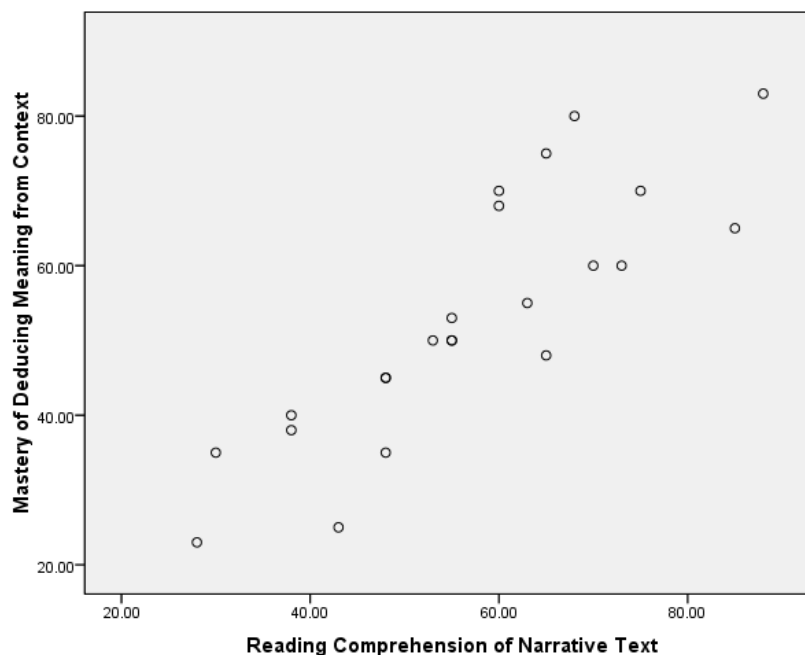
After result of computation using the formula above, the research result was consulted to the r-table interpretation as follows:

0,81 – 1,00	Very High
0,61 – 0,80	High
0,41 – 0,60	Fair
0,21 – 0,41	Low
0,00 – 0,20	Very Low

(Arikunto, 2010: 319)

Based on the above interpretation, the result of r obtained was 0.85, so we can conclude that the correlation between students' mastery of deducing meaning from context and their reading comprehension of narrative text is very high significant.

4.4 Interpretation of Research Findings

From the previous sub-chapter, none of the students in the sample had an excellent mastery of deducing meaning from context. The largest portion of the subjects, i.e. 14 students or 60.86% of the whole subjects had a poor mastery of deducing meaning from context. The second largest portion, i.e. 4 students or 17.39% of the whole class had an inadequate mastery of deducing meaning from context. The third largest portion, i.e. 3 students or 13.04% had an adequate mastery of deducing meaning from context. The rest was only 2 students or 8.69% who had a good mastery of deducing meaning from context. On the average, the students' mastery of deducing meaning from context was poor since the average percentage score achieved was 53.3, meaning they were only able to answer 53.3% of the total number of deducing meaning from context test items.

As the third grade of junior high school students, they would have to face so much written information, especially in doing reading activity. They are expected to have enough vocabulary so that they would easily comprehend what the text is about. Deducing meaning from context technique was used to deduce meaning from words in context which surrounds the specific word. If the students still have a problem in deducing meaning from context they will get difficulty in comprehending or interpreting what in the text is all about.

For the students' reading comprehension of narrative text, there was also no student who had an excellent mastery of reading comprehension of narrative text. The first largest portion of the students, i.e. 12 students or 52.17% had a poor mastery of reading comprehension of narrative text. The next largest portion of the students, i.e. 6 students or 26.08% of the whole class had an inadequate mastery of reading comprehension of narrative text. The third largest portion of the students, i.e. 3 students or 13.04% had an adequate mastery of reading comprehension of narrative text. Only a small portion, i.e. two students or 8.69% had a good mastery of reading comprehension of narrative text. On the average the students' mastery of reading comprehension of narrative text was poor, since the average percentage score achieved was 56.7, meaning they could only answer 56.7% of the total reading comprehension of narrative text test items.

Table 4.1 (p. 53) and Table 4.3 (p. 56) as presented before show that there are 12 students who had a poor mastery of deducing meaning from context also had a poor mastery of reading comprehension of narrative text. There is also 1 student who had a good mastery of deducing meaning from context, he also had a

good mastery of reading comprehension of narrative text. This means that mastery of deducing meaning from context is in general correlated with mastery of reading comprehension. This is shown by the significant correlation coefficient.

However, if we look into the scores of the individual students, it appears that 2 students who had an adequate mastery of reading comprehension had an inadequate mastery of deducing meaning from context. It also appears that 2 students who had an adequate mastery of deducing meaning from context had an inadequate mastery of reading comprehension of narrative text. This finding shows that some other variables may have come into play. This needs further research.

Reading comprehension of narrative text may not only be affected by the students' mastery of deducing meaning from context, but also by their mastery of various language components. However, this is beyond the present study and will not be further discussed.

4.5   Implication of the Findings

The poor students' mastery of both deducing meaning from context and reading comprehension of narrative text shows that the teaching of the two subjects need to be greatly improved.

The significant correlation between deducing meaning from context and reading comprehension of narrative text shows that deducing meaning from context is one of the factors which affects to the mastery of reading comprehension of narrative text.

Thus, to achieve a better reading comprehension of narrative text, the mastery of deducing meaning from context should be improved. However, deducing meaning from context is not the only factor which contributes to the mastery of reading comprehension of narrative text. The students need to be familiarized with a lot of vocabulary in order to maximize them in comprehending English written information.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is the final chapter of this research. It contains conclusions and suggestions based of the research findings.

5.1   Conclusions

The extent of the third grade students' mastery of deducing meaning from context was drawn on the data analysis result. The data analysis showed that students' mastery of deducing meaning from context is still poor. It was proved from the average score of deducing meaning from context i.e. 53.3, meaning that the students were only able to answer 53.3% of the total number of deducing meaning from context test items.

The extent of the third grade students' mastery of reading comprehension of narrative text was also shown on the data analysis result. It was found out that the students' reading comprehension of narrative text is also still poor. It was proved from the average score i.e. 56.7, meaning that they could only answer 56.7% of the total reading comprehension of narrative text test items.

The significant correlation between the two variables was also shown on the data analysis result. It showed that the correlation coefficient between students' mastery of deducing meaning from context and their reading comprehension of narrative text was 0.85, while the r_{table} of r Product-Moment critical value for 5 % significance level was 0.433. Thus, it can be concluded that there is a high significant correlation between the students' mastery of deducing

meaning from context and their reading comprehension of narrative text since r_{count} (0.85) > r_{table} (0.433).

5.2 Suggestions

From what has been presented above it can be concluded that mastery of deducing meaning from context is one of the important factors that contributes to the students' reading comprehension of narrative text. Consequently, I present the following suggestions:

(1) The teacher should consider emphasizing in teaching the students to deduce meaning from context.

(2) Deducing meaning from context technique can hopefully be apllied to other text types (functional text, procedure, recount, descriptive, report)

(3) For the next researchers, hopefully there will be other researches about the implementation of deducing meaning from context technique on the other text types (functional text, procedure, recount, descriptive, report). Expectantly, there will be also a study which aims to see the correlation about students' mastery of deducing meaning from context and their vocabulary mastery.

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APPENDICES

Appendix 1

List of the Respondents' Name of Try Out Test

Try Out Test / IX F

No	Name of Students	Code
1	Adi Sulistyo	S-1
2	Ahmad Danim	S-2
3	Ahmad Khoirul Huda	S-3
4	Ananda Eka Puji A.	S-4
5	Desy Mariska Fitriyani	S-5
6	Edi Setyo Nugroho	S-6
7	Eko Deny Whayudi	S-7
8	Febri Puji Kurniawan	S-8
9	Fiqrotun Ni'mah	S-9
10	Hasyim Mutadi	S-10
11	Inayah	S-11
12	Januri	S-12
13	M. Purwanto	S-13
14	M. Rizki Saputra	S-14
15	Muhammad Aziz Iqbal	S-15
16	Nely Kusniawati	S-16
17	Pipit Sella Putri W.	S-17
18	Rendy Fardiansyah	S-18
19	Rita Puji Lestari	S-19
20	Sindi	S-20
21	Siti Nurjanati	S-21
22	Suntari	S-22
23	Susanti	S-23

Appendix 2

THE RESULT ANALYSIS OF THE TRY OUT TEST

Deducing Meaning from Context

NO	Students' Code	Item Number																					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1	S-12	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
2	S-19	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1
3	S-2	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
4	S-13	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
5	S-6	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0
6	S-7	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
7	S-8	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1
8	S-10	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
9	S-17	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
10	S-11	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
11	S-5	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1
12	S-9	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1
13	S-1	0	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0
14	S-21	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	0	1	0	1	0
15	S-20	0	0	0	1	1	1	1	1	0	1	1	1	1	1	1	0	0	0	1	1	1	0
16	S-14	0	1	0	1	1	0	1	1	1	1	1	1	0	0	0	1	0	0	1	0	0	1
17	S-16	0	0	0	0	0	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1
18	S-3	0	0	0	0	0	1	1	1	1	1	1	1	0	0	0	1	0	1	1	0	0	1
19	S-4	0	0	0	1	0	0	0	0	1	1	1	1	1	1	1	1	0	1	1	0	1	0
20	S-18	0	0	0	0	0	0	0	1	1	1	1	1	1	0	1	1	0	0	0	1	1	1
21	S-22	0	0	0	1	0	1	0	1	0	1	1	0	0	0	0	0	0	0	1	0	1	0
22	S-15	0	0	0	0	0	0	0	1	1	1	1	1	0	0	0	1	0	1	1	1	1	1
23	S-23	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0
VALIDITY	Right	8	9	14	17	17	6	18	17	19	22	22	21	18	16	18	19	9	16	22	17	20	11
	Wrong	15	14	9	6	6	17	5	6	4	1	1	2	5	7	5	4	14	7	1	6	3	12
	rXY	0,583600769	0,450965034	0,912601458	0,629050382	0,740188473	-0,20470494	0,679963577	-0,27015781	0,47022712	0,436045775	0,436045775	0,552447977	0,722987407	0,841777271	0,722987407	0,47022712	0,650954786	0,446460555	0,240250818	0,598739993	0,449610588	-0,0397734
	rTabel	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433
	criteria	Valid	Valid	Valid	Valid	Valid	No	Valid	No	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	No	Valid	Valid	No
	TOTAL VALID	44																					
ITEM DISCRIMINATION	HG	5	5	8	8	8	2	8	6	8	8	8	8	8	8	8	8	6	7	8	8	8	4
	LG	0	0	0	2	1	3	2	6	5	6	6	5	3	1	3	5	0	4	6	3	5	4
	ID	0,666666667	0,666666667	1,066666667	0,8	0,933333333	-0,13333333	0,8	0	0,4	0,266666667	0,266666667	0,4	0,666666667	0,933333333	0,666666667	0,4	0,8	0,4	0,266666667	0,666666667	0,4	0
	criteria	GOOD	GOOD	EXCELLENT	EXCELLENT	EXCELLENT	POOR	EXCELLENT	POOR	SATISFACTORY	SATISFACTORY	SATISFACTORY	SATISFACTORY	GOOD	EXCELLENT	GOOD	SATISFACTORY	EXCELLENT	SATISFACTORY	SATISFACTORY	GOOD	SATISFACTORY	POOR
ITEM FACILITY	IF	0,347826087	0,391304348	0,608695652	0,739130435	0,739130435	0,260869565	0,782608696	0,739130435	0,826086957	0,956521739	0,956521739	0,913043478	0,782608696	0,695652174	0,782608696	0,826086957	0,391304348	0,695652174	0,956521739	0,739130435	0,869565217	0,47826087
	criteria	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE	DIFFICULT	DIFFICULT	DIFFICULT	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE	DIFFICULT	MODERATE	DIFFICULT	MODERATE

