



**THE USE OF ILLUSTRATED FOLKTALE  
“THE CARELESS JAKA TARUB”  
TO IMPROVE THE STUDENTS’ ABILITY  
IN UNDERSTANDING NARRATIVE READING TEXT**

**(An Experimental Research at the Eighth Year Students of  
MTs Abadiyah Gabus-Pati in the Academic Year of 2009/2010)**

**a final project**

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

by

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Yang saya tulis dalam rangka memenuhi salah satu syarat memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui pembimbingan, penelitian, diskusi, dan pemaparan / ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wawancara elektronik, wawancara 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 ini membubuhkan tanda tangan sebagaimana keabsahannya, seluruh karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian hari ditemukan ketidakberesan, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini dapat digunakan seperlunya.

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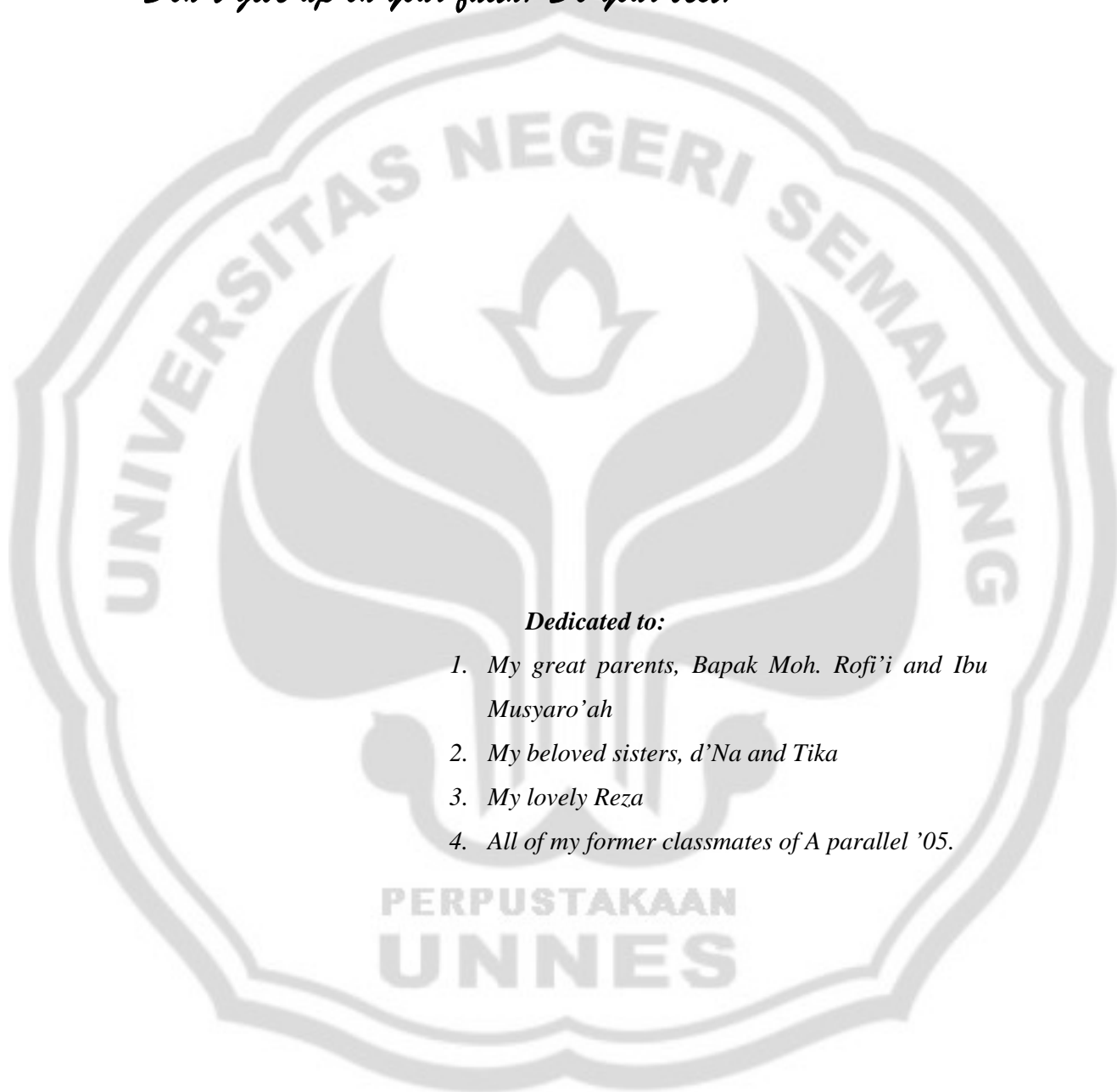
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*Don't give up on your faith. Do your best.*



***Dedicated to:***

- 1. My great parents, Bapak Moh. Rofi'i and Ibu Musyaro'ah*
- 2. My beloved sisters, d'Na and Tika*
- 3. My lovely Reza*
- 4. All of my former classmates of A parallel '05.*

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## ABSTRACT

**Mustikarini, Rahma.** 2009. *The Use of Illustrated Folktale “The Careless Jaka Tarub” to Improve the Students’ Ability in Understanding Narrative Reading Text (An Experimental Research at the Eighth Year Students of MTs Abadiyah Gabus-Pati in the Academic Year of 2009/2010)*. Final Project, English Department. Languages and Arts Faculty. Semarang State University. First Advisor: Prof. Dr. Mursid Saleh, M.A, Second Advisor: Dra. Indrawati, M.Hum.

**Keywords:** Illustrated Folktale, Understanding Narrative

The topic of this study is the use of illustrated folktale “The Careless Jaka Tarub” to improve the students’ ability in understanding narrative reading text – an experimental research at the eighth year students of MTs Abadiyah Gabus-Pati in the academic year of 2009/2010. In this study, I presented two problems: 1) how effective is the illustrated folktale “The Careless Jaka Tarub” in improving students’ understanding of narrative texts? and 2) in what ways are the illustrated folktale “The Careless Jaka Tarub” effective to teach narrative reading? The objectives of this study were: 1) to know the effectiveness of using the illustrated folktale “The Careless Jaka Tarub” in improving students’ understanding of narrative texts and 2) to find out the ways the illustrated folktale “The Careless Jaka Tarub” are effective to teach narrative reading.

This study was conducted by using experimental research to the eighth year students of MTs Abadiyah Gabus-Pati as the population. The population consists of five classes. Two classes were chosen as the sample, they were 8A as the experimental group and 8B as the control group. These two groups got four meetings. The first meeting was for giving pre-test. At the second and third meetings, the experimental group was taught by using illustrated folktale “The Careless Jaka Tarub” and the control group was taught by using folktale “The Careless Jaka Tarub”. For the last meeting, the post-test was given to these two groups. The result of the pre-test and post-test showed that the average score of pre-test for the experimental group was 61.02, and the average score of pre-test for the control group was 59.76. After the treatment, the average score of post-test for the experimental group was 78.00, and the average score of post-test for the control group was 64.93. After the test of significance, the t-test number (4.359) was higher than t-table (1.66). It means that the experimental group’s understanding of narrative texts was better than the control group. Besides using test, this study was also using questionnaire. From the result of the questionnaire, it can be seen that the use of illustrated folktale “The Careless Jaka Tarub” was effective to teach narrative reading because of some reasons: 1) the students like to read English story books, 2) the students were interested in the illustrated pictures of the story “The Careless Jaka Tarub”, 3) the students could understand the story easily from the illustrated pictures, 4) the students knew the meaning of

the words in the story from the illustrated pictures, 5) the students enjoyed reading the story “The Careless Jaka Tarub” more than the story from other countries.



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# CHAPTER I

## INTRODUCTION

This chapter describes background of the study, reasons for choosing the topics, statements of the problem, objectives of the study, significance of the study, and outline of the study.

### 1.1 Background of the Study

In this modern world, we are expected to have international education and we have to master English as an international language. It is so important since we should encourage relationship with all people in the world. We have to learn it to go international; to have a job in an international company, to study in an international college, etc. So, English is taught as one of the compulsory subjects in Elementary School, Junior High School, and Senior High School.

In Junior High School, English is taught as a compulsory subject which functions as a medium of student self-development in the area of knowledge, art, and culture. Junior High School students are prepared to master English through the selected themes.

According to Departemen Pendidikan Nasional (2006: 277), the teaching and learning of English in Junior High School is expected that the students be able to achieve the functional literacy level, which they can communicate in spoken and written form to solve the daily problem. In this literacy level, students are

expected to be able to use language in simple communication, such as reading newspaper, signs, etc.

Heaton (1974: 24) stated that the four skills in communicating through language are often broadly defined as listening, speaking reading, and writing skills. Those four skills are used to respond or create discourse in society.

In teaching reading, the students tend to use their own ways of reading. They read sentence by sentence to understand the meaning of a text. However, reading in English as a foreign language is not the same as reading in the students' mother tongue, that is Javanese and Indonesian. It makes the students encounter difficulties in vocabulary, structure, pronunciation, etc. Those difficulties sometimes make them bored to read. So, reading should be enjoyable; otherwise, the exercise would not be worth teaching.

For our students who study English as a foreign language, learning English is not easy. It needs more effort for the teachers and their students. The students see that English is completely different with their native language. In reading an English text, they have to know how to pronounce the words and what the text tells about.

It is hard for the students to read a text or a book. They think that reading English is not interesting and boring since they do not know the meaning of the words and do not find an interesting book. Ideally, the students also need to have individual time to read outside of the class besides studying in the class. They can do the activities of reading after school, and it will not disturb their school time because the allocation of time for English at school is very limited. So, the

students should be active both in the classroom and at home. The students also need many kinds of interesting materials so that they feel happy to learn English.

The teachers also need to use some interesting techniques to achieve the objectives of the study and to attract the students in teaching-learning process. The teachers as persons who know the problems of teaching have to choose an appropriate method to teach a theme to their students.

In Junior High School Curriculum, Junior High School students have to know five text types or genres. One of them is narrative text. The teacher should introduce narrative text to their students in the eighth grades of Junior High School.

By reading folktales and other literary texts and passages regularly, it is expected that students will develop their understanding in narrative. In this study, the writer discussed reading skill by using an illustrated folktale book “The Careless Jaka Tarub”, since folktale is one of the interesting reading materials for the students. The writer chose this book because this book contains of pictures and it is also not difficult to get the book. It is hoped that the students will be more interested in reading English materials.

## **1.2 Reasons for Choosing the Topics**

Based on the background, the writer wants to discuss the topic because the Junior High School students are usually interested in reading interesting texts, such as folktales with colorful pictures. Folktales “The Careless Jaka Tarub” is a familiar folktale for Junior High School students since folktales are parts of

culture. The story is interesting to read and easy to be understood because it is followed by colorful pictures that illustrate the story.

By reading illustrated folktale “The Careless Jaka Tarub, it is hoped that the students can enrich their vocabulary. When the students read the story that is accompanied by pictures, the students can comprehend the story easily and predict the meaning of the words in the story.

Usually, most of the students feel bored in reading class because they face difficulties in understanding a reading text. So, the teacher can use the folktale “The Careless Jaka Tarub” as the media for teaching reading narrative text. It can make the students interested in reading narrative since this folktale is accompanied by colorful pictures.

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

In order to limit the scope of analysis, the writer presents the following problems:

- 1) How effective is the illustrated folktale “The Careless Jaka Tarub” in improving students’ understanding of narrative texts?
- 2) In what ways are the illustrated folktale “The Careless Jaka Tarub” effective in teaching narrative reading?

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

Based on the problems above, the objectives of the study are stated as follow:

- 1) To know the effectiveness of using the illustrated folktale “The Careless Jaka Tarub” in improving students’ understanding of narrative texts.
- 2) To find out the ways in which the illustrated folktale “The Careless Jaka Tarub” are effective in teaching narrative reading.

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

The result of this study is expected to give several advantages for the students, the teacher, and also for the writer.

- 1) For the students

The students can be motivated in learning English, especially in reading narrative texts because they get interesting material. They will not feel bored in learning narrative text and it is easy to understand.

- 2) For the teachers

The result of this study can be used by the teacher to get other materials for teaching narrative texts besides textbooks. Always using textbooks in teaching-learning process must be make the students bored. The teachers can use other materials such as novels, short stories, legends, folktales, and other books. These alternative materials can make the students interested in reading, both at school and at home. It ca motivate them to learn English and they can improve their reading skill.

- 3) For the writer

After knowing the result of this study, the writer knows that teaching English in Junior High School is not easy. It needs more efforts to make

the students interested in materials taught by their teacher. As a new teacher, the writer can use illustrated folktale to teach narrative text.

## **1.6 Outline of the Study**

The study is divided into five chapters. Each chapter discusses certain related issues. the chapters are organized as follow:

The first chapter is introduction which introduces the study. It describes background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study and outline of the study.

The second chapter presents review of the related literature that discusses the literature related to the topic of discussion. It explains about general concepts of reading, general concepts of narrative, the characteristics of the eighth grades students of Junior High School, and the illustrated folktale “The Careless Jaka Tarub”.

The third chapter includes method of investigation. It consists of the research that will be conducted to gather the data, the objects of the study, method of data collection and method of analyzing the data.

The fourth chapter is the result of the study. It discusses the data taken from the research.

The fifth chapter is the conclusion and the suggestion of the study from the writer.



## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter discusses several factors related to the research; general concepts of reading, general concepts of narrative, the characteristics of the eighth grades students of Junior High School, and illustrated folktale “The Careless Jaka Tarub”.

#### **2.1 General Concepts of Reading**

There are four language skills that the students have to master, they are listening, speaking, reading, and writing. The skill that really will have the greatest use at the end of language study is reading. Reading is defined and described in a variety of ways. Some linguists gave some definitions of reading that may help us to get clearer definition. According to Anthony and Richard (1974: 144-145) “reading is not a single skill but a process comprising a complex set of inter-related skills”. These involve:

- 1) Word recognition and the mastery of basic vocabulary and such technical or specialized vocabulary as may from time to time be required
- 2) The intelligence necessary to follow the thought sentences, paragraphs, and longer passages that constitute the thought units.
- 3) The intelligence is necessary to follow the thought development that presented and make any relevant deductions, inferences, or critical assessment.

4) The ability to concentrate on the reading task.

So, reading is one of the skills in learning a language and it needs the mastery of some elements such as stated above.

Lines, Caroline T (2006: 69) defines reading as a set of skills that involves making sense and deriving meaning from the printed word. In order to read we must be able to decode (sound out) the printed words and also comprehend what we read. For second language learners there are three different elements which impact reading: the child's background knowledge, the child's linguistic knowledge of the target language, and the strategies or techniques the child uses to tackle the text.

Reading is a process for the reader to get the message from the writer through words (Hodgson, 1960:43-44). In linguistics, reading is a recoding and decoding process which differs from speaking and writing which do not involve decoding. Decoding aspect is to connect written words with oral language meaning that covers modification of writing to become meaningful sound (Anderson, 1972:209-210).

Tarigan (1990: 15) stated that reading is a receptive skill. In this aspect, the cognitive processes involved are similar to those employed while listening. In both, the students are engaged in decoding a message rather than encoding. The goal is to be able to read comfortably which implies that the students should reach a level at which they do not feel a conscious strain while reading.

As stated by Grabe and Stoller (2002:4) reading is one important way to improve the general language skills in English. Reading has some advantages, that:

- 1) Reading helps learn and think in the new language
- 2) Reading helps build a better vocabulary.
- 3) Reading makes more comfortable with the written English. We can write better English if you feel comfortable with the language.
- 4) Reading may be the only way to use English if you live in a non-English-speaking country.
- 5) Reading can help you if you plan to study in an English-speaking country.

According to Carnine, Silbert, and Kameenui (1980:45), a reader's purpose determines the way in which he treats a passage and which comprehension skills he uses. It is also pointed out that there are some different purposes for reading:

- 1) To be able to identify and remember specific facts or a main idea.
- 2) To enjoy in reading activity.
- 3) To be able to follow instruction to reach a goal.
- 4) To be able to explain the content of a passage to someone else.
- 5) To analyze the logic or data presented in a passage.

Burns, Roe, and Ross (1984:202) also agree that all reading that is done by children should be purposeful, because:

- 1) Children who are reading with a purpose tend to comprehend what they read better than those who have no purpose.

- 2) Children who read with a purpose tend to retain what they read better than those who have no purpose.

From the statements above, the writer concludes that knowledge about what students read will lead a teacher to be able to determine and choose the materials to be read.

Reading is a boring activity for students when they just read. Students will finally give up continuing their reading when they face this difficulty every time they read. The situation will be different if students are given interesting media to read. Eskey (Simanjuntak, 1988:12) says that once reading material appropriate to the level and interest of particular student has been identified, the more of the material that students read, the better and the more quickly his reading skill will develop. They will be curious to read the story and often enjoy the book, even though there are some difficult words that have to be looked up in the dictionary to get their meanings.

To do an effective reading there are some techniques. According to Tanner and Green (1998: 62), there are some kinds of reading techniques, they are:

- 1) Skimming

Skimming is reading a passage quickly to grasp the main idea or gist.

- 2) Scanning

Scanning is reading a passage quickly to find specific information from a test.

- 3) Contextual guessing

Contextual guessing is a technique by making guesses about the meaning of words by looking at the surrounding words or situation.

4) Cloze procedure

Cloze procedure is done by filling-in-the-blank exercise. This technique is designed to measure how well the reader understands how a text is linked together.

5) Outlining

Commonly, outlining is note taking. It is designed to help the reader see the overall organization of the text.

6) Paraphrasing

Paraphrasing is the ability to say or write ideas in other words to measure the readers' understanding of the main ideas of a text.

7) Scrambled story (jigsaw reading)

In this technique, the reader re-orders the mixed up pieces of a text to show he understands how often a text fits together.

8) Information transfer

It is exercise which requires readers to transfer information from the text into another form of related text or drawing, e.g. filling in a chart and tracing a route on a map. It is designed to measure comprehension of the readers about the text read.

9) Making inferences

This technique can be seen as reading between the lines. The readers understand what is meant but not stated in a passage.

10) Intensive reading

Intensive reading is reading carefully for complete, detailed comprehension, for example, main ideas, details, and vocabulary.

11) Extensive reading

It is reading widely in order to improve reading comprehension, reading speed, and vocabulary.

12) Passage completion

Passage completion is finishing a reading passage orally or in writing.

## **2.2 General Concepts of Narrative**

There are five genre/text types that are taught in Junior High School. One of them is narrative. A narrative is a kind of text types composed both in written and spoken forms, which describes a sequence of real or unreal events. Anderson (1997: 8) states that “a narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener”.

Sadler and Hayllar (2000: 13) state that narrative is telling a story. It sets out to entertain and amuse listeners and readers. Thus, the purpose of narration is story telling. It means that in reading a narrative text, the readers have to know the action or the events happened in chronological order which has definite beginning and definite end.

Narrative can be spoken or written text. A narrator, who may be one of the character or outsiders, usually tells them. Some of the familiar forms of narrative are novels, short stories, folktales, myth, legend, and soon.

According to Gerrot and Wignell (1994: 204), the function of narrative is to amuse, entertain, and to deal with actual or vicarious experiences in different ways; narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

The generic structures of narrative are stated as follows:

- 1) Orientation : sets the scene and introduces the participants.
- 2) Evaluation : a stepping back to evaluate the plight.
- 3) Complication : a crisis arises.
- 4) Resolution : the crisis is resolved, for better or worse.
- 5) Re-orientation : optional.

The significant lexicogrammatical features are as follows:

- 1) Focus on specific and usually individualized participants.
- 2) Use of material process, behavioral processes, and verbal processes.
- 3) Use of relational processes and mental processes.
- 4) Use of temporal conjunctions and temporal circumstances.
- 5) Use of past tense.

From the explanation above, the writer concludes that a narrative is a text which uses past tense, and the function is to amuse and entertain us.

A good narrative text is the text that can be exploited to develop the students' reading skills. Some characteristics should be considered in deciding whether the text is exploitable or not. First, the text should be interesting. This indicates that the text should be new to our students. An interesting text for Junior High School students can also be found in folktale with some pictures related to

the text. Second, the text should be challenging. It means that the text must be a little bit above the students' level, in grammar, vocabulary, etc. Third, it must be also authentic and intelligent. It means that the text is about something we find in our real life and the students need their brains to comprehend the text.

### **2.3 The Characteristics of the Eighth Grades Students of Junior High School**

Teaching the eighth grades students of Junior High School is different from adult. The range age of the eighth grades of Junior High School students in Indonesia is thirteen to fifteen. As the eighth grades students, they are still in process of children to adults.

Puchta and Schratz (1993: 1) commented that children of thirteen to fifteen seemed to be less lively and humorous than adults. They were so much less motivated, and they presented outright discipline problems.

Teenagers, if they are engaged have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them (Harmer, 2001:39). Therefore, the teacher should give relevant and interesting material to the students.

From the explanation above, the writer wants to use the illustrated folktale to make them more motivated and interested in learning reading narrative.



## 2.4 Illustrated Folktale “The Careless Jaka Tarub”

All cultures have folktales. Folktales deal with adventures both plausible and implausible wrapped in the forms of human or animal abilities. Jaka Tarub, Timun Mas, and the Story of Prambanan Temple are the examples of the childhood tales that we have all grown up with. They are the simple tales that have truly evil people or animals, and truly good people or animals, and the good always wins out in the end in these stories, giving way to the child's version of fairness. These stories usually start out like: "Once upon a time in a far away land there lived a....," or "Once upon a time there was....".

According to Bascom as quoted by Norton (1983: 197), “folktale is prose narratives which are regarded as fiction”. They are not considered as dogma or history, they may or may not have happened, and they are not taken seriously.

Indonesian folktales fall into three categories; they are:

- 1) Aesop's Fables type stories with an obvious moral and using animals to represent character traits, eg the *kancil* (pronounced *kun-chill*) stories
- 2) Creative explanations for the existence of natural features in the environment, eg the 'Malin Kundang' (pronounced *mah-leen koon-dung*) story which tells of the existence of a rock resembling a kneeling man on the shore in Padang, Sumatra
- 3) Stories that have a formulaic fairytale pattern, eg 'Keong Mas' (pronounced *kay-ong mahs*), the Golden Snail.

David Emery in about.com states that folktale is a traditional narrative, usually anonymous, handed down orally -- e.g., fables, fairy tales, legends, etc. It is also known as folk narrative.

As a kind of traditional literature, folktales have been handed down from generation by word of mouth. In contrast to modern stories, there are identified original authors. Instead, the storytellers tell what they have received from previous tellers of tales. There are some capabilities of folktales as alternative reading materials.

In Fokus Bahasa Inggris for the sixth grades of Elementary School, folktale is imaginary stories which have existed in the society from generation to generation. Legend, myth, fable, and fairytales are the examples of folktale. Folktales can give us many good lessons about life because they are full of moral messages.