										Item Number											
23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44
1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	1	1
1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1
1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	0	1	1	1
1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	0	0	1	1	1
1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	0	1	1
1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	0	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1
1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	0	1	0
0	0	1	0	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	0	1	1
0	0	0	0	1	1	1	1	1	0	0	1	0	1	0	1	1	1	0	0	0	1
1	1	1	0	1	1	0	1	0	0	0	0	0	1	0	1	1	1	1	0	0	1
1	1	1	1	1	1	1	1	1	0	0	1	0	0	0	0	0	1	0	0	0	0
1	1	1	1	1	1	0	1	0	0	0	0	0	0	0	0	1	1	0	0	0	0
0	0	1	0	1	1	1	1	1	0	0	0	0	0	0	1	0	0	0	0	0	1
1	1	1	1	1	1	1	1	1	0	0	1	0	0	0	0	0	1	0	0	0	0
0	0	0	0	1	1	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1
1	1	1	0	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0
0	0	0	0	0	1	1	0	1	0	0	1	0	1	0	0	1	1	0	0	0	0
18	18	20	16	22	22	20	22	20	6	10	17	10	5	14	17	17	13	12	5	14	17
5	5	3	7	1	1	3	1	3	17	13	6	13	18	9	6	6	10	11	18	9	6
0,540136129	0,540136129	0,502303803	0,697149204	0,436045775	0,392535785	0,42326398	0,436045775	0,42326398	0,48233053	0,712068725	0,598739993	0,712068725	-0,20670145	0,912601458	0,629050382	0,740188473	-0,55992727	0,483845385	0,438656008	0,912601458	0,629050382
0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433
Valid	Valid	Valid	Valid	Valid	No	No	Valid	No	Valid	Valid	Valid	Valid	No	Valid	Valid	Valid	No	Valid	Valid	Valid	Valid
8	8	8	8	8	8	8	8	8	4	6	8	6	1	8	8	8	2	5	4	8	8
4	4	5	3	6	6	5	6	5	0	0	3	0	1	0	2	1	6	1	0	0	2
0,533333333	0,533333333	0,4	0,666666667	0,266666667	0,266666667	0,4	0,266666667	0,4	0,533333333	0,8	0,666666667	0,8	0	1,066666667	0,8	0,933333333	-0,53333333	0,533333333	0,533333333	1,066666667	0,8
GOOD	GOOD	SATISFACTORY	GOOD	SATISFACTORY	SATISFACTORY	SATISFACTORY	SATISFACTORY	SATISFACTORY	GOOD	EXCELLENT	GOOD	EXCELLENT	POOR	EXCELLENT	EXCELLENT	EXCELLENT	POOR	GOOD	GOOD	EXCELLENT	EXCELLENT
0,782608696	0,782608696	0,869565217	0,695652174	0,956521739	0,956521739	0,869565217	0,956521739	0,869565217	0,260869565	0,434782609	0,739130435	0,434782609	0,217391304	0,608695652	0,739130435	0,739130435	0,565217391	0,52173913	0,217391304	0,608695652	0,739130435
MODERATE	MODERATE	DIFFICULT	MODERATE	DIFFICULT	DIFFICULT	DIFFICULT	DIFFICULT	DIFFICULT	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE

| Item Number | | | | | | | | | | | | | | | | | |
45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	TOTAL	PERCENTAGE
1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	0	49	82
1	1	0	0	0	1	1	1	1	0	1	1	1	0	0	0	48	80
1	1	0	0	0	1	1	1	0	0	1	1	1	0	0	1	48	80
1	1	0	0	0	1	1	1	1	0	1	1	1	0	1	1	47	78
1	1	0	0	0	1	1	1	1	1	1	1	1	0	0	0	47	78
1	1	0	0	0	1	1	1	1	0	1	1	1	0	0	0	47	78
1	0	1	0	1	1	1	1	1	0	1	1	0	0	0	0	47	78
1	0	0	1	1	1	1	1	1	0	1	1	0	0	0	0	47	78
1	1	1	1	1	1	1	1	0	0	1	1	1	0	0	0	47	78
1	1	0	0	0	1	1	1	1	0	1	1	1	0	0	0	46	77
1	1	0	0	0	1	1	1	0	0	1	1	1	0	0	0	46	77
1	0	1	1	0	1	1	1	0	1	1	1	0	0	0	0	46	77
1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	45	75
1	0	1	1	0	1	1	1	0	0	1	1	0	1	0	0	37	62
1	0	1	1	1	1	1	1	0	0	1	1	0	1	1	0	36	60
1	0	1	1	1	1	1	1	0	0	1	1	0	1	0	1	35	58
0	0	0	0	0	1	1	1	0	0	1	1	0	0	0	0	30	50
0	0	1	1	1	1	1	1	0	0	1	1	0	0	0	1	29	48
0	0	1	1	1	1	1	1	0	0	1	1	0	0	1	0	29	48
0	0	0	0	0	1	0	1	0	0	1	1	0	0	1	1	28	47
0	0	1	1	1	1	1	0	1	0	0	1	0	0	1	1	24	40
0	0	1	1	1	0	1	0	0	0	0	0	0	0	1	0	21	35
1	0	1	1	0	0	0	0	0	1	0	0	0	1	1	1	19	32
17	10	13	12	10	21	21	20	10	4	20	21	10	4	7	7		
6	13	10	11	13	2	2	3	13	19	3	2	13	19	16	16		
0,740188473	0,712068725	-0,38988681	-0,4753501	-0,27237602	0,599683306	0,489467538	0,699903361	0,50623028	0,056488323	0,699903361	0,599683306	0,712068725	-0,34147446	-0,66822359	-0,41753494		
0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433		
Valid	Valid	No	No	No	Valid	Valid	Valid	Valid	No	Valid	Valid	Valid	No	No	No		
8	6	2	1	2	8	8	8	7	2	8	8	6	0	1	2		
1	0	5	5	4	5	5	4	1	1	4	5	0	1	5	4		
0,933333333	0,8	-0,4	-0,53333333	-0,26666667	0,4	0,4	0,533333333	0,8	0,133333333	0,533333333	0,4	0,8	-0,13333333	-0,53333333	-0,26666667		
EXCELLENT	EXCELLENT	POOR	POOR	POOR	SATISFACTORY	SATISFACTORY	GOOD	EXCELLENT	POOR	GOOD	SATISFACTORY	EXCELLENT	POOR	POOR	POOR		
0,739130435	0,434782609	0,565217391	0,52173913	0,434782609	0,913043478	0,913043478	0,869565217	0,434782609	0,173913043	0,869565217	0,913043478	0,434782609	0,173913043	0,304347826	0,304347826		
MODERATE	MODERATE	MODERATE	MODERATE	MODERATE	DIFFICULT	DIFFICULT	DIFFICULT	MODERATE	MODERATE	DIFFICULT	DIFFICULT	MODERATE	MODERATE	MODERATE	MODERATE		

Appendix 3

THE RESULT ANALYSIS OF THE TRY OUT TEST

Reading Comprehension of Narrtive Text

No	Students' Code	Item Number																					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1	S-8	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1
2	S-10	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
3	S-19	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	0	0	1	1	1	1
4	S-6	1	0	1	1	1	1	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	0
5	S-12	0	0	1	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0
6	S-17	0	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
7	S-9	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1
8	S-1	0	0	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
9	S-7	0	1	1	1	1	0	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	0
10	S-2	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1
11	S-11	1	0	1	1	1	1	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	0
12	S-5	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	0	1	1	1	1	1
13	S-13	0	0	1	1	1	0	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	0
14	S-21	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	0	0	1	0	1	0
15	S-14	0	1	0	1	1	0	1	0	1	1	1	1	0	0	0	1	0	0	1	0	0	1
16	S-20	0	0	0	1	1	0	0	0	1	1	1	1	1	1	1	0	0	0	1	1	1	0
17	S-4	0	0	0	1	0	0	0	0	1	1	1	1	1	1	1	1	0	1	1	0	1	0
18	S-3	0	0	0	0	0	0	0	0	1	1	1	1	0	0	0	1	0	1	1	0	0	1
19	S-15	0	0	0	0	0	0	0	0	1	1	1	1	0	0	0	1	0	1	1	0	1	1
20	S-16	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	0	1	1	1	1	1
21	S-22	0	0	0	1	0	0	0	0	1	1	1	0	0	0	0	0	0	1	1	0	1	0
22	S-18	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1
23	S-23	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	1	1	0	0
v a l i d i t y	Right	8	9	14	17	17	8	9	14	13	12	10	21	18	16	18	19	9	17	22	17	20	11
	Wrong	15	14	9	6	6	15	14	9	10	11	13	2	5	7	5	4	14	6	1	6	3	12
	rXY	0,602230634	0,478236364	0,912601458	0,618946919	0,740188473	0,602230634	0,478236364	0,912601458	-0,28249284	-0,35989138	-0,14708305	0,552447977	0,626183789	0,841777271	0,626183789	0,481931908	0,623683457	0,386567274	0,392535785	0,497705365	0,436437284	-0,02201052
	rTabel	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433
	criteria	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	No	No	No	Valid	Valid	Valid	Valid	Valid	Valid	No	No	Valid	Valid	No
	Total Valid	42																					
ITEM DISCRIMINATION	HG	5	4	8	7	8	5	4	8	5	4	4	8	8	8	8	8	5	7	8	8	8	4
	LG	0	0	0	2	1	0	0	0	5	5	4	5	3	1	3	5	0	5	6	5	5	4
	ID	0,666666667	0,533333333	1,066666667	0,666666667	0,933333333	0,666666667	0,533333333	1,066666667	0	-0,13333333	0	0,4	0,666666667	0,933333333	0,666666667	0,4	0,666666667	0,266666667	0,266666667	0,666666667	0,4	0
	criteria	GOOD	GOOD	EXCELLENT	GOOD	EXCELLENT	GOOD	GOOD	EXCELLENT	POOR	POOR	POOR	SATISFACTORY	GOOD	EXCELLENT	GOOD	SATISFACTORY	GOOD	SATISFACTORY	SATISFACTORY	GOOD	SATISFACTORY	POOR
ITEM FACILITY	IF	0,347826087	0,391304348	0,608695652	0,739130435	0,739130435	0,347826087	0,391304348	0,608695652	0,565217391	0,52173913	0,434782609	0,913043478	0,782608696	0,695652174	0,782608696	0,826086957	0,391304348	0,739130435	0,956521739	0,739130435	0,869565217	0,47826087
	criteria	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE	DIFFICULT	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE	DIFFICULT	MODERATE	DIFFICULT	MODERATE

Item Number																					
23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44
1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1
1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1
1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1
1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	0	1	1	1	0	1	0
1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1
1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1
1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1
1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1
0	0	1	0	1	1	1	0	1	1	0	0	0	1	1	1	1	1	1	0	1	1
1	1	1	1	1	1	1	0	0	1	0	0	0	1	1	1	1	1	1	0	0	1
0	0	1	1	1	1	0	0	0	1	0	1	0	1	1	1	1	1	0	0	0	1
0	0	1	1	1	1	0	0	0	1	0	0	0	0	1	1	0	0	0	0	0	1
1	1	1	1	1	1	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0
1	1	1	1	1	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0
1	1	0	0	1	1	0	0	0	0	0	1	0	0	1	0	1	1	0	0	0	0
0	0	1	1	1	1	0	0	0	1	0	0	0	0	1	1	0	1	0	0	0	1
1	1	0	0	1	1	0	0	0	1	0	1	1	0	0	1	1	0	0	0	0	0
0	0	1	0	0	1	0	0	0	1	1	1	1	1	0	0	1	1	0	0	0	0
18	18	12	10	22	22	12	5	14	19	11	17	14	17	21	17	19	16	11	7	14	17
5	5	11	13	1	1	11	18	9	4	12	6	9	6	2	6	4	7	12	16	9	6
0,540136129	0,540136129	-0,35989138	-0,14708305	0,436045775	0,218495822	0,492726825	0,460167923	0,912601458	0,27124573	0,493112975	0,497705365	0,512621954	0,740188473	0,599683306	0,618946919	0,51704627	-0,32488914	0,581927371	0,575577786	0,912601458	0,618946919
0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433
Valid	Valid	No	No	Valid	No	Valid	Valid	Valid	No	Valid	Valid	Valid	Valid	Valid	Valid	Valid	No	Valid	Valid	Valid	Valid
8	8	4	4	8	8	6	4	8	7	5	8	7	8	8	7	8	7	6	6	8	7
4	4	5	4	6	6	1	0	0	4	1	3	2	1	5	2	3	6	0	0	0	2
0,533333333	0,533333333	-0,13333333	0	0,266666667	0,266666667	0,666666667	0,533333333	1,066666667	0,4	0,533333333	0,666666667	0,666666667	0,933333333	0,4	0,666666667	0,666666667	0,133333333	0,8	0,8	1,066666667	0,666666667
GOOD	GOOD	POOR	POOR	SATISFACTORY	SATISFACTORY	GOOD	GOOD	EXCELLENT	SATISFACTORY	GOOD	GOOD	GOOD	EXCELLENT	SATISFACTORY	GOOD	GOOD	POOR	EXCELLENT	EXCELLENT	EXCELLENT	GOOD
0,782608696	0,782608696	0,52173913	0,434782609	0,956521739	0,956521739	0,52173913	0,217391304	0,608695652	0,826086957	0,47826087	0,739130435	0,608695652	0,739130435	0,913043478	0,739130435	0,826086957	0,695652174	0,47826087	0,304347826	0,608695652	0,739130435
MODERATE	MODERATE	MODERATE	MODERATE	DIFFICULT	DIFFICULT	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE	DIFFICULT	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE

							Item Number										
45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	TOTAL	PERCENTAGE
1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	53	88
1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	53	88
1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	51	85
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	51	85
1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	50	83
1	1	1	0	1	1	1	1	0	0	1	0	1	1	1	1	48	80
1	1	1	0	0	1	1	1	0	1	1	0	0	1	1	1	48	80
1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	48	80
1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	46	77
1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	1	46	77
1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	46	77
1	1	1	0	0	1	1	1	0	0	1	0	1	1	1	0	45	75
1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	44	73
1	1	1	0	0	0	1	1	0	0	1	1	0	0	1	1	37	62
1	1	1	0	1	1	1	0	0	0	1	1	0	1	1	0	36	60
1	1	1	0	1	1	1	1	0	0	1	1	0	0	1	0	34	57
0	1	1	0	1	1	1	1	0	0	1	1	0	0	0	0	28	47
0	1	1	0	1	1	1	1	0	0	1	1	0	1	0	0	26	43
0	1	1	1	1	1	1	1	0	0	1	1	0	1	0	0	26	43
0	1	1	0	1	1	1	1	0	0	1	1	0	1	0	0	26	43
0	1	1	1	1	1	1	1	1	0	1	1	0	0	0	1	27	45
0	0	1	0	1	1	0	1	0	0	1	1	0	1	0	1	24	40
1	0	0	1	1	1	0	1	0	1	0	1	0	0	1	0	22	37
17	21	22	12	15	21	21	22	10	4	20	17	12	18	17	14		
6	2	1	11	8	2	2	1	13	19	3	6	11	5	6	9		
0,740188473	0,599683306	0,436045775	0,244046515	-0,45319171	-0,0616113	0,599683306	0,066210855	0,515179777	0,044783535	0,014891561	-0,49243399	0,839102971	0,540136129	0,740188473	0,476260181		
0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433		
Valid	Valid	Valid	No	No	No	Valid	No	Valid	No	No	No	Valid	Valid	Valid	Valid		
8	8	8	6	6	8	8	8	6	3	6	4	7	8	8	8		
1	5	6	3	7	7	5	7	1	1	6	7	0	4	1	2		
0,933333333	0,4	0,266666667	0,4	-0,13333333	0,133333333	0,4	0,133333333	0,666666667	0,266666667	0	-0,4	0,933333333	0,533333333	0,933333333	0,8		
EXCELLENT	SATISFACTORY	SATISFACTORY	SATISFACTORY	POOR	POOR	SATISFACTORY	POOR	GOOD	SATISFACTORY	POOR	POOR	EXCELLENT	GOOD	EXCELLENT	EXCELLENT		
0,739130435	0,913043478	0,956521739	0,52173913	0,652173913	0,913043478	0,913043478	0,956521739	0,434782609	0,173913043	0,869565217	0,739130435	0,52173913	0,782608696	0,739130435	0,608695652		
MODERATE	DIFFICULT	DIFFICULT	MODERATE	MODERATE	DIFFICULT	DIFFICULT	DIFFICULT	MODERATE	MODERATE	DIFFICULT	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE		

Appendix 4

The Computation of Validity Test

Deducing Meaning from Context

Formula :

$$r = \frac{n(\sum XY) - \sum X \sum Y}{\sqrt{\left[n\sum X^2 - (\sum X)^2\right]\left[n\sum Y^2 - (\sum Y)^2\right]}}$$

Criteria :

The item is valid if $r_{value} > r_{table}$

The following is the example of computation of the validity test of item number 1 and for the other items will use the same formula.

No	Code	X	Y	X^2	Y^2	XY
1	S-12	0	49	0	2401	0
2	S-19	1	48	1	2304	48
3	S-2	1	48	1	2304	48
4	S-13	0	47	0	2209	0
5	S-6	1	47	1	2209	47
6	S-7	0	47	0	2209	0
7	S-8	1	47	1	2209	47
8	S-10	1	47	1	2209	47
9	S-17	0	47	0	2209	0
10	S-11	1	46	1	2116	46
11	S-5	1	46	1	2116	46
12	S-9	1	46	1	2116	46
13	S-1	0	45	0	2025	0
14	S-21	0	37	0	1369	0
15	S-20	0	36	0	1296	0
16	S-14	0	35	0	1225	0
17	S-16	0	30	0	900	0
18	S-3	0	29	0	841	0
19	S-4	0	29	0	841	0
20	S-18	0	28	0	784	0
21	S-22	0	24	0	576	0
22	S-15	0	21	0	441	0
23	S-23	0	19	0	361	0
	Total	8	898	8	37270	375

Calculation :

$$r = \frac{n\left(\sum XY\right) - \sum X \sum Y}{\sqrt{\left(n\sum X^2 - \left(\sum X\right)^2\right)\left(n\sum Y^2 - \left(\sum Y\right)^2\right)}}$$

$$r = \frac{23(375) - (8)(898)}{\sqrt{\left(23(8) - (64)\right)\left(23(37270) - (806404)\right)}}$$

$$r = \frac{8625 - (7184)}{\sqrt{\left(184 - (64)\right)\left(857210 - (806404)\right)}}$$

$$r = \frac{1441}{\sqrt{120(50806)}}$$

$$r = \frac{1441}{2469.15}$$

$$r = \mathbf{0.583}$$

R_{table}value from r Product-Moment table of Critic Value with $N = 23$ and significance level (p) of 0.05 (5%)was **0.413**.

Since r_{xy}(0.583) > r table (0.413), therefore the item number 1 was valid**.**

Appendix 5

The Computation of Reliability Test

Deducing Meaning from Context

Formula :

$$R_{11} = \frac{2 \cdot r_{xy}}{(1 + r_{xy})}$$

Criteria :

The test is reliable if $R_{11} > r_{table}$

The following is the example of computation of the reliability test of deducing meaning from context test and for reading comprehension of narrative text test will use the same formula.