The Careless Jaka Tarub is one of the popular folktales in Java. It is about a young man that sometimes is careless. This story is written in a book which has some interesting pictures that can help the students to understand the story easily, since pictures can help the students in understanding sentences. In this final project, I call illustrated folktale for folktale that is accompanied by pictures.

The folktale “The Careless Jaka Tarub” is used here because the writer knows that this folktale is so popular in Java, so that the students will understand the story easily. Besides, this folktale is an Indonesian folktale that is rich with moral values that could give a good influence on the students’ mind.

## **CHAPTER III**

### **METHOD OF INVESTIGATION**

In gathering the data to complete my study, I conducted a field research. I discuss the field research in this chapter. Arikunto (2006:10) states that a field research is not only held at school, but in family, society, factory, or hospital. Referring to Arikunto's statement, I did a field research at school, that is MTs Abadiyah Gabus, one of private schools in Pati.

#### **3.1 Population and Sample**

##### **3.1.1 Population**

A population is a set (or collection) of all elements possessing one or more attributes of interest (Arikunto, 2006:130). In this case, the eighth year students of MTs Abadiyah Gabus-Pati in the academic year of 2009/2010 was chosen as the population of this investigation. The total of population is 210. It is divided into 5 classes; 8A with 42 students, 8B with 42 students, 8C with 44 students, 8D with 43 students, and 8E with 39 students.

##### **3.1.2 Sample**

Arikunto (2006:131) says that sample is a part or the representative of a population that is investigated. If the population is 100 respondents or less, it is better to take the whole population as sample. If the population is more than 100 respondents, the researcher can take 10-15 %, or more than 25 % of the population based on the capability of the researcher. In this study, the two classes

in the eight year of MTs Abadiyah Gabus-Pati were taken as the sample, they were 8A and 8B. The first class, 8A as experimental group and the second class, 8B as control group.

## **3.2 Variable**

### **3.2.1 Dependent Variable**

Dependent variable is a factor which is observed and measured to determine the effect of the independent variable (Tuckman, 1978:59). Based on the definition, the dependent variable of this study was the students' understanding in narrative text, which was indicated by the test score.

### **3.2.2 Independent Variable**

According to Tuckman (1978:58-59), independent variable is a factor which is measured, manipulated, or selected by the experimenter to determine its relationship to an observed phenomenon. Based on the definition, the independent variable of this study was the use of illustrated folktale "The Careless Jaka Tarub".

## **3.3 Research Design**

In this study, the writer used experimental research by using illustrated folktale "The Careless Jaka Tarub" as treatment. Before doing the experiment, the writer divided the two classes in sample as experimental group and control group. These groups were equated as nearly as possible. In this case, the two classes had similar conditions. It was hoped that this research would be more reliable. These

two groups had pre-test at the first meeting. After that, the writer gave treatment for experimental group at the second and the third meeting. For control group, the writer taught the students without treatment that was by using the folktale “The Careless Jaka Tarub” without illustrated picture. At the fourth meeting, the writer gave post-test for the two groups.

### **3.4 Teaching and Learning Process**

In teaching the experimental group, the illustrated folktale “The Careless Jaka Tarub” was used to teach reading narrative text. Before giving the material, the writer gave a general view about the illustrated folktale.

The steps of teaching-learning process in the experimental group were;

- 1) asking the students about some folktales that they have known.
- 2) giving a narrative text with illustrated picture “The Careless Jaka Tarub”.
- 3) asking the difficult words according to the story.
- 4) explaining the social purpose of narrative text.
- 5) explaining the generic structure of narrative text.
- 6) asking the students to analyze the generic structure of another narrative text.
- 7) explaining simple past tense that is used in narrative.
- 8) giving some exercises about simple past tense.
- 9) reviewing the explanation of narrative text.

While in control group, the students did not get illustrated folktale “The Careless Jaka Tarub” to study reading narrative text. They got the text of folktale “The Careless Jaka Tarub”. The steps of the teaching-learning process were:

- 1) asking the students about some folktales that they have known.
- 2) giving a narrative text “The Careless Jaka Tarub”.
- 3) asking the difficult words according to the story.
- 4) explaining the social purpose of narrative text.
- 5) explaining the generic structure of narrative text.
- 6) asking the students to analyze the generic structure of another narrative text.
- 7) explaining simple past tense that is used in narrative.
- 8) giving some exercises about simple past tense.
- 9) reviewing the explanation of narrative text.

### **3.5 The Instrument of the Study**

The instrument was used to gather the data. By using instruments, the researcher’s work became easier and got better result, complete, and systematic in order to make the data easy to be processed. In this study, the writer applied a test method and questionnaire to measure the students’ ability in understanding narrative.

### **3.5.1 Test**

Test is very important in teaching and learning process. According to Arikunto (2006:150) test is a set of questions that is used to measure the skills knowledge, intelligence, and talent of an individual or a group.

There were three tests which had been conducted during the research; try out test, pre-test, and post-test. The try out test was conducted in another class of the sample. While pre-test and post-test were conducted in both experimental and control group. The type of the test that was used in this research was multiple choice tests. The choice of multiple choice test type was based on these considerations:

- 1) Multiple choice test is generally easy for the examiner to compute the difficulty level and the discriminating power of each item.
- 2) The students' papers can be objectively scored.
- 3) Multiple choice test will not make examiners have different interpretation of students' test papers.

### **3.5.2 Questionnaire**

Questionnaire is a number of written questions which are used to gain information from respondents themselves (Arikunto 2006:151). In this study, I used closed questionnaire to gather information from the students about the factors that may affect their ability in understanding narrative. The questionnaire was consisted of 20 items related to the students' needs, interest, like and dislike about teaching and learning process using illustrated folktale "The Careless Jaka Tarub".

### 3.6 Trying Out of Instrument

The try out test was prepared before implemented the instrument. It was given to other class besides the two classes as sample. After scoring the result of the try out test, the writer analyzed the data to find out the validity, reliability, the difficulty level, and the discriminating power of the try out test to make the instrument.

#### 3.6.1 Validity of the Test

Validity is a standard that shows whether the instrument is valid or not. The instrument is valid if it can measure what we want. In this study, validity was used to find out the index validity of the test. The formula is:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

With:

$r_{xy}$  = validity of each item

$n$  = the number of students participate in the test

$\sum x$  = the sum of score in each item

$\sum x^2$  = the sum of the square score in each item

$\sum y$  = the sum of total score from each student

$\sum y^2$  = the sum of the square score from each student

$\sum xy$  = the sum of multiple of score from each student with the total score in each item



### 3.6.2 Reliability of the Test

Reliability means the stability of the test score. Reliability shows whether the instrument is reliable and can be used as a device to collect the data. To measure the reliability the writer used the K-R. 21. The formula is:

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{M(k-M)}{kV_t} \right)$$

In which:

$r_{11}$  = instrument reliability

k = the number of items in the test

M = the mean score of the test for all students

$V_t$  = the total variance

### 3.6.3 Difficulty Level

After getting the result of the try out, the writer classified and selected the item by using the formula:

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

In which:

- P : difficulty level
- B : number of students who answered the item correctly
- JS : number of students

**Criterion**

Difficulty level	Criterion
0.00 < TK < 0.30	difficult
0.30 < TK < 0.70	medium
0.70 < TK < 1.00	easy

**3.6.4 Discriminating Power**

The discriminating power measured how well the test items arranged to identify the differences in the students' competence (the differences between the poor students and the good students in doing the test).

The formula is:

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

In which:

D : discriminating power

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

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

JA : number of all students in the upper group

JB : number of all students in the lower group

### 3.7 T-test

To see whether the difference of students' result of understanding narrative text between those taught using illustrated pictures and those taught without illustrated pictures was significant or not, the writer used the t-test formula:

$$t = \frac{X_1 - X_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

In which,

$$s = \sqrt{\frac{(n_1 - 1) s_1^2 + (n_2 - 1) s_2^2}{n_1 + n_2 - 2}}$$

Where,

t = t-value

$X_1$  = the average score of experimental group

$X_2$  = the average score of control group

s = standard deviation

$s^2$  = variance

$n_1$  = the number of students/ subject participating in the test in experimental group

$n_2$  = the number of students/ subject participating in the test in control group

## **CHAPTER IV**

### **DATA ANALYSIS AND DISCUSSIONS**

This chapter presents the result of data collected during the research and the analysis of the data. In this study, the data were gathered through test and questionnaire.

#### **4.1 First Analysis**

The first analysis was to get a good instrument for investigation. The try out test was conducted for another class of the sample consisting 40 students on July, 15 2009. The followings are the result:

##### **1) Validity**

As mentioned in chapter III, item validity was used to find out the index validity of the test. After the writer calculated using Pearson Product Moment, the index validity of number 2 was 0.515. Then the writer consulted the table of r product moment with  $N = 40$  and significance level 5% in which then r Product Moment is 0.312. Since the result of the computation was higher than r in the table, the index validity of item number 2 was considered to be valid. From the 50 items, 40 items were valid, and 10 items were invalid. The invalid items are number 9, 16, 20 27, 33, 37, 42, 44, 48, and 49. The complete data can be seen in Appendix.

## 2) Reliability

After the computation of reliability with K-R 21, the computation obtained 0.895, for  $\alpha = 5\%$  with  $N = 40$ , the  $r$ -table = 0.312. Since the values resulted from the computation were higher than the critical value, it can be concluded that the instrument used in this research is reliable.

## 3) Difficulty Level

From the computation of item difficulty, it was found that 11 items were medium, 39 items were easy, and no item was difficult. The classification of index difficulty can be seen in the following table:

**Table 1. The classification of index difficulty**

Difficulty Level	Multiple choice item numbers
Difficult 0.00 – 0.30	- Total = 0
Medium 0.30 – 0.70	1, 3, 5, 6, 7, 8, 22, 24, 26, 35, 37 Total = 11 items
Easy 0.70 – 1.00	2, 4, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 25, 27, 28, 29, 30, 31, 32, 33, 34, 36, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50 Total = 39 items

## 4) Discriminating Power

From the computation consulted by the table, it was obtained, 10 items were poor, 38 items were satisfactory, and 2 items were good.

Based on the analysis of validity, reliability, difficulty level and discriminating power, finally 40 items from 50 items of the try out test were accepted as instrument. They were number 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 17, 18, 19, 21, 22, 23, 24, 25, 26, 28, 29, 30, 31, 32, 34, 35, 36, 38, 39, 40, 41, 43, 45, 46, 47, and 50.

## **4.2 Research Findings**

In this study, there were four meetings for each class of sample. For 8A as the experimental group and 8B as the control group, they had the same day for the meetings; the first meeting was on July 18, 2009, the second meeting was on July 19, 2009, the third meeting was on July 25, 2009, and the last meeting was on July 26, 2009. As mentioned in chapter III, on the first meeting, they had pre-test. Then for the second and the third meetings, the treatment (using illustrated picture “The Careless Jaka Tarub”) was given to the experimental group, while the control group got folktale “The Careless Jaka Tarub” without illustrated pictures. And for the last meeting, they had post-test.