No	Odd (X)	Even (Y)	XY	$(X)^2$	$(Y)^2$
1	27	22	594	729	484
2	26	22	572	676	484
3	25	23	575	625	529
4	27	20	540	729	400
5	27	20	540	729	400
6	25	22	550	625	484
7	25	22	550	625	484
8	24	23	552	576	529
9	27	20	540	729	400
10	27	19	513	729	361
11	25	21	525	625	441
12	22	24	528	484	576
13	28	17	476	784	289
14	20	17	340	400	289
15	17	19	323	289	361
16	15	20	300	225	400
17	13	17	221	169	289
18	12	17	204	144	289
19	15	14	210	225	196
20	12	16	192	144	256
21	11	13	143	121	169
22	11	10	110	121	100
23	9	10	90	81	100
Sum	470	428	9188	10584	8310

Calculation :

$$R_{11} = \frac{2 \cdot r_{xy}}{(1 + r_{xy})}$$

Where,

$$r_{xy} = \frac{23(9188) - (470)(428)}{\sqrt{(23(10584) - (220900))(23(8310) - (183184)}}$$

$$r_{xy} = \frac{10164}{13380.55}$$

$$r_{xy} = 0.759$$

Thus,

$$R_{11} = \frac{2 \cdot r_{xy}}{(1 + r_{xy})}$$

$$R_{11} = \frac{2 (0.759)}{(1 + 0.759)}$$

$$R_{11} = \mathbf{0.862}$$

R_{table} value from r Product-Moment table of Critic Value with N = 23 and significance level (p) of 0.05 (5%) was **0.413**.

Since the R_{11} value (0.862) > r_{table} (0.413), it can be concluded that the instrument was reliable.

Appendix 6

The Computation of Item Facility

Deducing Meaning from Context

Formula :

$$IF = \frac{Total \ of \ students \ answering \ the \ item \ correctly}{Total \ of \ students \ responding \ to \ that \ item}$$

Criteria:

Interval	Category
$0.00 \leq IF < 0.15$	Difficult
$0.15 \leq IF < 0.85$	Moderate
$0.85 \leq IF < 1.00$	Easy

The following is the example of computation of item facility itme number 1 and for the other items will use the same formula.

No	Students' Code	Item Number 1
1	S-12	0
2	S-19	1
3	S-2	1
4	S-13	0
5	S-6	1
6	S-7	0
7	S-8	1
8	S-10	1
9	S-17	0
10	S-11	1
11	S-5	1
12	S-9	1
13	S-1	0
14	S-21	0
15	S-20	0
16	S-14	0
17	S-16	0
18	S-3	0
19	S-4	0
20	S-18	0
21	S-22	0
22	S-15	0
23	S-23	0
	Total	8

<u>Calculation</u> :

$$IF = \frac{8}{23} = 0.347$$

The IF value was then consulted to the IF category. Since 0.347 is between 0.15 and 0.85, so the item number 1 is stated to be moderate item.

Appendix 7

The Computation of Item Discrimination

Deducing Meaning from Context

Formula :

$$ID = \frac{\text{high group's correct answer} - \text{low group's correct answer}}{\frac{1}{2} \text{ x total of your two comparison groups}}$$

Criteria:

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

The following is the example of computation of item discrimination item number 1 and for the other items will use the same formula.

	High Group			Low Group	
No	Code	Score	No	Code	Score
1	S-12	0	1	S-16	0
2	S-19	1	2	S-3	0
3	S-2	1	3	S-4	0
4	S-13	0	4	S-18	0
5	S-6	1	5	S-22	0
6	S-7	0	6	S-15	0
7	S-8	1	7	S-23	0
8	S-10	1	8		
	Sum	5		Sum	0

$$ID = \frac{5-0}{\frac{1}{2} \text{ x } 15} = \textbf{0.67}$$

Since the ID value (0.67) is between0.41 and 0.70, it can be stated that item number 1 is good.

Appendix 8

Critical ValueTable of r Product-Moment

df = n -2				
Level of Significance (p) for Two-Tailed Test	**.10**	**.05**	**.02**	**.01**
Df				
1	.988	.997	.9995	.9999
2	.900	.950	.980	.990
3	.805	.878	.934	.959
4	.729	.811	.882	.917
5	.669	.754	.833	.874
6	.622	.707	.789	.834
7	.582	.666	.750	.798
8	.549	.632	.716	.765
9	.521	.602	.685	.735
10	.497	.576	.658	.708
11	.476	.553	.634	.684
12	.458	.532	.612	.661
13	.441	.514	.592	.641
14	.426	.497	.574	.623
15	.412	.482	.558	.606
16	.400	.468	.542	.590
17	.389	.456	.528	.575
18	.378	.444	.516	.561
19	.369	.433	.503	.549
20	.360	.423	.492	.537
21	.352	.413	.482	.526
22	.344	.404	.472	.515
23	.337	.396	.462	.505
24	.330	.388	.453	.496
25	.323	.381	.445	.487
26	.317	.374	.437	.479
27	.311	.367	.430	.471
28	.306	.361	.423	.463
29	.301	.355	.416	.456
30	.296	.349	.409	.449
35	.275	.325	.381	.418
40	.257	.304	.358	.393
45	.243	.288	.338	.372
50	.231	.273	.322	.354
60	.211	.250	.295	.325
70	.195	.232	.274	.303
80	.183	.217	.256	.283
90	.173	.205	.242	.267
100	.164	.195	.230	.254

Taken from : *http://researchbasics.education.uconn. edu/r_critical_value_table*

Appendix 9

List of Respondents' Name of the Test

Deducing Meaning from Context and Reading Comprehension of Narrative Text
Test / IX D

NO	NAME	Code
1	Ahmad Khoiruddin	S-1
2	Andrian Teguh W	S-2
3	Anggun Susmitawati	S-3
4	Danil Wahyu K.	S-4
5	Dul Hadi	S-5
6	Dwy Kartika Surya	S-6
7	Eva Puja Pratiwi	S-7
8	Ferry Ariyanto	S-8
9	Hindatul Latifah	S-9
10	Muhammad Faiqul Maali	S-10
11	Muhammad Faris	S-11
12	Muhammad Nurul	S-12
13	Muhammad Sholihul H	S-13
14	Nur Kholifah	S-14
15	Puji Argo Utomo	S-15
16	Rizky Happy Panggalih	S-16
17	Siti Nanda Lia	S-17
18	Sukamto	S-18
19	Sukarti	S-19
20	Tarissa Alfiaturrosida	S-20
21	Umi Susilowati	S-21
22	Wahyu Ardiansyah	S-22
23	Bramasta	S-23

Appendix 10

LESSON PLAN

School	: SMPN 2 JAKEN
Subject	: English
Class / Semester	: IX / 1
Material	: Deducing Meaning from Contextand ReadingComprehension of Narrative Text Tests
Time Allocation	: 2 x 50 minutes
Academic Year	: 2015 / 2016

Standard Competence

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative dan report untuk berinteraksi dalam konteks kehidupan sehari-hari

Basic Competence

10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari berbentuk narrative dan report

Indicators :

1. Identify some questions about deducing meaning from context
2. Identify some questions about reading comprehension of narrative text

I. Learning Objectives

In the end of the meeting, the students are able to :

1. Answer questions about deducing meaning from context test
2. Answer some questions about reading comprehension of narrative text test

II. Material of Learning

1. 40 multiple choice questions about deducing meaning from context
2. 40 multiple choice questions about reading comprehension

III. Method of Study

1. Deducing meaning from context
2. Reading comprehension of narrative text

IV. Steps of Learning Activity

Opening

1. The students pray together and greet the teacher.
2. The students listen to the teacher when she is checking the attendance list of the students.

Main activities

1. Building Knowledge of Field (BKoF)
   a. Students pay attention to the teacher who is giving explanation about the objective of the test
   b. Teacher gives some copies of test questions
2. Modeling of the Text (MoT)
   a. Teacher gives some example of questions.
   b. Teacher explains how to do the test.
3. Joint Construction of the Text (JCoT)
4. Independent Construction of Text (ICoT)
   a. Students do the deducing meaning from context and reading comprehension tests.

Closing

1. Teacher asks the students the difficulty during the test.

V. Sources of the study

1. California Standards Test. http://www.cde.ca.gov/ta/tg/sr/resources.asp
2. Oklahoma School Testing Program. Oklahoma Core Curriculum Tests. http://sde.ok.gov/sde/sites/ok.gov.sde/files
3. The Massachusetts Comprehensive Assessment System. Release of Spring 2002 Test Items. http://www.doe.mass.edu
4. English Language Arts Reading Comprehension test. Massachusetts English Language Arts Curriculum Framework (2001). http://www.doe.mass.edu/frameworks/current.html
5. English Language Arts 2013. http://www.louisianabelieves.com/resources/contact-us
6. Context Clues. http://www.warrencountyschools.org/userfiles/1593/context%20clues%20multiple%20choice%20exercise.pdf

VI. Evaluation

A. Deducing meaning from context test

      Junior High School

      Time   : 50 minutes

      Objective   : Students are able to answer questions about deducing
                     meaning from context test

      Instructions   : - Work individually.

                     - Choose the best option from 4 possible answers

      Rubric   : - Writing Test

                    1. Maximum score for each student :100

                - Grade   = total number of correct answer : 0.4

                For instance:

                     James's right answer is 35

                     Then his grade is 35 : 0.4 = 87.5

B. Reading comprehension test

      Junior High School

      Time   : 50 minutes

      Objective   : Students are able to answer questions about reading
      comprehension of narrative text

      Instructions   : - Work individually.

                     - Choose the best option from 4 possible answers

      Rubric   : - Writing Test

                (the same as deducing meaning from context test)

                         Jaken, July, 29 2016

                         The Researcher

                         Sitta Murti

                         NIM 2201412036

Appendix 11

DEDUCING MEANING FROM CONTEXT TEST

CLASS   : IX   **TIME : 90 Minutes**

Answer the following questions by giving mark on a, b, c, or d on the answer sheet.