### **4.2.1 Pre-Test and Post-Test Findings**

The data were obtained from the students’ scores achievement of the reading comprehension test. There were pre and post-test scores from the experimental and the control group. The total scores for the experimental group was 2563 for the pre-test and 3276 for the post-test so that the score difference between the pre and post-test for the experimental group was 713. While the total scores for the

control group was 2510 for the pre-test, and 2868 for the post-test. Therefore, the score difference between the pre and post-test score for the control group was 358. The followings are the simple table for the mean of pre and post-test students' scores:

**Table 2: The mean of pre and post-test students' scores**

Group	The mean score of the pre-test	The mean score of the post-test
The experimental group	61.02	78.00
The control group	59.76	68.29

If the writer compare the two means it is clear that the mean of the post test experiment was higher than the control group. It indicated that the treatment was effective. To make analysis more reliable, the writer analyzed it by using t-test formula.

#### 4.2.2 Test of Significance

After getting the pre and post-test scores of the experimental and control group, the results were formulated with t-test formula. The t-test formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$\bar{x}_1$  (the average post-test score of the experimental group) is 78.00.  $\bar{x}_2$  (the average post-test score of control group) is 68.29. Both of  $n_1$  and  $n_2$  are 42.

To get s, the following formula was used:

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

$$s = \sqrt{\frac{(42-1)88,7808 + (42-1)118,7700}{42+42-2}}$$

$$= 10.2115$$

After getting the components of the t-test computation, the t-test can be done as follow:

$$t = \frac{78,00 - 68,28}{10,2115 \sqrt{\frac{1}{42} + \frac{1}{42}}}$$

$$= 4.359$$

The number of subjects in this experiment was 42 and the control group 42 with degree of freedom (df) 82. For  $\alpha = 5\%$  with  $df = 82$ , the t-table 1.66. The t-test showed that  $t > t$  table. The t was obtained 4.359.

Since  $t > t$  table, it can be concluded that there is a significance difference between the experimental and control group, where the score of the experimental group is higher than the control group. The computation showed that  $t = 4.359 > t$  table = 1.66.

#### 4.2.3 The Analysis of Questionnaire

Besides using test, the questionnaire was used to complete the data. Actually, questionnaire can collect information from a large number of students in a certain period.

The questionnaire used here was in Bahasa Indonesia so that the students could understand the questions well. There were twenty questions in the



questionnaire. The questionnaire was given to the students in which they should answer “yes” or “no” for each question. Here is the result of this activity:

**Table 3. The Result of Questionnaire**

ITEMS	YES		NO	
	X	%	X	%
1	36	86	6	14
2	35	83	7	17
3	12	29	30	71
4	26	62	16	38
5	36	86	6	14
6	31	74	11	26
7	39	93	3	7
8	38	90	4	10
9	42	100	-	0
10	38	90	4	10
11	8	19	34	81
12	35	83	7	17
13	37	88	5	12
14	6	14	36	86
15	16	38	26	62
16	34	81	8	19
17	36	86	6	14
18	37	88	5	12
19	38	90	4	10

20	37	88	5	12
----	----	----	---	----

From the table, we can see that the results of the data are:

- 1) From 42 students, 36 students like English. It means that most of the students like English.
- 2) For item number 2, most of the students like reading activity because 83 % of the students chose “yes”.
- 3) For item 3, just 12 students like to read English books.
- 4) For item 4, more than 50 % of the students like to read English story books. It means that they like reading story books than other books.
- 5) For item 5, almost all of the students like to read English story books followed by interesting pictures.
- 6) From item number 6, we can see that 31 students agree that there are many English books in the library.
- 7) Item 7 relates to item 6. This item shows that 93% students feels happy if there are many English story books in the library.
- 8) For the next item, the data shows that 90 % of the students like the story of “The Careless Jaka Tarub”.
- 9) From item 9, we know that all of the students were interested in the illustrated pictures when the teacher distributed the illustrated folktale “The Careless Jaka Tarub” to the students.
- 10) From the next item, only four of the students were not interested in reading the illustrated folktale “The Careless Jaka Tarub”.

11) For item 11, just 8 students said that it was difficult to understand the story of the folktale.

12) For item 12, the data shows that 83% of the students say that the vocabularies used in the story are easy to understand.

13) Most of the students (88%) chose “yes” for item number 13. It means that the students found a lot of vocabularies in the story.

14) From item number 14, we know that to know the meaning of the words in the story, six students used dictionary.

15) For item 15, there were 16 students who asked the meaning of the words in the story to their teacher/ friends.

16) Item 16 shows that 81% of the students looked at the illustrated pictures in the story to know the meaning of the words in the story.

From items 14, 15, and 16 we know that by using illustrated folktale “The Careless Jaka Tarub”, the students did not need to use dictionary or asking their teacher/ friends to find out the meaning of the words in the story. They just looked at the illustrated pictures following the story.

17) For item 17, we know that 36 students agree that by using illustrated folktale “The Careless Jaka Tarub” helped them in understanding narrative texts.

18) Item 18 shows that using “The Careless Jaka Tarub” is more interesting than using foreign story. So, the students can understand the story easily.

19) From item 19, we can see that 90% of the students chose “yes” using pictures made them understand the content of “The Careless Jaka Tarub” easily.

20) For the last item, most of the students like to use interesting pictures in reading class.

### 4.3 Discussions

There were two findings from this study; they were test of significance and the questionnaire findings. The test of significance was to know the effectiveness of using the illustrated folktale “The Careless Jaka Tarub” in improving students’ understanding of narrative texts.

From the result of the significance test, the t value was higher than t- table. It means that the use of illustrated folktale “The Careless Jaka Tarub” in improving students’ understanding of narrative texts is effective.

The effectiveness of using illustrated folktale “The Careless Jaka Tarub” was because of the following reasons:

- 1) the students like to read English story books,
- 2) the students were interested in the illustrated pictures of the story “The Careless Jaka Tarub”,
- 3) the students could understand the story easily from the illustrated pictures,
- 4) the students knew the meaning of the words in the story from the illustrated pictures,

- 5) the students enjoyed reading the story “The Careless Jaka Tarub” more than the story from other countries.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

In this chapter, the writer presents conclusions and suggestions of this study as follows:

#### 5.1 Conclusions

After conducting the research, the conclusions can be drawn as follows:

- 1). The average score of pre-test for the experimental group was 61.02, and the average score of pre-test for the control group was 59.76. After the experimental group was taught by using illustrated folktale “The Careless Jaka Tarub” and the control group was taught without using illustrated folktale, the score of the groups increased, where the average score of post-test for the experimental group was 78.00, and the average score of post-test for the control group was 64.93. So, there was a significant difference of students’ understanding of narrative texts between those taught using illustrated folktale “The Careless Jaka Tarub” and those taught without using illustrated folktale for the eighth year students of MTs Abadiyah Gabus in the academic year 2009/2010.
- 2). The improvement of students’ understanding of narrative texts was caused by the use of illustrated folktale “The Careless Jaka Tarub”. It can be seen from the t-test measurement which obtained 4.359, for  $\alpha = 5\%$  with  $df = 82$ , which obtained  $t\text{-table} = 1.66$ . It means that the t-test figure was higher than t-table figure. Since the t-test measurement is higher than the t-table, it was found

that the experimental group's understanding of narrative texts was better than the control group.

- 3). The use of illustrated folktale "The Careless Jaka Tarub" was effective to teach narrative reading because of several reasons that can be seen from the results of the questionnaire, that:
  - a. the students like to read English story books,
  - b. the students were interested in the illustrated pictures of the story "The Careless Jaka Tarub",
  - c. the students could understand the story easily from the illustrated pictures,
  - d. the students knew the meaning of the words in the story from the illustrated pictures,
  - e. the students enjoyed reading the story "The Careless Jaka Tarub" more than the story from other countries.

## 5.2 Suggestions

After the writer concludes all of the results of the study, she will present some suggestions.

### 1). For the Students

To avoid boredom in learning narrative reading, the students can use the illustrated folktale "The Careless Jaka Tarub" as an alternative reading material since it contains some interesting pictures.

### 2). For the Teachers

Since the use of illustrated folktale “The Careless Jaka Tarub” can improve the students’ understanding of narrative texts, the teacher can use it as an alternative material to teach narrative reading. It can make the students interested in learning English especially narrative because of its interesting story and pictures.





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***Appendix 1. List of 8A – The Experimental Group***

NO	NAME	CODE
1	ABDUL AZIZ	E-01
2	ABDUL ROHIM	E-02
3	ABDUL ROHMAN	E-03
4	ADI NUR HUDA	E-04
5	AGUNG SAPUTRO	E-05
6	ALI MUNTAHA	E-06
7	ANA QOMARIYAH	E-07
8	ASRUL YUSAK M.	E-08
9	DIAH SETIAWATI	E-09
10	DITA OKTA VIYANI	E-10
11	FATIHA KHAIRUNNISA	E-11
12	FENI ARISKA NUR A.	E-12
13	FIRYAL HUSNUN A.	E-13
14	FITIRIANA IKA KUSUMAWATI	E-14
15	FRENGKI ANDRIYANA K.W	E-15
16	HADI KESWANTO	E-16
17	IDA ROSIDAH	E-17
18	JOKO UTOMO	E-18
19	KHOMSATUN NI'MAH	E-19
20	LIA WAWAN K.	E-20
21	LULUK LAILATUL M.	E-21
22	LUTFIYANI	E-22
23	MAIYA LISTIANA	E-23
24	MERY SHOLIHATI	E-24
25	MOH NUR ALI S.	E-25
26	MOHAMAD BASRI	E-26
27	MOHKAMAD MOHKID A.	E-27
28	MUHAMMAD AYNUN N.	E-28
29	NOVIA SARI L.	E-29
30	NUR HAYATI	E-30
31	RIKA FERDIANA	E-31
32	RUMIATI	E-32
33	SANDRA NUGROHO	E-33
34	SITI ISTIQOMAH	E-34
35	SLAMET SUBANDI	E-35
36	SRI NUR HIDAYAH	E-36
37	SUBROTO	E-37
38	SUKRON MAKMUN	E-38
39	TAUFIQ HIDAYAT	E-39
40	TITIK ANJARWATI	E-40
41	VINA ERVIANA	E-41
42	WAHYU NUR CAHYONO	E-42

**Appendix 2. List of 8B – The Control Group**

NO	NAME	CODE
1	ABDUL AZIZ	C-01
2	ABDUL HAFIS E.	C-02
3	ABDUL WAHID	C-03
4	AHMAD ALI ASHADI	C-04
5	AHMAD MARZUKI	C-05
6	AHMAD RIDWAN	C-06
7	ANGGIT PRAYOGI	C-07
8	ANITA NI'MATUS S.	C-08
9	ARIF BUDI PRASTIYO	C-09
10	AYUNA ITHA H.	C-10
11	BAYU BIMANTORO	C-11
12	DEFRI ANGGA FAHREZI	C-12
13	ENDANG MISKEWATI	C-13
14	ERFAN MAULA DANI	C-14
15	ERZA IKLIL MUNA	C-15
16	FATIMATUZ ZAHRA	C-16
17	HENDRA KRESNAWAN	C-17
18	HERDIANI AVRIDA N.	C-18
19	KRIS MAWATI	C-19
20	KRIS MAWATI	C-20
21	LU'LUIL MAKNUN	C-21
22	MIRATUN NISA'	C-22
23	MOH LUKIM MAHFUD	C-23
24	MOH SAMSUL ARIFIN	C-24
25	MOKAMAD SAYIFULOH	C-25
26	MU'ALIFATUL KHAEFIYAH	C-26
27	MUH SHIDIK	C-27
28	MUHAMAD AZIZ S.	C-28
29	NAILISSA'ADAH DWI FAJRI	C-29
30	NUR ROHMAD ROMADHONI	C-30
31	RAHMAWATI	C-31
32	RENDY PRATAMA	C-32
33	SAMSUL MAHMUDI	C-33
34	SHOFA MAULAN 'AQIB	C-34
35	SHOFIYATUL MAULA	C-35
36	SITI KOMARIYAH	C-36
37	SITI NUR AZIZAH	C-37
38	SITI NUR HAFIDHOH	C-38
39	TAUFIQUR ROHMAN	C-39
40	TRI INDAH ASTUTIK	C-40
41	ULFA NURUL HIDAYAH	C-41
42	YAYAN WAHYU HIDAYAT	C-42