1. No matter where you go, the Internet is following you. Almost every portable device is being made with an Internet connection. Most new TVs and many other appliances come with Internet connections as well. The Internet is truly **ubiquitous**.
   If something is ubiquitous, _____.
   a. it is fuzzy and will bite you
   b. it is everywhere
   c. it costs too much money
   d. it causes rashes

2. Speaking rudely to the judges was **rash** behavior. You really hurt your chances of winning!
   In the above context, what does "rash" mean?
   a. an itchy skin condition
   b. funny
   c. trying to hide or disguise a piece of cheese
   d. with little thought or consideration

3. Some people are always **bashing** the president just like others bashed the one before him. Wouldn't you think that everyone could find something to praise him for, at least once in a while? What does "bashing" mean in the above selection?
   a. hitting hard with a heavy tool
   b. going to too many expensive parties
   c. speaking or writing harshly about
   d. voting for a different candidate

4. Wherever he goes, the **esteemed** Dr. Sanchez is applauded for his life saving research. What does "esteemed" mean?
   a. held over boiling water
   b. very old
   c. unable to chew gum
   d. greatly admired

5. I believe that if you lower taxes so that people can keep more of the money they earn, it will be an **incentive** for them to work harder.
   What is the meaning of "incentive"? _____.
   a. a reason to do something
   b. a small amount of money

     c. a tax

     d. a good job

6. Some people are sure that the new health care law will mean better care for everyone. Others argue that the law will mean less care and longer waiting lines for those who need to see doctors. It's a **controversy** that will not go away soon.

    A controversy is something that people _____.

     a. have strong disagreements over

     b. blow their noses into

     c. need to pay for a visit to a doctor

     d. eat with sweet candy

7. In the early 1600s, a dangerous trip across the Atlantic Ocean was a **daunting** idea. The Europeans, who would someday be known as the Pilgrims, must have been a very determined and brave group of settlers. A daunting task is one that would _____ someone.

     a. tickle

     b. amuse

     c. lose or misplace

     d. frighten or intimidate

8. The **original** Pilgrims called themselves the "Saints" and referred to others who joined with them for the voyage as the "Strangers." In this context, "original" means _____.

     a. one of a kind

     b. first

     c. humorous

     d. musical

9. The Saints and Strangers argued about how they would live in the New World. After much discussion, they came together and signed the Mayflower **Compact**. The Compact was ___.

     a. a container for makeup

     b. a small item

     c. a machine used for mashing corn

     d. an agreement

10. When the Pilgrims landed in what is now Massachusetts, they were fearful that the Native Americans would attack them. However, the people that they **encountered**, the Wampanoag Indians, were a peaceful and generous tribe. To encounter, is to _____.

     a. meet

     b. note how many

     c. fight

     d. exchange text messages

11. As the summer sun sent scattered rays through the maple and oak leaves overhead, the young deer stood **frozen**, making it almost impossible for the hikers to see her. In the above passage, the word "frozen" means _____.

     a. very cold

     b. visible

c. not moving
d. not melted

12. Christmas is a time when Dad **reverts** to his childhood. I really think he looks forward to Santa's visit more than any other member of the family. Mom says that he'll always be a child during this season. What does "reverts" mean in the above passage?
    a. stands up straight
    b. peeks at presents
    c. drinks too much egg nog
    d. goes back to being what he was

13. Fortunately, the explosion **diverted** the asteroid from a course that would have sent it hurdling into our planet. To divert is to _____.
    a. change the direction of
    b. look for really high waves
    c. jump into a dry river
    d. look through a telescope

14. A wonderful 98 year old woman is working day and night to knit scarves to send as gifts for the troops. What a **selfless** person she is! A selfless woman _____.
    a. is selfish
    b. has no name
    c. likes to wear scarves
    d. cares more about others than herself

The United States has a vast amount of newly discovered clean geothermal (natural heat from the Earth's crust) energy. Tapping into this energy source could provide at least 10 times the energy that can be obtained from the nation's known coal reserves.

15. What does "vast" mean?
    a. a large amount
    b. not enough
    c. dangerous
    d. having no known use

16. Which word in the above paragraph means supplies that are available to be used?
    a. geothermal
    b. tapping
    c. continent
    d. reserves

Using IQ tests and MRI brain scans, researchers have found that the measurable intelligence of teenagers can rise and fall over time. We used to believe that intelligence was static. But now, because of new studies, we know that teens and even fully mature adults can grow more brain cells when needed.

17. What are researchers?
    a. people who lose things
    b. people who search for knowledge

    c.   creatures from Mars

    d.   students who don't study

18. Poor Farmer Chevez **labors** sixteen hours a day and never has time for a vacation. He deserves better! Everyone should have at least one day a week for rest and relaxation.

    a.   plays

    b.   eats

    c.   works

    d.   unions

19. Our new alarm system will wake up the entire neighborhood if an intruder gets in the house. An intruder is someone who intrudes. To **intrude** is to _____.

    a.   paint or repair old buildings

    b.   wear ones shoes on the wrong feet

    c.   go where one is not wanted or doesn't belong

    d.   be very noisy

20. Those scientists want to hear what our professor thinks about their theory because he is the **foremost** expert in their field.

    a.   The first or main one

    b.   craziest

    c.   least informed

    d.   loudest

21. Your cousin claimed to be late because the doors of his house were frozen shut. Even though I have my doubts, his explanation is **plausible**. It got really cold last night. I'll just have to take his word for it. If a statement is plausible, _____.

    a.   you must always believe it

    b.   you should never believe it

    c.   it's hard to understand because it makes no sense

    d.   it's believable enough to possibly be true

22. If you don't **curtail** your spending, you'll be broke in no time at all! Which word is a synonym of "curtail"?

    a.   reduce

    b.   follow

    c.   behind

    d.   buy

23. No word must ever leak out about this military action! It has to be a **clandestine** operation in order to succeed. Which word is a synonym of "clandestine"?

    a.   family

    b.   useful

    c.   dangerous

    d.   secret

24. Brea and Elizabeth are having a **dispute** over which radio station to play at work. It would be so much simpler if they both liked the same kind of music. A dispute is a _____.

a. musical instrument
b. choice of music
c. discovery
d. disagreement

25. It's a wonder to me how anyone can still be undecided about this election. These two candidates are certainly **distinct**. Each would lead our nation in opposite directions. What does "distinct" mean?
    a. needing a bath
    b. dishonest
    c. clearly different
    d. about the same age

26. Mr. Huge was very proud of his auto superstore. "We have such an **extensive** selection of cars," he said, "so everyone should find a vehicle that he or she will love!" The word "extensive" means _____.
    a. costing a lot of money
    b. large amount
    c. having no color
    d. not enough

27. Friendship is a **priceless** thing. If Chris put a price, or conditions, on her friendship, it's no longer priceless. In fact, it's not real friendship at all! If something is priceless, _____.
    a. it has a missing tag
    b. it has no value
    c. it has great value
    d. it is made out of rice

28. The news story was based on a letter that was a **fabrication**. Now the reporter who wrote the story is in big trouble. Will anyone believe him again?
    A fabrication is _____.
    a. made of cloth
    b. full of long words
    c. funny
    d. fake

29. In 1975, Governor James promised to do something about the high taxes in our state. She didn't present a tax cut bill to lawmakers until 1985. It took her a **decade** to keep her promise, but better late than never. How long is a decade?
    a. 75 years
    b. 85 years
    c. a century
    d. 10 years

30. Your plan looks good. I hope it will really work. It's time to **implement** it and see if it's as brilliant as you claim.
    a. instrument
    b. take apart
    c. change
    d. carry out

31. If your plan fails, we'll have to find someone who can **devise** a better one.
    a. design
    b. dislike
    c. appliance
    d. to use peanut butter as toothpaste

32. When your plan brings us great wealth, you will be rewarded for your **sagacity**.
    a. good looks
    b. mistakes
    c. intelligence
    d. huge appetite for herbs

33. No matter what happens, I **assure** you that I will not forget how hard you have worked on this project.
    a. dare
    b. promise
    c. act like a donkey
    d. forget

Marsha is really an introvert. When I took her to Jason's party, she sat in a corner without speaking to anyone. All she did was eat most of the snacks. The only reason she hangs out with me is because I never try to force her to be sociable. She would never forgive me if I introduced her to anyone.

34. An introvert is usually _____.
    a. friendly
    b. hungry
    c. unclean
    d. shy

Sunshine said, "Amber, why are you making such a big deal about Robert's hair? Yes, he did dye it purple. It is rather unusual for a guy to have purple hair. On the other hand, it's not exactly going to change the course of world history. It's really quite a trivial matter."

35. What does "trivial" mean?
    a. strange
    b. unimportant
    c. disgusting
    d. dangerous

36. Both sides in the election contest are throwing accusations at each other. The Gore supporters claim that Governor Bush is trying to **thwart** the will of the people. The Bush supporters say that Mr. Gore is trying to create votes or assign choices to people who did not really cast votes for president. What does "thwart" mean?
    a. help
    b. figure out
    c. block
    d. tickle

37. There is a legal battle raging and the judges are concerned that time is running out. Lawyers are being asked to **expedite** the matter by getting their paperwork in early. What does "expedite" mean?
    a. quicken
    b. agree on
    c. sue
    d. discuss

38. The home team made sure that the officials were on their side. They won a close game and the championship with many questionable decisions from the officials. However, no one from any other town would accept the winners as **legitimate** champions. What does "legitimate" mean?
    a. real
    b. talented
    c. sneaky
    d. good looking

39. Some people believe that lawyers are always working to see that justice is done. On the other hand, some believe that lawyers only want to **manipulate** the legal system to get what they want. Could both sides be right? What does "manipulate" mean?
    a. control in a dishonest way
    b. give help
    c. teach about or explain
    d. disagree with

40. We walked slowly down the trail with great **trepidation**. No one who had gone this way had ever been heard from again. Had they simply found a better place to settle on this dark planet? We doubted that. Which word is a synonym of "trepidation"?
    a. movement
    b. worry
    c. enjoyment
    d. laughter

Appendix 12

READING COMPREHENSION OF NARATIVE TEXT TEST

CLASS   : IX   **TIME : 90 Minutes**

Answer the following questions by giving mark on a, b, c, or d on the answer sheet.

Read these two passages about changes. Think about how the passages are alike and how they are different.

The Purest Heart
A Story from China

1   In a forest in China, there lived a snake. The snake had a beautiful garden of flowers. One day the snake caught Chow Wing gathering the snake's flowers for his three daughters. The snake was angry. "Chow Wing,"he hissed, "you must give me one of your daughters as a wife." Frightened, the man agreed.

2   At home, Chow Wing grew sick with worry. He could neither eat nor sleep.

3   "Please eat, Father," said his eldest daughter, Hua.

4   "I am too worried," he said. "Hua, will you marry the snake and save us?"

5   "You cannot ask me to marry a snake, Father!" said Hua, laughing. "He is so ugly, and I am beautiful. Everyone says so."

6   Next he turned to Fung, his middle daughter. "Fung, will you marry the snake?"

7   "Dearest Father," said Fung, sighing deeply. "This snake is so harsh. I cannot!"