**Appendix 3. List of Try-Out Class**

NO	NAME	CODE
1	AHMAD ROCHIM	TO-01
2	AHMAD ROMLI HASAN	TO-02
3	AJI WAHYUDI	TO-03
4	ALI IRSYADI MAHFUD	TO -04
5	ANGGI WIDIASTUTI	TO -05
6	ARIS MUSTOFA	TO -06
7	DIAH AYU LARASATI	TO -07
8	DINA MANDASARI	TO -08
9	DWI BAGUS RUBIANTO	TO -09
10	DWI LESTARI	TO -10
11	EVA SETYA K.	TO -11
12	FITRI ANI LESTARI	TO -12
13	IMAM SYAFAMUCHTAR	TO -13
14	IMPRON	TO -14
15	KHARIS FATTUR R.	TO -15
16	LAILIYATUL MUFIDAH	TO -16
17	LATHIFAH ANISWATIN F.	TO -17
18	MAFATIKHUL 'IZZAH	TO -18
19	MIFTAH QURROTUL A.	TO -19
20	MOCH IRFAN CHORIQ	TO -20
21	MOHAMAD ARFINDA	TO -21
22	MUH ZAELANI ABIDN	TO -22
23	MUH. SUTIYONO	TO -23
24	MUHAMMAD ASHAR	TO -24
25	MUHAMMAD ISROFI	TO -25
26	MUHAMMAD SHOLEHAN	TO -26
27	NANA YULIANA WATI	TO -27
28	NOVA ANGGA P.	TO -28
29	NUR HAYATI	TO -29
30	NURKHOMARUDIN	TO -30
31	RUDIYANTO	TO -31
32	RUSMITO HADI P.	TO -32
33	SUTRI HANDAYANI	TO -33
34	SUTRIS	TO -34
35	TAMBAK AGUNG W.	TO -35
36	TRI SUTRISNO	TO -36
37	TRI WULANSARI	TO -37
38	UMI MUALIMAH	TO -38
39	WAHYU ANGGA S.	TO -39
40	ZAENAL ARIFIN	TO -40

Appendix 4

## LESSON PLAN FOR EXPERIMENTAL GROUP

LEVEL : JUNIOR HIGH SCHOOL  
 GRADE : VIII  
 SEMESTER : 2  
 TIME ALLOTMENT : 160 minutes

## a. Learning Objectives

By the end of this lesson, the students should be able to:

1. Analyze the generic structure of narrative
2. Understand the content of narrative text

## b. Teaching Aids

Illustrated folktale “The Careless Jaka Tarub”

## c. Teaching and Learning Activities

Activity 1 ( 80 minutes )

1. The teacher asks the students about some folktales that the students have known.(A)
2. The teacher gives a narrative text with illustrated picture “The Careless Jaka Tarub”.(appendix 7)
3. The teacher asks the difficult words according to the story.(B)
4. The teacher explains the social purpose of narrative text.(C)
5. The teacher explains the generic structure of narrative text.(D)
6. The teacher asks the students to analyze the generic structure of another narrative text.(E)

Activity 2 ( 80 minutes)

1. The teacher explains simple past tense that is used in narrative.(F)
2. The teacher gives some exercises about simple past tense.(G)
3. The teacher gives some exercises to know the students’ understanding in narrative.(H)

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Appendix 5

## LESSON PLAN FOR CONTROL GROUP

LEVEL : JUNIOR HIGH SCHOOL  
GRADE : VIII  
SEMESTER : 2  
TIME ALLOTMENT : 160 minutes

## a. Learning Objectives

By the end of this lesson, the students should be able to:

1. Analyze the generic structure of narrative
2. Understand the content of narrative text

## b. Teaching Aids

A folktale “The Careless Jaka Tarub”

## c. Teaching and Learning Activities

Activity 1 ( 80 minutes )

1. The teacher asks the students about some folktales that they have known. (A)
2. The teacher gives a narrative text “The Careless Jaka Tarub”.(appendix 8)
3. The teacher asks the difficult words according to the story.(B)
4. The teacher explains the social purpose of narrative text.(C)
5. The teacher explains the generic structure of narrative text.(D)
6. The teacher asks the students to analyze the generic structure of another narrative text.(E)


Activity 2 ( 80 minutes)

1. The teacher explains simple past tense that is used in narrative.(F)
2. The teacher gives some exercises about simple past tense.(G)
3. The teacher gives some exercises to know the students’ understanding in narrative.(H)

Appendix 6

## LESSON MATERIAL

- A. 1. Do you know folktales?  
2. Did your mother read a story before you're sleeping?  
3. What story did she like to read?  
4. Do you still remember the story? Tell to us briefly!
- B. twigs                      fairy                      scarf  
lake                         rainbow                  startling  
revealed                  fabric                    refused  
mortal human          harvest                  barn  
weird                        mumbled                scratched his head  
curious                     secret                    snapped out  
daydream                 grains                     forgiveness  
carelessness
- C. The purpose of narrative is to amuse, entertain and to deal with actual or vicarious experiences in different ways.
- D. The generic structures of narrative text are:  
a. Orientation : set the scene and introduce the participant  
b. Complication : a crisis arises  
c. Resolution : the crises is resolved, for better or for worse
- E. Analyze the generic structure of this text!  
The text is the story of "Keong Emas"
- F. Let's discuss the Past Tense

	Function	Sentence
	At one particular time in the past, this happened. It began and ended in the past.	It snowed yesterday.

Pattern:

- 1) Positive Statement

S + verb ( II ) + O
---------------------

Example:



- a. He worked in the bank a month ago.
- b. They ate fried rice yesterday.

2) Negative Statement

S + did + not + verb I + O

Example:

- a. He did not work in the bank a month ago.
- b. They did not eat fried rice yesterday morning.

3) Interrogative Statement

Did + S + verb I + O

Example:

- a. Did he work in the bank a month ago?
- b. Did they eat fried rice yesterday morning?

- G. Find two examples of simple past tense in “The Careless Jaka Tarub” story! After that, change them into negative and interrogative sentences!
- H. The teacher gives the story of “Keong Emas” and then gives some questions according to that story.

### The Careless Jaka Tarub

Jaka Tarub was dashing and diligent young man. However, he was sometimes careless. For a few times, his crop field had been destroyed by mice because he gave too much trust to someone else who took care of it.

One day, when Jaka Tarub passed the Nymph Lake, he heard some giggles and laughs of some people who were bathing under the fountain. He was curious, so he peeped through the bushes.

There were seven beautiful lades in the Nymph Lake. “Maybe they’re fairies,” Jaka Tarub thought.

Accidentally, he found a pink scarf that belonged to one of the fairies near the bushes. Jaka Tarub instantly took it and hid it.

Crack!!! Accidentally, Jaka Tarub stepped on twigs.

“Human!” said one of the fairies. “Let’s get back. Hurry!” she said.

They pulled over quickly and wear their scarf. Their scarves were colorful; red, white, blue, green, orange, indigo, and ...

“Where is my scarf?” one of the fairies shouted. She couldn’t find her pink scarf. She was the youngest fairy.

They tried to search for it around the lake, but they didn’t find it.

“We’re sorry, Pink Fairy. We have to go back to kahyangan,” said the Red Fairy. “You go find it by yourself. We’ll wait for you in kahyangan,” she said in empathy.

“But Sister...” Nawang Wulan was about to cry.

“It must be somewhere around this lake. We’re leaving now, said the Blue Fairy.

At last, the six fairies flew to the sky following the ways of the rainbow. Nawang Wulan saw them leaving in tears.

“Excuse me...,” said Jaka Tarub politely, “Are you okay?” asked Jaka Tarub, startling the Pink Fairy.

Nawang Wulan moved backward, “Who are you?” she asked.

Jaka Tarub smiled. “I’m Jaka Tarub, I was passing by and I saw you cry, so I come to see you,” he lied.

Nawang Wulan revealed her story. "I can't fly without the scarf," she said.

Jaka Tarub then gave Nawang Wulan a fabric to cover her body and asked her to come home with him. At first, Nawang Wulan refused the offer. But since she didn't know where to go, Nawang Wulan finally decided to follow Jaka Tarub.

After staying for almost a month in Jaka Tarub's house, they decided to get married. Nawang Wulan was willing to be a mortal human for she loved Jaka Tarub.

Time passed by, and after a year, they had a beautiful daughter named Kumalasari. They lived happily.

Slowly, Nawang Wulan forgot kahyangan and her scarf. She wanted to live together with Jaka tarub and Kumalasari forever.

Jaka Tarub was also happy to live with Nawang Wulan and Kumalasari. Especially because he always got a lot of harvest since he married the Pink Fairy.

In each harvest time, Jaka Tarub always shared his harvest with the needy neighbours. Sometimes, he couldn't even keep his harvest in his barn because his barn was always full.

"So weird," Jaka Tarub mumbled to himself, "Nawang Wulan cooked everyday, but why is my barn always full," he mumbled as he scratched his head.

Jaka Tarub became more curious. He wanted to ask his wife why his barn is always full. However, he had not found the right time yet.

"Aren't you going to the field, honey?" Nawang Wulan asked as she saw Jaka Tarub was still home.

Jaka Tarub smiled. "I want to stay home today. I'd like to take care of Kumalasari," he explained.

"Well, I'll wash the clothes then. Please keep an eye on Kumalasari," asked Nawang Wulan. "Oh, I'm cooking rice now. Please don't open the pan cover before it's done, she said just before she left.

Deg! Jaka Tarub's heart beat faster. "Could this be the secret?" he thought.

"I'm leaving, honey," said the Pink Fairy.

“Yes...sure...” Jaka Tarub snapped out from his daydream. “Be careful on your way,” he said.

What happened next? After the Pink Fairy left, Jaka Tarub curiously opened the pan cover. “Hah?! There’s only one single paddy rice?!” Jaka Tarub was appalled. “How come? No wonder my barn was never empty,” he said.

Before lunch, Nawang Wulan came home. She dried the clothes she’d washed, then headed to the kitchen to see the rice she had cooked. What happened when the pan was opened?

“Honey?! Nawang Wulan called her husband in an upset voice as she found that the rice turned into only a few grains.

“Yes,” Jaka Tarub said as he rushed into the kitchen.

“Why did you open the pan’s cover? I asked you not to do it, didn’t I?” asked Nawang wulan.

“I..I’m sorry, I was curious,” Jaka Tarub said as he started to realize his fault.

Ever since, Nawang Wulan never cooked the rice with only a single paddy. The rice in the barn was slowly lessened. Now, Jaka Tarub had to work harder to fill his barn.

One day the barn was completely empty. Stepping slowly into the barn, Nawang Wulan found only a few paddies. When she took one of them, she found something.

“Scarf? My pink scarf?!” said Nawang Wulan startled. “So, my husband kept it all this time?” she said quietly.

After dinner, Nawang wulan showed the pink scarf that she found in the rice barn.

“Why was it in the barn, honey?” Nawang Wulan asked softly but enough to shock Jaka Tarub.