8   The youngest daughter, Tao, stepped forward. "I will marry the snake," she said.

9   In the forest some days later, sweet Tao married the snake. She became a good wife, cleaning and cooking and always being kind and respectful to her husband.

10   One scorching summer afternoon, Tao returned from collecting water to find the snake dying from thirst. Quickly she plunged him into the cool water that she had brought. Before her eyes, he began to grow and change. When he had completed this change, he was a strong and handsome young man!

11   "Tao," he said. "A spell changed me into an ugly snake, but your love and kindness changed me back into my real self."

12   The happy couple visited Chow Wing, Hua, and Fung. How amazed they were! The sisters also felt pangs ofenvy, now that Tao was married to such a fine young man. Deep in their hearts, though, they knew that she wasthe one of pure heart, the only one who could have broken the evil spell.

Kapapitoe and the Lizard
A Story from Indonesia

1   In an Indonesian jungle lived an old woman who had raised a lizard as if he were her son. One day the lizard said, "Please go to the house of seven sisters. Ask if one of the sisters will marry me."

2   The old woman went to the seven single sisters' house and asked the oldest to marry the lizard. The young woman laughed, saying, "Who would marry a lizard?"

3   Each day for a week, the old woman returned with bridal gifts and the marriage offer. One by one, six of the seven sisters refused. Finally she came to the youngest sister, Kapapitoe. "I will marry him," she said. A week later, the old woman returned with the bridal gifts and the lizard in a basket.

4   The six older sisters were cruel to Kapapitoe's lizard husband. After working in the jungle all day, they would clean their feet on his scaly back. As the planting feast of *Ta Datoe* approached, they said to him, "You may not go to this feast, for you are an ugly lizard." Kapapitoe was kind to her husband and hated the way her sisters treated him. As the youngest, though, she had no power over them.

5   The day before the feast, the lizard asked his wife to carry him into the jungle. There he used his long, slashing tail to cut trees and grass until he had cleared a field for planting. "There, now they will surely let me go to the planting feast tomorrow!" he said to Kapapitoe. Remaining cruel, the six sisters told him he was too revolting to be seen in their company.

6   On the day of the feast, Kapapitoe was ready to go to the river and wash. "Please take me to the river with you,"said her husband, and so she did. The lizard went into the water. When he came out, he was a handsome young man dressed in fine clothes!

7   At the feast everyone asked, "Who is that handsome man with Kapapitoe?"

8   The old woman smiled and said, "It is her husband."9 Oh, how jealous those six sisters were! They tried time and time again to steal Kapapitoe's husband from her, but he loved only his wife.

1.   **These passages are *best* described as**
   a.   modern-day science fiction stories.
   b.   fables about animals who learn a lesson.
   c.   myths that explain how things began.
   d.   fairy tales from two different countries.

2.   **Read this sentence from "Kapapitoe and the Lizard."**

> Remaining cruel, the six sisters told him he was too revolting to be seen in their company.

Which word is a *synonym* for revolting?
   a.   cheerful
   b.   disgusting
   c.   wonderful
   d.   cruel

3. **In "Kapapitoe and the Lizard," how did Kapapitoe's six sisters show how much they disliked and disrespected the lizard?**
   a. They would not give him any food to eat or water to drink.
   b. They told Kapapitoe that she must leave their home with him.
   c. They cleaned their dirty feet by wiping them on his rough skin.
   d. They made him work hard all day, every day, in the jungle

4. ***Both*** **the snake and the lizard change into men when they**
   1. are in water.
   2. see water.
   3. drink water.
   4. say "water."

Read these two tales about luck. Think about how the stories are alike and how they are different.

A Tip o' the Hat
A Tale from Ireland

1   Times were hard for Grady O'Hara's family in Donegal, Ireland. For months they had lived on porridge alone. One day Maggie O'Hara said to her husband, "Grady, you must find work before we all starve."

2   Grady traveled many miles, yet he found no work. Weary, he rested against a hill covered in soft green clover. As he dozed, Grady began to hear music. It seemed to be coming from within the hill. Parting the clover, Grady discovered a cave opening just big enough to squeeze his body through. The wee cave was full of fairies. This was good, for in Ireland fairies must give a gift to a human who finds them.

3   The fairies offered Grady a fine iron pot. "Placed over fire," said their leader, "it instantly fills with food. Go now, but tell no one of your luck."

4   Grady headed home, but darkness soon fell. He came to a farmhouse and asked the owners if he could stay there overnight. The Hanahans, who lived there, said he could stay, but a few potatoes were all they had for dinner. Well, Grady's hunger was as fierce as a lion's. He couldn't help showing off his new pot. They all enjoyed a grand dinner, and Grady went to bed with a full stomach.

5   The next morning, Grady went home. He wanted to show his family the pot and to feed everyone a great meal. When he put the pot over the fire, though, nothing happened. Looking closely, Grady realized that it was not the same pot! As he had slept soundly, the Hanahans had traded their pot for his.

6   Grady went to the fairies, and they agreed to trick the Hanahans. The fairies gave Grady an ugly green hat and sent him back to the farm. There, before going to bed, he boasted that the hat was very special. Sure enough, they took it from him.

7   As they tipped it over to look inside, several fairies jumped out and began playing ear-piercing music. The Hanahans held their hands over their ears.

8   "They won't stop playing until you give me back my pot," said Grady.

9   Grady went home with his hat and his pot. He held a fantastic feast for his family and all the neighbors. None of them overstayed their welcome, though. They all had heard what happened when Grady tipped his hat!

The Lucky Cloak
A Tale from Italy

1 Signor Luna and his son, Antonio, lived in a small town in Italy. One day, the old man decided that Antonio should go out into the world and seek his fortune. Calling his son to him, he presented a battered old cloak with one small pocket.

2 "How can this old cloak help me?" asked Antonio.

3 "You'll see," said his father. "Put it on and reach into the pocket."

4 Antonio did so, and out came a silver coin. "A coin will appear whenever you need one," Signor Luna said, "but that is not all. Button the cloak now."

5 When Antonio buttoned the cloak's last button, he instantly became invisible! With the cloak and his father's good wishes, the young man went on his way.

6 After walking what seemed like a very long distance, Antonio entered a small town with two cafés on the cobblestone street. Antonio saw a pretty young woman in one of them, sitting alone.

7 "May I join you, Signorina?" he asked with a polite little bow.

8 "No," she said, "for I can see by your tattered cloak that you are a poor man. I fear that you cannot afford to buy your meal."

9 Antonio's pride was injured. To repair the damage, he pulled out a coin and told the girl about the special pocket. Of course, she invited him to sit at her table.

10 With coins pulled from the cloak, Antonio bought a fine dinner for the young woman and himself. After they had eaten, she began to complain of the cold. He took his cloak and placed it upon her shoulders. How puzzled he was when she held it tightly around herself and said, "Now this cloak belongs to me!"

11 Thinking quickly, Antonio said, "Wait! I'll show you something even more wonderful about that cloak. You will be truly amazed." With some hesitation, she removed the cloak and handed it back to Antonio.

12 "The best thing about this cloak is that when you button it—" Suddenly, Antonio was nowhere to be seen! He had disappeared. Unseen, he slipped away, glad to have regained the cloak and to have gained some valuable wisdom.

5. **Read this sentence from "A Tip o' the Hat."**

> Parting the clover, Grady discovered a cave opening just big enough to <u>squeeze</u> his body through.

In which sentence does the word <u>squeeze</u> have the same meaning that it has in the sentence above?
   a. If you get frightened, just <u>squeeze</u> my hand.
   b. I hope I can <u>squeeze</u> my car into that parking spot.
   c. You must <u>squeeze</u> a lot of lemons to make good lemonade.
   d. I have to <u>squeeze</u> every penny if I want to afford that vacation.

6. **Which phrase from "A Tip o' the Hat" is a simile?**
   a. on porridge alone
   b. as fierce as a lion's

  c. with a full stomach

  d. an ugly green hat

7. **In "A Tip o' the Hat," which of these really could have happened?**

  a. The cave was full of fairies.

  b. The fairies agreed to trick the Hanahans.

  c. The fairies offered Grady a fine iron pot.

  d. As he dozed, Grady began to hear music.

8. **In *both* stories, the main character learns**

  a. to ask for help when he needs it.

  b. that magic cannot solve problems.

  c. to be careful about the people he trusts.

  d. that it is important to have one best friend.

Tim and Jim's Race
An African Folktale

1   Tim and Jim Turtle were brothers who lived along the banks of a deep, muddy river. They looked so much alike that no one could tell them apart. Once in a while even Mama Turtle had trouble! "Tim, pick up your toys," she'd say to Jim, and, "Jim, wash your hands for dinner," she'd say to Tim.

2   Like most little turtles, Tim and Jim were sometimes mischievous. One day Tim Turtle saw the big gray hippopotamus in the water. "Let's play a trick on Henry Hippo," he said eagerly.

3   "What?" cried Jim. "Henry Hippo is so big and strong, and we're just little turtles. What kind of a trick could we possibly play on him?"

4   Tim laughed. "Just do as I say." He whispered something into Jim's ear, and then Jim quickly disappeared under the water.

5   Tim called to the hippopotamus, saying, "I am such a fast swimmer. No one can swim faster than I can!"

6   "Is that you talking, Little One?" asked the hippo. "You think you are so fast in the water?"

7   "That's right, and I can prove it. I will race you," replied Tim.

8   The hippopotamus laughed. "That's absurd! What a silly idea! I am a much faster swimmer than you are!"

9   "We will see the first one to the other side of the river wins!" said Tim. He ducked under the water as Henry Hippo started swimming. Tim knew that he could never swim as fast as Henry. But that did not matter. Jim had already swum to the other side and was waiting there.

10   When Henry Hippo reached the other side, his eyes grew wide. "This cannot be!" he said to Jim. "How did you get here so fast? You must give me another chance. We must race back to the other side and I know I'll beat you this time."

11   Jim readily agreed, and he ducked down under the water as the hippopotamus began swimming back. When Henry reached the opposite shore, there was Tim sitting on a rock, waiting for him.

12   "I didn't think it was true, but you are right," said Henry Hippo. "You are faster than I am! I will never doubt you again, Little One."

13   Henry Hippo wandered back into the jungle, amazed. Jim returned and joined his brother. They both laughed and laughed over the trick they had played. This time their mama, however, was not so easily fooled. "Jim," she said, "I know it was you who left your toys lying around. And Tim, your hands are still dirty. Now go wash up for dinner."

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[1]This story is a retelling of an African folktale.

9. Read these sentences from "Tim and Jim's Race."
   That's absurd! What a silly idea!
   In these sentences, absurd means
   a. annoying.
   b. insulting.
   c. foolish.
   d. possible.

10. Read this sentence from "Tim and Jim's Race."
    When Henry Hippo reached the other side, his eyes grew wide.
    When the author says that Henry's "eyes grew wide," she means that Henry
    a. was tired.
    b. was trying to see better.
    c. was surprised.
    d. was afraid of something.

11. Read this sentence from "Tim and Jim's Race."
    No one can swim faster than I can!
    In this sentence, the author is using
    a. a simile.
    b. hyperbole.
    c. a metaphor.
    d. rhyme.

12. The turtles in the story are
    a. stingy.
    b. tricky.
    c. lazy.
    d. brave.

How Elephant Got a Long Trunk

1   Long ago, Elephant walked around the jungle, curious to see what was happening. She went up every hill and into every valley. She stopped at every watering hole, even though it was hard for her to kneel down on her thick legs for a drink. At that time all elephants had short noses.

2   Lion said, "One day you will poke that little nose of yours somewhere it doesn't belong." Elephant just laughed and went on her way.

3   Before long Elephant came to a rocky cliff with a crack in the rocks. It looked like a little cave. "How interesting!" she thought and wondered what might be inside. "I'll just take a little peek," thought Elephant. She pressed her face against the rocks and tried to look in, but it was too dark to see anything.

4   "Maybe if I get a little closer," she thought, pushing her face deeper and deeper into the crack. But it was no use. She still couldn't see anything. "Oh well, there's probably nothing in there anyway," she thought. Elephant tried to move, but she couldn't back up. Her nose was stuck.

5   "Oh dear," she cried, pulling as hard as she could, but her nose would not come out. She pulled and pulled some more, stretching her nose longer and longer. After hours of tugging, her nose finally popped out, and she was free! Elephant reached up and rubbed her sore nose. Imagine what she found! Her nose was all stretched out. In fact, it hung nearly to the ground!

6   After that, Elephant did not stick her nose into any more cracks. She liked her long nose, though, especially at the watering hole where she no longer had to bend down to take a drink. From then on, all elephants have had long trunks, which remind them not to stick their noses into places too tight to fit.

Why Crow Caws

1   Long, long ago the first animals could not make any sound. Then Earth decided to give each beast of the land a voice. She gave Bear a growl, Mouse a squeak, and Wolf a howl.

2   Sky also decided to give voices to the creatures of the air. "I will first watch the birds," he said, "and then I will give each one a special sound."

3   Sky watched Crow, who seemed always busy, always looking around to see what was happening. One minute Crow was flying over the forest. Then he was studying something in a field. Later he was watching other animals. It seemed that Crow was always searching for something interesting to watch.

4   After weeks of studying the many different kinds of birds, Sky began to give each one a sound. "Canary shall have a sweet, beautiful song," Sky said. "And to Bluebird, I will give a pretty whistle."

5   Next it was Crow's turn, but Sky couldn't find him anywhere. He was not in the trees of the forest, and he was not flying over the plain. "Where could he be?" Sky wondered.

6   When Sky finally found Crow, he had gotten tangled in a hunter's net. Because he could not make a sound yet, Crow could not call for help. All he could do was try to fight his way out, yet every movement he made got him more and more stuck.

7   "You're always looking for something interesting, but this time you found trouble," scolded Sky as he freed Crow from the net. "I know what sound you need." Sky gave Crow a loud, sharp "Caw!" From then on, if ever again Crow got into trouble, he could call for help.

13.   **When Lion spoke to Elephant, Elephant was**
      a. crying.

b. unafraid.

c. angry.

d. tired.

14. **Read this sentence from "Why Crow Caws."**
    When Sky finally found Crow, he had gotten tangled in a hunter's net.
    What is the meaning of the word tangled as used in the sentence above?

    a. trapped

    b. argued

    c. confused state

    d. disorganized

15. **In *both* of these passages, the main characters are only able to get something after first**

    a. getting themselves into trouble.

    b. performing brave deeds that help others.

    c. understanding the meaning of life.

    d. trying to solve a problem.

16. ***Both* Elephant and Crow gained something because they were**

    a. gentle.

    b. brave.

    c. smart.

    d. curious

Teaming Up to Help

xylophone—a musical instrument with wooden bars of different lengths that are struck to give different notes.

1   Kim took her flute and books from her locker and started toward the door. It had been a long, busy day. As she passed the gym, she noticed her friends reading a poster.

2   "Come on over, Kim!" called Lou. Shari, Juan, and Lou were reading about an activity on Saturday. "We are cleaning up the area around Perry Park," Lou said. "There'll be a picnic after we're done. How about helping us?"

3   "Well, um—maybe. I mean no," Kim answered. "I don't think I can. I have my flute lesson on Saturday."

4   Shari looked puzzled. "It's to help the 'Keep Our City Clean' project, "she said. "We'll have a good time."

5   "Um, I need to go. I'll see you guys later." Kim quickly headed down the hall and out the door. She did not enjoy yard work and the thought of cleaning a park was not pleasant.

6   On Saturday Lou, Juan, and Shari arrived with their parents at the park. Lou gave large garbage bags to everyone. Before long, fifteen students were stuffing leaves, fallen branches, and paper into the bags.

7   As Kim walked home from her flute lesson, she heard the faint sounds of laughter coming from the park. Kim hesitated, feeling selfish for not joining her friends. They were so cheerful!

8   When she arrived home, Kim decided to practice her flute, but it was difficult to concentrate on her music. Her thoughts wandered as she compared her mood with that of her friends. She gently placed her flute in its case.

9   Her friends smiled at one another when they saw Kim coming to the park. "Over here!"called Shari. Kim joined them and listened as they discussed how much fun they had.

10   By noon, the park was clean and the kids were glad to rest. When the food was ready, the hungry children ate like there was no tomorrow! The volunteers had worked very hard. Kim was so proud of her friends for cleaning up the park that she invited them to her house to celebrate.

11   Lou and Juan ran to their own homes to get a surprise. When everyone arrived at Kim's house, Lou took out his xylophone, while Juan joined in with his guitar. Kim ran to her bedroom and returned with her flute. The sound of music filled the air as they all joined in together. Kim was grateful for her friends and was looking forward to the next project where she would be part of their team.

17. An antonym for difficult as used in paragraph 8 is…
    a. confusing.
    b. impatient.
    c. curious.
    d. simple.
18. Which detail supports the fact that the passage is fiction?
    a. It explains how to clean up parks.
    b. Some musical instruments are described.
    c. It contains conversations and short sentences.
    d. The thoughts and feelings of characters are described.
19. Which best describes how Kim felt when she did not help with the clean-up project?
    a. guilty
    b. excited
    c. nervous
    d. grateful
20. A reader can tell that Kim's friends are not upset with her because
    a. they tell her to fill more bags for the team.
    b. they welcome her when she arrives at the park.
    c. they give her some snacks to eat while they work.
    d. they know she will soon start telling them funny stories
21. Which event from the passage shows that working with a team can make a difficult project enjoyable?
    a. Kim has trouble concentrating while practicing her flute.
    b. Kim and her friends play music together after the clean-up project.

    c. Kim leaves quickly when her friends discuss working at the park.

    d. Kim sees the fun her friends were having and decides to join the next project.

22.   In paragraph 10, why did Kim invite her friends to her house?

    a. She wanted to be part of a team.

    b. She wanted the band to practice.

    c. She wanted to celebrate their success.

    d. She wanted her mother to share the picnic

23.   What causes Kim to change her mind about going to the park?

    a. She finishes her flute practice.

    b. She wants to attend the picnic.

    c. She hears her friends having fun.

    d. She decides that volunteering is important.

Strongest of All

louisiana
by Pleasant DeSpain

One day long ago, clever Rabbit was walking along the seashore. Hearing voices, he stopped to listen. Elephant and Whale were having a conversation. He wanted to hear every word.

"Sister Whale," said Elephant, "you are the largest, strongest, and most beautiful animal of the sea. Naturally, I'm the largest, strongest, and most beautiful animal on the land. We two should rule over all the animals, birds, and fish on the earth."

"Yes, it's true, Brother Elephant," said Whale. "We are the greatest. You should rule the land. I'll be happy to rule the sea."

Rabbit decided to play a trick on these two behemoths. "I'm twice as smart as both of them," he said. "All I need is a long, strong rope and my jungle drum."

Later that afternoon Rabbit found Elephant in the woods and said, "Hello, Powerful Ruler of All the Animals that Walk and All the Birds that Fly. I'm in need of a small favor."

Elephant liked Rabbit's compliment and was willing to listen.

"What can I do for you, my little friend?" he trumpeted.

"My milk-cow is stuck in the sand on the beach. I'm not big enough to pull her out. Let me tie one end of this rope around you and the other end around my cow. When you hear me beat my drum, you'll know it's time to pull hard, really hard."

"It's a good plan," said Elephant. "You are wise to come to me as I'm the strongest friend you have."

"Thank you, Elephant. Wait for the drum!"

So saying, Rabbit ran to the beach and found Whale sunning herself near the shore.

"Hello, Friend Whale. My, but you look sleek and powerful today," said Rabbit.

Whale smiled and replied, "Yes, Rabbit, I'm strong today and every day. I rule all the creatures of the sea."

"Of course," responded Rabbit. "That's why I've come to you with my small problem."

"What can I do to help?" asked Whale.

"It's my milk-cow. She's mired deep in the bayou-mud way up in the woods. I can't get her out. I'd like to tie one end of this rope around your tail and the other end around my cow. I'll beat my drum so you'll know when to pull."

"Of course I'll help," said Whale.

She swam closer to shore so that he could tie the long rope to hermassive tail.

"Pull hard when you hear my signal," said Rabbit as he ran back into the woods.

He found his drum and pounded hard and loud. Boom! Boom! Boom! The sounds carried to both Elephant in the forest and Whale in the sea.

They both began to pull, each against the other, and were shocked at the resistance. Elephant tugged so hard that Whale hit the sand in the shallow water. Whale pulled back so hard that Elephant was being dragged out of the woods.

"That cow must be stuck in the sand up to her neck," bellowed Elephant.

"That cow must be buried in the mud up to her nose," cried Whale.

Next thing they knew the rope snapped! One end flew back and stung Elephant on the ear.

"Ouch!" he cried.

The other end smacked Whale on the tail.

"Ouch!" she cried.

Rabbit began to laugh. His laughter carried deep into the woods and far out to sea. Elephant and Whale realized that they had been tricked. They also discovered that when it came to cleverness, Rabbit was the strongest of all.