Jaka Tarub’s eyes widened, “Who found it?” he asked.

“I did,” the Pink Fairy answered. “Our supply in the barn is decreasing as I lost the power I used to have. I can’t cook rice with only single paddy rice, she said.

Jaka Tarub looked down and asked for forgiveness for all his carelessness.

“Because I’ve found my pink scarf, it’s time for me to go back to kahyangan. It’s where I belong.” Nawang Wulan said as she was looking at the moon.

Jaka Tarub sat quietly beside the Pink Fairy.

“You have to raise Kumalasari properly, honey,” said Nawang wulan.

“Could...could you postpone your wish?” Jaka Tarub begged, hoping that Nawang Wulan won’t go back to kahyangan.

Nawang Wulan shook her head. “I’ve lived long enough with you and Kumalasari. I’m not an ordinary human, honey. I have to go back and live as a fairy,” she explained.

The sad day finally came. Nawang Wulan had to go back to kahyangan. She had arranged all of Jaka Tarub and Kumalasari’s needs.

“Don’t worry, I’ll take care of Kumalasari from kahyangan too, said the Pink Fairy.

“What if Kumalasari cries?” Jaka Tarub asked as he learned to accept the situation.

Nawang Wulan took a deep breath, “Go take seven grains of candlenut and put it into the bamboo basket. Shake it as you play the bamboo fife. I’ll immediately come to see Kumalasari,” she explained.

Before Nawang Wulan left, Jaka Tarub again asked for forgiveness for all of his mistakes. He promised that he will not be careless anymore.

“I’ve forgiven you. You don’t have to feel guilty. Everything happened for a reason. Maybe this is God’s will and we only have to go through it,” Nawang Wulan explained.

Before leaving, Nawang wulan kissed Jaka Tarub’s hand and Jaka Tarub kissed her back on her forehead. Then, Nawang wulan kissed Kumalasari who was sleeping in Jaka Tarub’s embrace with all her love.

The next minute, Nawang Wulan flew to the bright full moon. Jaka Tarub waved his hand and holding back his tears.

Appendix 9

**DEPARTEMEN PENDIDIKAN NASIONAL  
UNIVERSITAS NEGERI SEMARANG  
FAKULTAS BAHASA DAN SENI JURUSAN BAHASA**

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**TRY-OUT TEST**

Mata Pelajaran : Bahasa Inggris  
Pokok Bahasan : Narrative Text  
Waktu : 80 menit

**PETUNJUK UMUM**

- ✓ Sebelum mengerjakan, telitilah terlebih dahulu jumlah dan nomor halaman yang terdapat pada naskah soal.
- ✓ Kerjakan pada lembar jawaban yang disediakan.
- ✓ Pilihlah salah satu jawaban yang menurut Anda paling benar.
- ✓ Berilah tanda silang (X) pada jawaban yang Anda pilih.

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**YOU ARE GOING TO READ FOUR TEXTS. EACH TEXT IS FOLLOWED BY TEN QUESTIONS. READ THE TEXT CAREFULLY THEN ANSWER THE QUESTIONS!**

**Text 1**

Many years ago, Mrs. Rangkayo binti Rangkoto was a famous florist in a big city. She could sell more than twenty beautiful bouquets a day. She had many clever assistants to help her. They worked happily because they could create many styles of bouquets.

One day, she got many orders, but her flower stock was limited. She tried to fill the orders, but she made a big mistake towards one of her customers who was having a wedding; she did not only ask her assistant to insert some wilted flowers in the arrangement, but she also worked too hurriedly into the bridal bouquet. Some of her assistants reminded her of mistake, but she did not listen to their suggestions. They did their work as she asked them to do, and then she delivered the order to her customer. The customer was so disappointed.

Because of that, her customers gone and she got a little order then.

1. Who is Mrs. Rangkayo?
 

A. a florist	C. a dentist
B. a tailor	D. a sailor
2. How many bouquets that Mrs. Rangkayo could sell a day?

- A. 22  
B. 18
- C. 15  
D. 10
3. "...was a famous florist in a big city." (par.1)  
The word "famous" has the same meaning with...
- A. silent  
B. good
- C. noisy  
D. popular
4. Mrs. Rangkayo's assistants were...
- A. stupid  
B. clever
- C. lazy  
D. careless
5. The word "them" in the last sentence of paragraph two refers to...
- A. suggestions  
B. assistant
- C. customers  
D. mistakes
6. Did they work happily?
- A. yes, they did  
B. no, they didn't
- C. seldom  
D. sometimes
7. The story has...
- A. happy ending  
B. sad ending
- C. interesting ending  
D. boring ending
8. How did Rangkayo solve her problems (she got many orders)?
- A. by placing her orders with other florist  
B. by cheating the customer  
C. by making any wreaths again  
D. by dismissing
9. Where did Mrs. Rangkayo live?
- A. in a small village  
B. in a small city
- C. in a big city  
D. in an island

10. Why were the customers gone?
- A. they were satisfied  
B. they held a bad wedding party  
C. Rangkayo gave good service  
D. they are disappointed
11. Who made the customers gone?
- A. the assistant  
B. the other customer  
C. Mrs. Rangkayo  
D. the bridal bouquet

### Text 2

#### The Legend of Lau Kawar

Once upon a time, there was a big feast in Kawar village, Tanah Karo. The villagers celebrated their successful harvest. They were singing and dancing during the feast.

Meanwhile, an old woman was alone at home. She didn't go to the party because she was sick. When she felt hungry, she went to the kitchen. But there's no food there. She was very sad.

In the party, the son remembered his mother was at home. He wrapped some rice and fried fish for his mother. Then he asked his daughter to give the food to her grandma.

The little girl ran home. But on her way, she stopped and ate the food. After eating the food, she gave the food to the old woman.

The old woman unwrapped the food and felt very disappointed. There was only a very little rice and fishbone. She cried and prayed to God, "Oh God! I beg you to eliminate this place and all the people here because they have forgotten an old woman like me!"

Suddenly, thunder came. The sky turned dark. The land was shaking and then turned into a big crater. The rain was pouring on it. It did not stop for several days. When it stopped, the village disappeared. There was a large lake replaced it. People called it "Lau Kawar". It means Kawar Lake.

12. How many characters are there in the story?
- A. one  
B. three  
C. two  
D. four
13. Where was the story happened?
- A. in Central Java  
B. in Tanah Karo  
C. in West Java  
D. in Tana Toraja
14. Did the old woman attend the party?



- A. yes, she did  
B. no, she didn't
- C. yes, she does  
D. no, she doesn't

15. What did they celebrate in the big feast?  
A. they celebrated their successful harvest  
B. they celebrated their Independence Day  
C. they celebrated the big rain  
D. they celebrated their success
16. Who asked the little girl to give the food for the old woman?  
A. the old woman's son  
B. the old woman's daughter  
C. the old woman's mother  
D. the old woman's grandma
17. Why did the old woman go to the kitchen?  
A. to get some food  
B. to get some water  
C. to take a bath  
D. to take a rest
18. What did the little girl bring for her grandma?  
A. some rice and fried rice  
B. some rice and boiled fish  
C. some rice and fishbone  
D. some fried rice and fish
19. What did the little girl do on her way?  
A. she stopped and ate the food  
B. she went to the party  
C. she cried and prayed  
D. she unwrapped the food
20. "...she stopped and ate the food" (paragraph 4)  
The underlined word refers to...

- A. the old woman  
B. the old woman's son  
C. the grandma  
D. the little girl
21. How did the old woman feel when she unwrapped the food?  
A. she felt happy  
B. she felt disappointed  
C. she felt sorry  
D. she felt dishonest
22. What happened to the village after the old woman cried and prayed to God?  
A. the village turned into a beautiful city  
B. the village turned into a big lake  
C. the village turned into a big rice field  
D. nothing happened to the village
23. What does Lau Kawar mean?  
A. Kawar island  
B. Kawar lake  
C. Kawar thunder  
D. Kawar village

### Text 3

#### Aladdin

Once upon a time there was a lazy son of poor Chinese tailor, known as Aladdin.

One day after his father's death, he met a magician who posed as his uncle and persuaded Aladdin to retrieve a wonderful lamp from a hidden cave. When Aladdin failed to give the lamp to the magician before emerging from the cave, the magician became enraged and sealed the cave, leaving Aladdin to die.

In his misery Aladdin wept and wrung his hands, releasing a genie from a ring the magician had given him. The genie freed Aladdin, who soon discovered that the lamp also produced powerful genies when rubbed. They granted his every wish, and he eventually became immensely wealthy and married the daughter of the sultan. The magician returned to steal the lamp, but was defeated, as was his evil brother who also tried to gain the lamp.

Free of these enemies, Aladdin lived a long, happy life and succeeded the sultan to the throne.

24. Who is Aladdin's father?  
A. a successful tailor  
B. a poor tailor  
C. a poor magician  
D. a sultan

25. “...., he met a magician” (paragraph 2).

The underlined word refers to...

- A. Aladdin
- B. the father
- C. a magician
- D. a genie

26. Which statement is correct based on the story?

- A. Aladdin is a clever boy
- B. the magician saving Aladdin from the cave
- C. the genie freed Aladdin from the cave
- D. Aladdin failed to marry the Sultan’s daughter

27. What did Aladdin do in his misery?

- A. he wept and wrung his hand
- B. he retrieved a wonderful lamp from a hidden cave
- C. he sealed the cave
- D. he returned to steal the lamp

28. Who was persuaded Aladdin to retrieve a magic lamp?

- A. the genies
- B. the magician
- C. the Sultan
- D. the Sultan’s daughter

29. How many characters are there in the story?

- A. four
- B. five
- C. six
- D. seven

30. Who is Aladdin’s wife?

- A. the Sultan’s daughter
- B. the Sultan
- C. the genies
- D. the genies’ daughter

31. “they granted his every wish, ...” (third paragraph).

The underlined word refers to...

- A. powerful genies  
B. the magician
- C. the Sultan  
D. the genies' daughter
32. The end of this story is...
- A. bad  
B. sad  
C. happy  
D. boring
33. What did the lamp produce when rubbed?
- A. a beautiful girl  
B. a magician  
C. a ring  
D. a powerful genie
34. When did Aladdin meet a magician?
- A. one day after his father's death  
B. one day after his mother's death  
C. one week after his father's death  
D. one week after his mother's death
35. Who gave a ring to Aladdin?
- A. the magician  
B. the sultan's daughter  
C. the genie  
D. Aladdin's father

#### Text 4

##### Snow White

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

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

Snow White didn't want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the wood.