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24.   Which of the following best describes the setting of the folktale?
    a.   by the ocean many years ago
    b.   at the zoo many years from now
    c.   in the mountains many years ago
    d.   near the desert many years from now

25.   Based on the folktale, what is the real reason Rabbit asks Elephant and Whale for help?
    a.   to teach them a lesson
    b.   to pull an animal to safety
    c.   to make his situation easier
    d.   to bring the animals closer together

26.   What do paragraphs 23 and 24 mostly show about Elephant and Whale?
    a.   They do not want to helpeach other.
    b.   They each think they arethe smartest.
    c.   They need to stop pulling onthe rope.
    d.   They do not realize they havebeen fooled.

27.   Which of the following best shows that "Strongest of All" is a folktale?
    a.   It tells a story using talking animals.
    b.   It includes a problem and a solution.
    c.   It tells a story using rhythm andrhyme.
    d.   It includes facts about differentanimals.

28.   **They both began to pull, each against the other, and were shocked at the *resistance.***

Based on the paragraph, the use of the word *resistance* shows the animals are
a. playing a game.
b. afraid of being hurt.
c. having a difficult time.
d. worried about getting wet.

State Fair

1   Mr. and Mrs. Peck surprised their children with a trip to the Oklahoma State Fair. The twins, Rich and Bernie, were so excited. They jumped up and down in celebration with their younger sister, Ashley.

2   After a two-hour drive, Mr. Peck pulled into the parking lot. The boys excitedly turned to look at the tall whirling objects in the carnival. "Wow, look at them spin! I want to go there first," exclaimed Rich, and Bernie agreed. When they entered the fairgrounds, a man in a red shirt gave them flyers. The flyers had a list of events on one side and a map of the carnival on the other.

3   The family stood still for a few minutes taking in all the sights sounds, and smells. There were crowds everywhere. Some children were riding horses to prepare for their races. Others were brushing pigs, cows, and sheep to be entered in contests. Some ladies were taking homemade food into a building for a contest. Judges would be picking the best tasting recipe. The winners would receive purple, blue, and red ribbons. The smell of hot buttery popcorn and the soft sweet smell of cotton candy made the family's mouths water.

4   Ashley and her mother decided to watch the animals in the contests. Then they would look at the delicious pies and cakes. Ashley and her mom were afraid they would get lost so they took a map. The boys wanted to go to the carnival, so Mr. Peck took them to the ticket booth. He gave them money to buy tickets for the rides. They decided to ride on the Tower Wheel first.

5   The family agreed to meet at the carnival ticket booth in one hour. There was so much to see and do! Yes, the State Fair was a great place!

29. In paragraph 2 of "State Fair," fairgrounds means
    a. a place to buy a fair map.
    b. grounds that are on a map.
    c. grounds for setting up rides.
    d. a place where fairs are held.

30. Mr. Peck takes Rich and Bernie to the
    a. Tower Wheel.
    b. Moon Bouncer.
    c. place where tickets are sold.
    d. place where popcorn is sold.

31. "State Fair" is an example of
    a. a biography.
    b. nonfiction.
    c. a legend.

d. fiction.
32. What is the best summary of "State Fair"?
    a. The Peck family drives for two hours to the state fair.
    b. The Peck family buys tickets for the carnival rides.
    c. The Peck family has an enjoyable day at the state fair.
    d. The Peck family agrees to meet at the ticket booth after an hour at the fair.
33. In paragraph 3, the family stands still for a few minutes because they are..............
    a. tired after their long drive.
    b. lost and cannot find a map.
    c. looking at all the activities.
    d. deciding what they want to eat.
34. Why do the boys want to go to the carnival before doing anything else?
    a. They are tired and want to relax.
    b. They are hungry and want to buy food.
    c. They see the rides from the parking lot.
    d. They see a man in a red shirt handing out flyers.
35. Based on the passage, which theme best fits the Peck family?
    a. Save the best activities for last.
    b. Plan ahead to get the most out of the day.
    c. Adults should make decisions about what to do.
    d. Children should be allowed to pay for their own activities.

THE SHEPHERD BOY

A shepherd boy had the job of taking the sheep to their grassy pasture each day andguarding them from wolves who might eat them.

It was an easy job. The boy sat among the rocks and played his flute as he watched thesheep.

One day the shepherd boy became bored. To liven things up, he decided to play a trickon the farmers who were his neighbors.

"Wolf! Wolf!" cried the boy in a scared voice.

"We must save the sheep! We must help the shepherd boy!" the farmers shouted asthey ran to the pasture.

I fooled you! I fooled you!" laughed the shepherd boy. Grumbling, the farmers wenthome.

The next day, the shepherd boy played the same trick. He cried, "Wolf! Wolf!" and laughed to see his neighbors leaving their work behind and running up the hill to help.

"Fooled you again!" laughed the boy. Grumbling, the farmers went home.

But the very next day, a wolf really did come to the pasture and began to chase and eat the sheep.

"Wolf! Wolf!" hollered the frightened boy, for he couldn't fight the wolf off alone.

His neighbors heard him shouting, but said to one another, "Let's not pay any attention. It's only the silly shepherd boy trying to trick us again."

And they went on with their plowing. So the wolf ate well that day.

36.   The first time the shepherd boy cried "Wolf! Wolf!" the farmers
   a. ignored him.
   b. were afraid of him.
   c. helped him.
   d. yelled back at him.

How Butterflies Came to Be

by Michael J. Caduto and Joseph Bruchac

Long ago, when the world was very new, Elder Brother walked around Earth to enjoy thebeauty of it. He watched the children playing. Everywhere on Earth, they were playing.

"How happy the children are!" thought Elder Brother. "They love the soft rain, the songs ofbirds, the colors of flowers, the green of the grass. They love the bright leaves that fall from thetrees and fly through the breeze."

But as he watched, Elder Brother began to worry. "Someday these children may be sad," he thought. "They may get sick or be hungry. They may get cold in the snow, or be blown about byharsh winds."

Then Elder Brother had an idea that made him smileagain. He got a big bag and filled it with flowers and red and yellow leaves. He put in some blue feathers of thejaybird, some blades of green grass, some golden corn. He added a bit of sunshine. At the very last minute, headded some bird songs. Then he closed the bag and shook it and shook it.

"Now come here and open this bag," called Elder Brother to the children. The children did so, and out flew thousands of tiny, wonderful, colorful creatures withwings. They were of the colors of all the things in the world, and each creature sang a song.

"What are they? What are they?" cried the children. They laughed and clapped with joy as the creatures flew about their heads.

"These are new creatures called *butterflies*," said Elder Brother. "I made them for you. If times come whenyou are sad, the sight of butterflies may cheer you up. On stormy days when cold winds blow, the memory of butterflies will warm your heart."

But the birds were not so happy as the children were.

"Elder Brother," complained the birds, "at the very beginning of the world, colors were givento all living things. But songs were given only to us birds. We don't think it's fair for these newthings, the butterflies, to have our songs!"

Elder Brother thought about that for a while. Then he said, "Birds, you are right. From now on,the songs belong just to you."

So that is how it is to this very day. The butterflies dance and fly and make children happy. Butthey are silent.

37. According to the story, what did Elder Brother do that made the birdsunhappy?
    a. He made the butterflies prettier than the birds.
    b. He made the children clap with joy.
    c. He gave the butterflies the ability to sing.
    d. He made butterflies for the children.

Down the Rabbit-hole

from *Alice in Wonderland*
by Lewis Carroll

Alice was getting very tired of sitting next to her sister on the bank, with nothing to do. She had looked at her sister's book, but it had no pictures in it. Alice did not see the point of a book without pictures.

Alice was beginning to wonder whether she should make a daisy-chain, when suddenly a White Rabbit with pink eyes ran close by her. There was nothing strange about that, and Alice was not even very surprised when she heard the Rabbit say to itself, "Oh dear! I shall be so late!" But when the Rabbit took a watch out of its waistcoat-pocket, Alice jumped to her feet and ran across the field after it. She was just in time to see it pop down a large rabbit-hole. Alice followed it never giving a thought as to how she would get out again.

The rabbit-hole went straight on like a tunnel. Suddenly, Alice found herself falling down what seemed to be a very large hole. Either the hole was very deep or she was falling very slowly, for she had plenty of time to look around her as she fell.

At first, she tried to look down but it was too dark to see anything. Then she looked at the sides, and noticed they were filled with cupboards and bookshelves. She took down a jar from one of the shelves as she passed. It was labelled "ORANGE MARMALADE" but it was empty. She put it into one of the cupboards as she fell past.

Down, down, down. Would the fall never come to an end? "I wonder how many miles I have fallen?" said Alice to herself. "I must be near the centre of the earth by now. I wonder if I shall fall right through the earth!"

Down, down, down. There was nothing else to do, so Alice started to talk again. "Dinah will miss me very much tonight." (Dinah was her cat.) "I hope they give her a saucer of milk at dinner-time." Alice started to get very sleepy. She felt that she was dozing off, and had just began to dream that she was walking hand in hand with Dinah, when suddenly, thump! Thump! Thump! Down she came upon a heap of dry sticks and leaves. The fall was over.

Alice was not hurt, she jumped to her feet and looked up to see how far she had actually fallen but it was too dark to see anything. In front of her was another long passage. The White Rabbit was hurrying down it. Quickly Alice followed. She heard the Rabbit say as it turned a corner, "Oh my ears and whiskers, how late it is getting!" Alice was close behind as she turned the corner, but the Rabbit had disappeared.She

found herself in a long, low hall. There were doors all round the hall, but they were all locked and when Alice had been all the way down one side and up the other trying every door, she walked sadly down the middle wondering how she was ever going to get out again.

Suddenly she came across a three-legged table, made of glass. The only thing on the table was a tiny golden key.

38. Alice PROBABLY followed the rabbit because it
    a. could talk.
    b. had pink eyes.
    c. was late.
    d. had a watch.

39. In paragraphs 5 and 6, the author keeps repeating the word *down* in order to
    a. make the story longer.
    b. show Alice had a long fall.
    c. make the lines rhyme.
    d. keep the reader's interest.

40. According to this selection, why did Alice think she was near "the centre on the earth"?
    a. It was hot in the rabbit-hole.
    b. All she could see was dirt.
    c. She had fallen a long way.
    d. The hole was filled with cupboards.

Appendix 13

DOCUMENTATION

The researcher was explaining what the students had to do

The students were doing the test

Appendix 14

Letter of Research Official Statement