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

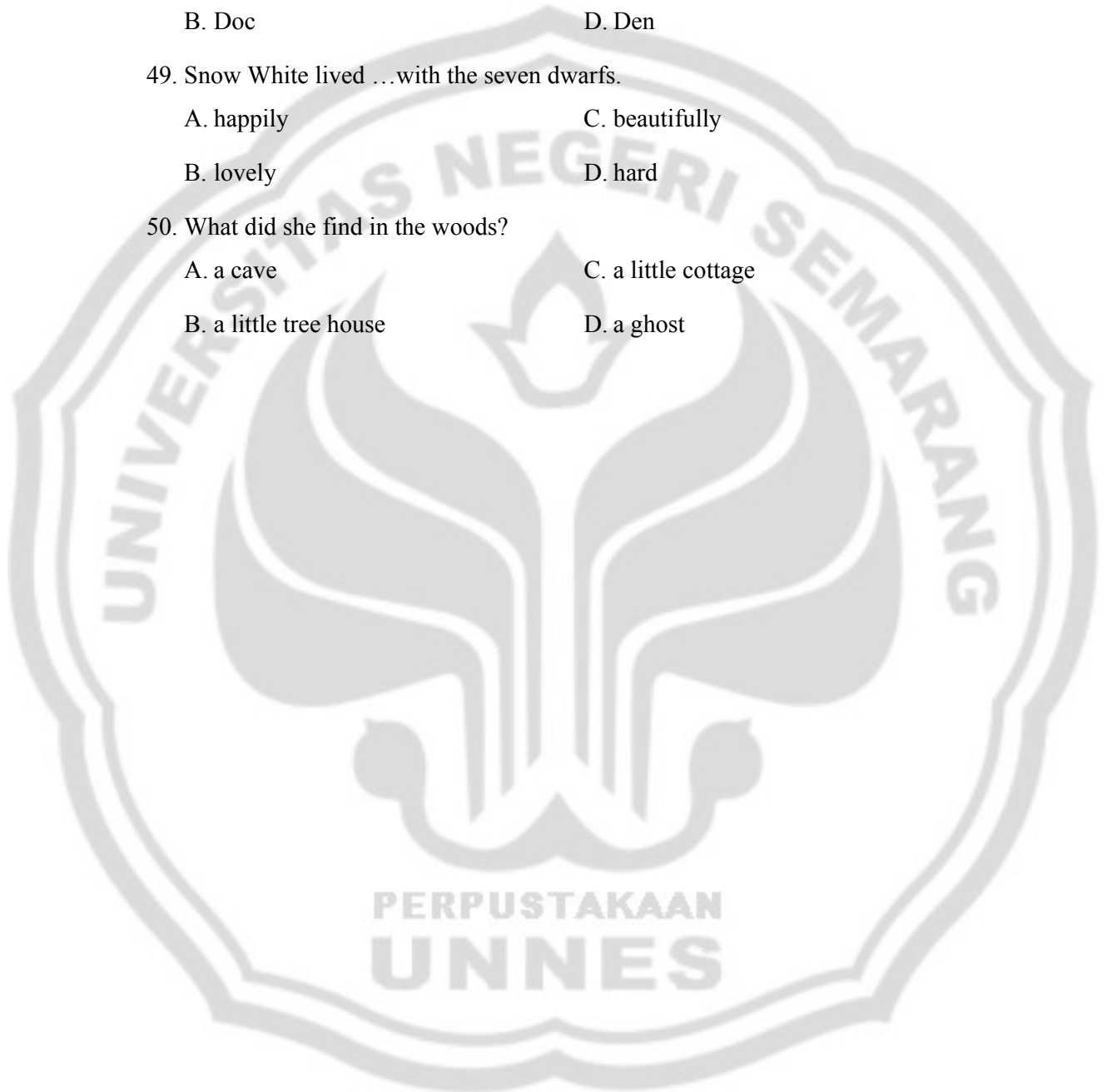
Meanwhile, the seven dwarfs were coming home from walk. They went inside. Then they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" snow White said, "My name is Snow White." Doc, one of the dwarfs, said, "If you wish, you may live

here with us.” Snow White said, “Oh, could I? Thank you.” Then Snow White told the dwarfs the whole story and Snow White and 7 dwarfs lived happily ever after.

36. Why did Snow White live with her aunt and uncle?
- A. her parents went to America
  - B. her parents were died
  - C. her parents had many children
  - D. her parents ran away from home
37. Why did Snow White’s aunt and uncle want to leave her in the castle?
- A. they didn’t have enough money to take Snow White
  - B. they loved Snow White
  - C. they hated Snow White
  - D. they were die
38. Where did her uncle and aunt want to go?
- A. to the castle
  - B. to America
  - C. into the wood
  - D. to the cottage
39. Why did Snow White run away?
- A. she was afraid of being alone at home
  - B. she was angry being left by her aunt and uncle
  - C. she did not want her aunt and uncle leave her in the castle
  - D. she wanted to go to the forest
40. How many characters are there in the story?
- A. seven
  - B. eight
  - C. nine
  - D. ten
41. There were ...dwarfs coming home from walk.
- A. seven
  - C. nine

- B. eight  
D. ten
42. What did the dwarfs find when they went inside their home?
- A. they found Snow White eating  
B. they found Snow White sleeping  
C. they found Snow White sweeping the floor  
D. they found Snow White singing
43. The dwarfs were very...
- A. clever  
B. pretty  
C. loving  
D. mean
44. What did Snow White do after knocking the door and no one answered?
- A. she went inside and fell asleep  
B. she went to other place  
C. she sit in front of the door  
D. she cried
45. "they went inside" (the last paragraph)  
The underlined word refers to...
- A. Snow White's uncle and aunt  
B. The dwarfs  
C. Snow White  
D. Snow White and the dwarfs
46. When did Snow White run away?
- A. in the morning  
B. in the afternoon  
C. in the midnight  
D. in the evening
47. Where did she run away?
- A. into the forest  
B. to the city  
C. into the woods  
D. to the village

48. One of the dwarfs' names was...
- A. Din  
B. Doc  
C. Dul  
D. Den
49. Snow White lived ...with the seven dwarfs.
- A. happily  
B. lovely  
C. beautifully  
D. hard
50. What did she find in the woods?
- A. a cave  
B. a little tree house  
C. a little cottage  
D. a ghost

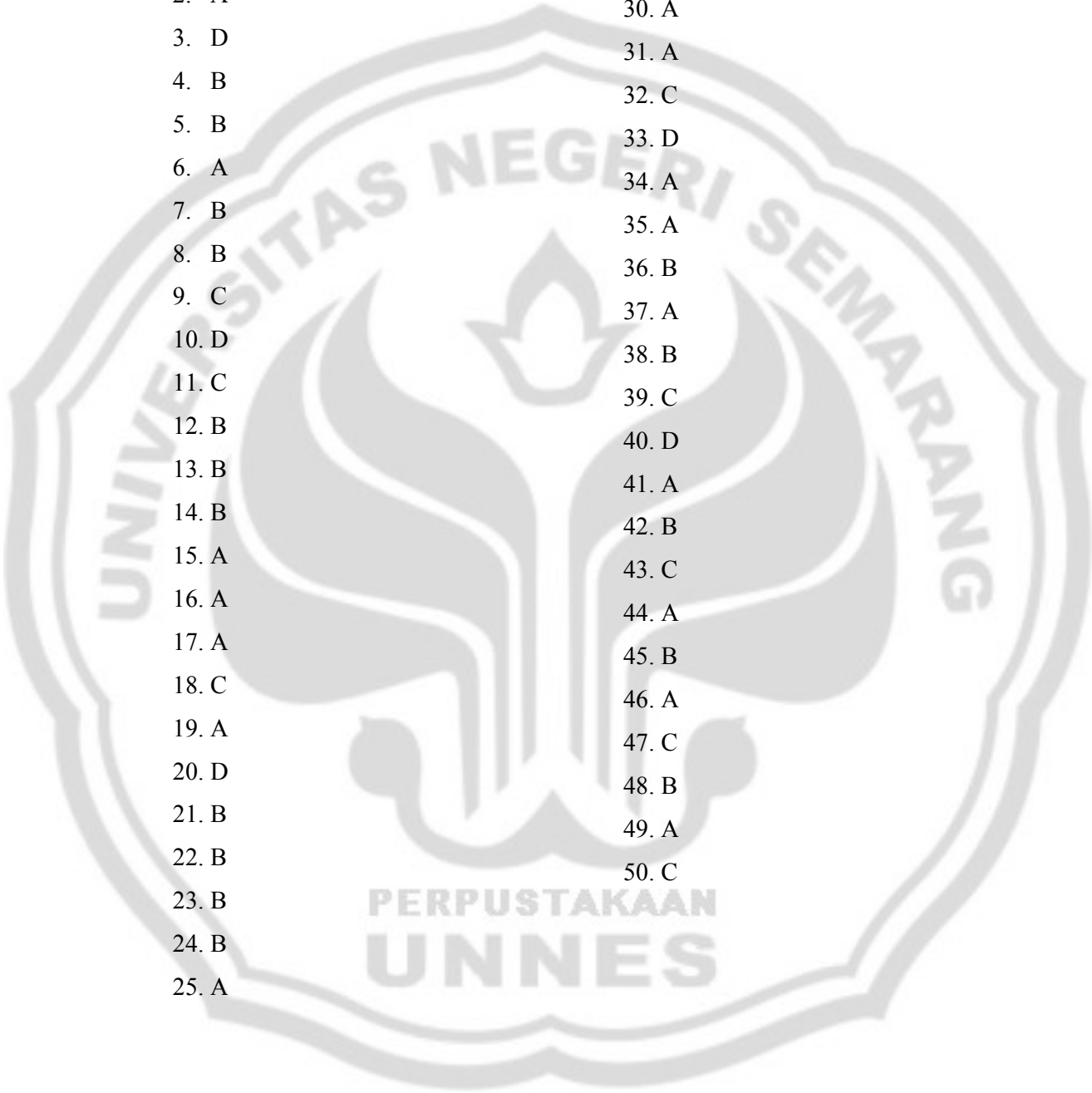


Appendix 10

**THE ANSWER KEY OF TRY-OUT TEST**





- 
1. A  
2. A  
3. D  
4. B  
5. B  
6. A  
7. B  
8. B  
9. C  
10. D  
11. C  
12. B  
13. B  
14. B  
15. A  
16. A  
17. A  
18. C  
19. A  
20. D  
21. B  
22. B  
23. B  
24. B  
25. A

28. B  
29. C  
30. A  
31. A  
32. C  
33. D  
34. A  
35. A  
36. B  
37. A  
38. B  
39. C  
40. D  
41. A  
42. B  
43. C  
44. A  
45. B  
46. A  
47. C  
48. B  
49. A  
50. C

26. C  
27. A

Appendix 11

**DEPARTEMEN PENDIDIKAN NASIONAL  
UNIVERSITAS NEGERI SEMARANG  
FAKULTAS BAHASA DAN SENI JURUSAN BAHASA**

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**PRE-TEST AND POST-TEST**

Mata Pelajaran : Bahasa Inggris  
Pokok Bahasan : Narrative Text  
Waktu : 80 menit

**PETUNJUK UMUM**

- ✓ Sebelum mengerjakan, telitilah terlebih dahulu jumlah dan nomor halaman yang terdapat pada naskah soal.
- ✓ Kerjakan pada lembar jawaban yang disediakan.
- ✓ Pilihlah salah satu jawaban yang menurut Anda paling benar.
- ✓ Berilah tanda silang (X) pada jawaban yang Anda pilih.

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**YOU ARE GOING TO READ FOUR TEXTS. EACH TEXT IS FOLLOWED BY TEN QUESTIONS. READ THE TEXT CAREFULLY THEN ANSWER THE QUESTIONS!**

**Text 1**

Many years ago, Mrs. Rangkayo binti Rangkoto was a famous florist in a big city. She could sell more than twenty beautiful bouquets a day. She had many clever assistants to help her. They worked happily because they could create many styles of bouquets.

One day, she got many orders, but her flower stock was limited. She tried to fill the orders, but she made a big mistake towards one of her customers who was having a wedding; she did not only ask her assistant to insert some wilted flowers in the arrangement, but she also worked too hurriedly into the bridal bouquet. Some of her assistants reminded her of mistake, but she did not listen to their suggestions. They did their work as she asked them to do, and then she delivered the order to her customer. The customer was so disappointed.

Because of that, her customers gone and she got a little order then.

51. Who is Mrs. Rangkayo?

- |              |              |
|--------------|--------------|
| A. a florist | C. a dentist |
| B. a tailor  | D. a sailor  |

52. How many bouquets that Mrs. Rangkayo could sell a day?

- A. 22  
B. 18
- C. 15  
D. 10
53. "...was a famous florist in a big city." (par.1)  
The word "famous" has the same meaning with...
- A. silent  
B. good
- C. noisy  
D. popular
54. Mrs. Rangkayo's assistants were...
- A. stupid  
B. clever
- C. lazy  
D. careless
55. The word "them" in the last sentence of paragraph two refers to...
- A. suggestions  
B. assistant
- C. customers  
D. mistakes
56. Did they work happily?
- A. yes, they did  
B. no, they didn't
- C. seldom  
D. sometimes
57. The story has...
- A. happy ending  
B. sad ending
- C. interesting ending  
D. boring ending
58. How did Rangkayo solve her problems (she got many orders)?
- A. by placing her orders with other florist  
B. by cheating the customer  
C. by making any wreaths again  
D. by dismissing
59. Why were the customers gone?
- A. they were satisfied  
B. Rangkayo gave good service
- B. they held a bad wedding party  
D. they are disappointed

60. Who made the customers gone?

- A. the assistant  
B. the other customer  
C. Mrs. Rangkayo  
D. the bridal bouquet

**Text 2**

**The Legend of Lau Kawar**

Once upon a time, there was a big feast in Kawar village, Tanah Karo. The villagers celebrated their successful harvest. They were singing and dancing during the feast.

Meanwhile, an old woman was alone at home. She didn't go to the party because she was sick. When she felt hungry, she went to the kitchen. But there's no food there. She was very sad.

In the party, the son remembered his mother was at home. He wrapped some rice and fried fish for his mother. Then he asked his daughter to give the food to her grandma.

The little girl ran home. But on her way, she stopped and ate the food. After eating the food, she gave the food to the old woman.

The old woman unwrapped the food and felt very disappointed. There was only a very little rice and fishbone. She cried and prayed to God, "Oh God! I beg you to eliminate this place and all the people here because they have forgotten an old woman like me!"

Suddenly, thunder came. The sky turned dark. The land was shaking and then turned into a big crater. The rain was pouring on it. It did not stop for several days. When it stopped, the village disappeared. There was a large lake replaced it. People called it "Lau Kawar". It means Kawar Lake.

61. How many characters are there in the story?

- A. one  
B. three  
C. two  
D. four

62. Where was the story happened?

- A. in Central Java  
B. in Tanah Karo  
C. in West Java  
D. in Tana Toraja

63. Did the old woman attend the party?

- A. yes, she did  
B. no, she didn't  
C. yes, she does  
D. no, she doesn't

64. What did they celebrate in the big feast?

- A. they celebrated their successful harvest

- B. they celebrated their Independence Day
- C. they celebrated the big rain
- D. they celebrated their success
65. Why did the old woman go to the kitchen?
- A. to get some food                      C. to take a bath
- B. to get some water                      D. to take a rest
66. What did the little girl bring for her grandma?
- A. some rice and fried rice              C. some rice and fishbone
- B. some rice and boiled fish              D. some fried rice and fish
67. What did the little girl do on her way?
- A. she stopped and ate the food
- B. she went to the party
- C. she cried and prayed
- D. she unwrapped the food
68. How did the old woman feel when she unwrapped the food?
- A. she felt happy                          C. she felt sorry
- B. she felt disappointed                      D. she felt dishonest
69. What happened to the village after the old woman cried and prayed to God?
- A. the village turned into a beautiful city
- B. the village turned into a big lake
- C. the village turned into a big rice field
- D. nothing happened to the village
70. What does Lau Kawar mean?
- A. Kawar island                              C. Kawar thunder
- B. Kawar lake                                 D. Kawar village

**Text 3**

### Aladdin

Once upon a time there was a lazy son of poor Chinese tailor, known as Aladdin.

One day after his father's death, he met a magician who posed as his uncle and persuaded Aladdin to retrieve a wonderful lamp from a hidden cave. When Aladdin failed to give the lamp to the magician before emerging from the cave, the magician became enraged and sealed the cave, leaving Aladdin to die.

In his misery Aladdin wept and wrung his hands, releasing a genie from a ring the magician had given him. The genie freed Aladdin, who soon discovered that the lamp also produced powerful genies when rubbed. They granted his every wish, and he eventually became immensely wealthy and married the daughter of the sultan. The magician returned to steal the lamp, but was defeated, as was his evil brother who also tried to gain the lamp.

Free of these enemies, Aladdin lived a long, happy life and succeeded the sultan to the throne.

71. Who is Aladdin's father?

- |                        |                    |
|------------------------|--------------------|
| A. a successful tailor | C. a poor magician |
| B. a poor tailor       | D. a sultan        |

72. "... , he met a magician" (paragraph 2).

The underlined word refers to...

- |               |               |
|---------------|---------------|
| A. Aladdin    | C. a magician |
| B. the father | D. a genie    |

73. Which statement is correct based on the story?

- A. Aladdin is a clever boy
- B. the magician saving Aladdin from the cave
- C. the genie freed Aladdin from the cave
- D. Aladdin failed to marry the Sultan's daughter

74. Who was persuaded Aladdin to retrieve a magic lamp?

- |                 |                          |
|-----------------|--------------------------|
| A. the genies   | C. the Sultan            |
| B. the magician | D. the Sultan's daughter |

75. How many characters are there in the story?

- |         |          |
|---------|----------|
| A. four | C. six   |
| B. five | D. seven |

76. Who is Aladdin's wife?
- A. the Sultan's daughter                      C. the genies  
B. the Sultan                                      D. the genies' daughter
77. "they granted his every wish, ..." (third paragraph).  
The underlined word refers to...
- A. powerful genies                              C. the Sultan  
B. the magician                                D. the genies' daughter
78. The end of this story is...
- A. bad    C. happy  
B. sad    D. boring
79. When did Aladdin meet a magician?
- A. one day after his father's death  
B. one day after his mother's death  
C. one week after his father's death  
D. one week after his mother's death
80. Who gave a ring to Aladdin?
- A. the magician                                C. the genie  
B. the sultan's daughter                      D. Aladdin's father

#### Text 4

#### Snow White

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

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

Snow White didn't want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the wood.

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

Meanwhile, the seven dwarfs were coming home from walk. They went inside. Then they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White." Doc, one of the dwarfs, said, "If you wish, you may live here with us." Snow White said, "Oh, could I? Thank you." Then Snow White told the dwarfs the whole story and Snow White and 7 dwarfs lived happily ever after.

81. Why did Snow White live with her aunt and uncle?
- A. her parents went to America
  - B. her parents were died
  - C. her parents had many children
  - D. her parents ran away from home
82. Where did her uncle and aunt want to go?
- A. to the castle
  - B. to America
  - C. into the wood
  - D. to the cottage
83. Why did Snow White run away?
- A. she was afraid of being alone at home
  - B. she was angry being left by her aunt and uncle
  - C. she did not want her aunt and uncle leave her in the castle
  - D. she wanted to go to the forest
84. How many characters are there in the story?
- A. seven
  - B. eight
  - C. nine
  - D. ten
85. There were ...dwarfs coming home from walk.
- A. seven
  - B. eight
  - C. nine
  - D. ten
86. The dwarfs were very...
- A. clever
  - C. loving



B. pretty

D. mean

87. "they went inside" (the last paragraph)

The underlined word refers to...

A. Snow White's uncle and aunt

C. Snow White

B. The dwarfs

D. Snow White and the dwarfs

88. When did Snow White run away?

A. in the morning

C. in the midnight

B. in the afternoon

D. in the evening

89. Where did she run away?

A. into the forest

C. into the woods

B. to the city

D. to the village

90. What did she find in the woods?

A. a cave

C. a little cottage

B. a little tree house

D. a ghost

**THE ANSWER KEY OF PRE-TEST AND POST-TEST**

PERPUSTAKAAN  
**UNNES**

- 51. A
- 52. A
- 53. D
- 54. B
- 55. B
- 56. A
- 57. B
- 58. B
- 59. D
- 60. C
- 61. B
- 62. B
- 63. B
- 64. A
- 65. A
- 66. C
- 67. A
- 68. B
- 69. B
- 70. B



- 71. B
- 72. A
- 73. C
- 74. B
- 75. C
- 76. A
- 77. A
- 78. C
- 79. A
- 80. A
- 81. B
- 82. B
- 83. C
- 84. D
- 85. A
- 86. C
- 87. B
- 88. A
- 89. C
- 90. C



Appendix 13. Score of Try Out Test

No	Code	Score
1	TO - 01	84
2	TO - 02	82
3	TO - 03	92
4	TO - 04	82
5	TO - 05	88
6	TO - 06	78
7	TO - 07	72
8	TO - 08	78
9	TO - 09	82
10	TO - 10	64
11	TO - 11	64
12	TO - 12	56
13	TO - 13	88
14	TO - 14	36
15	TO - 15	32
16	TO - 16	76
17	TO - 17	76
18	TO - 18	80
19	TO - 19	76
20	TO - 20	94
21	TO - 21	92
22	TO - 22	54
23	TO - 23	86
24	TO - 24	24
25	TO - 25	68
26	TO - 26	86
27	TO - 27	90
28	TO - 28	92
29	TO - 29	52
30	TO - 30	82
31	TO - 31	82
32	TO - 32	80
33	TO - 33	88
34	TO - 34	80
35	TO - 35	82
36	TO - 36	80
37	TO - 37	84
38	TO - 38	34

39	TO - 39	88
40	TO - 40	82
Sum		2986



### QUESTIONNAIRE

Berilah tanda (V) pada lajur yang tersedia sesuai dengan keadaan Anda!

No	Pernyataan	Ya	Tidak
1	Saya suka mata pelajaran bahasa Inggris		
2	Bagian dari pelajaran yang paling saya sukai adalah membaca (reading)		
3	Saya sering membaca buku-buku berbahasa Inggris		
4	Saya suka membaca buku-buku cerita berbahasa Inggris		
5	Saya suka membaca buku cerita berbahasa Inggris disertai gambar yang menarik		
6	Ada banyak buku-buku berbahasa Inggris di perpustakaan		
7	Saya senang jika ada banyak buku cerita bergambar di perpustakaan		
8	Saya suka dengan cerita The Careless Jaka Tarub		
9	Ketika guru membagikan cerita The Careless Jaka Tarub saya sangat tertarik dengan gambarnya		
10	Ketika guru membagikan cerita The Careless Jaka Tarub saya sangat tertarik ingin membaca ceritanya		
11	Saya mengalami kesulitan untuk memahami cerita tersebut		
12	Bahasa yang digunakan sangat mudah dimengerti		
13	Saya menemukan banyak kosakata baru dalam cerita tersebut.		
14	Untuk mengetahui arti kata-kata tersebut saya perlu menggunakan kamus		
15	Untuk mengetahui arti kata-kata tersebut saya menanyakan kepada guru/teman		
16	Untuk mengetahui arti kata-kata tersebut saya melihat gambar yang ada.		
17	Menggunakan cerita bergambar The Careless Jaka Tarub sangat membantu saya memahami narrative		
18	Menggunakan cerita The Careless Jaka Tarub lebih menarik daripada cerita dari luar negeri		
19	Menggunakan gambar membuat saya lebih tahu isi cerita The Careless Jaka Tarub		
20	Saya senang jika dalam mengajar reading guru menggunakan gambar yang menarik		