**THE USE OF TEXTBOOK "LOOK AHEAD 2"**
**AS THE MATERIAL FOR IMPROVING**
**THE STUDENTS' MASTERY IN NARRATIVE TEXT READING**
**(The Case of Unit 2 to Teach the Eleventh Year Students**
**of SMA Negeri 1 Kaliwungu in the Academic Year of 2008/2009)**

a final project proposal

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan*

in English

by

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**THE USE OF TEXTBOOK "LOOK AHEAD 2" AS THE MATERIAL FOR IMPROVING THE STUDENTS' MASTERY IN NARRATIVE TEXT READING (The Case of Unit 2 to Teach the Year XI Students of SMA Negeri 1 Kaliwungu in the Academic Year of 2008/2009)**

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Demikian pernyataan ini dibuat dan semoga dapat digunakan seperlunya.

Semarang,     August 2009
Yang membuat pernyataan

Farah Puspitaning Ayu Prameswari
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Choose your love and love your choice

(Dian Sastro Wardoyo)

This is dedicated with love and gratitude to my beloved father and mother,

my sister, English education community,

and my sweetheart, Sony

# ABSTRACT

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Key words: The Use of Text Book "Look Ahead 2", narrative text reading

This final project concerns in teaching reading of narrative text at Senior High School by using *Look Ahead 2* textbook. It is action research in which the main purpose of it is to investigate whether the use of *Look Ahead 2* textbook is effective for improving students' mastery in reading narrative text.

The subject of the study is the year XI students of SMA N 1 Kaliwungu, Kendal in the academic year 2008/2009. The number of sample is 35 students. It consists of 29 female and 6 male students. The sample was gained by using the technique called the purposive sampling. The researcher carried out five activities to gain the data containing a pre-test, two activities of teaching-learning process, a formative test, a post-test and questionnaire.

The researcher used quantitative methods to analyze the data. The quantitative methods are used to find out the result of the study which is the result of the students' achievement test.

The result of the data analysis shows significant improvement. The average of the class of the pre-test is 47.57, while it becomes 78.37 in the formative test. A significant result is shown in the post-test; that is 83.8. The result of the post-test is higher than the pre-test.

According to the result of the study, the researcher concludes that the use of *Look Ahead 2* textbook is effective for improving the students' mastery in narrative text reading. The use of 'Look Ahead 2' textbook is recommended to the teacher to teach reading, because it gives the interesting activities for the students in learning narrative text reading.

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# INTRODUCTION

In this chapter, I deal with introduction. It consists of Background of the Study, Reasons for Choosing the Topic, Statemennt of the Problem, Object of the Study, Significance of the Study, Limitation of the Study, and Outline of the Study.

## 1.1 Background of the Study

One of the basic human characteristics is communicating with other people in their community. To do so, they need a means of communication. There are auditory means, such as speaking, singing and sometimes tone of voice, and nonverbal physical means, such as body language, sign language, paralanguage, touch, eye contact, or the use of writing. In this research, I focus on language as a means of communication. With language, man can express his ideas and wishes to other in such as when they need their help. Therefore, that close cooperation among members of the group can be carried out. Without language, it is hard to imagine how people can cooperate and get along each other.

English is an international language that is in many countries as a second language, but in Indonesia, it is as a foreign language. It has an important role especially in education. It is taught at schools as the first foreign language.

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In the curriculum 2006, the process of teaching and learning English, the teacher should train students' language skills for solving problem in their daily life. They are: listening, speaking, reading and writing. From the four language skills, reading occupies the highest percentage of the time allotment in the school curriculum. It does not mean that the others are ignored. They are developed together. Nuttal (1982:5) said "reading means getting out of the texts nearly as possible the message that I put into it."

Wells describes a number of literacy levels, quoted by Jenny Hammond (1992:9-10): "there are four levels of literacy (1) performative, (2) functional, (3) informational, and (4) epistemic." In performative level, students have to able to read and write, and speak as well. In functional level, the students should be able to use English to get their daily needs such as reading newspaper, asking direction, telling their felling, etc. In informational level, the students should be able to access knowledge. Moreover, the last one is epistemic level in which they should be able to transform their knowledge into target language.

> The students of Senior High School are expected to achieve the informational level of literacy. In this level, they have to able to get involved in communication using English, spoken as well as written, not only for transactional and interpersonal purposes but also for accessing information in this informational age. Furthermore, they are expected to be able to create English text types in various contexts and adjust themselves to new communication demands (KTSP 2006).

In order to make the English teaching successful, the teacher has to be active and creative to find materials for teaching and learning process. The teacher can use an interesting textbook, which is full of complete explanation about the lesson and full of creative activities. It has to have not only the clear explanation

but also full of the knowledge. It is hoped students more understand and get new experiences by reading the book and they can show their English skill more effectively and efficiently especially in genre. Watkins (1973:118) says that reading is a sharing experience. It means that when a reader reads privately, the author, by means of his text, shares his experience with the reader. When the reader reads aloud, the author's experience is shared not only with the reader but also with the audience. In this research, I want to research about the effectiveness of learning reading narrative text using "Look Ahead 2" textbook. It is important to choose an appropriate book for students so that they are motivated in learning English.

**1.2    Reasons for Choosing the Topic**

Reasons for choosing the topic "The use of textbook "Look Ahead 2" as the Material for Improving the Students' Mastery in Narrative Text Reading (The Case of Unit 2 to teach the Eleventh Year Students of SMA Negeri 1 Kaliwungu in The Academic Year of 2008/2009)" as follow:

(1)    Teaching reading to the eleventh grade of Senior High School students is not an easy task for teachers. They need to choose ways, which are appropriate for the class.

(2)    Reading is one of the basic skills that have to be mastered by the students in the eleventh grade of SMU students.

(3)    The ability in reading English texts is needed when the students enter the higher education where many textbooks are written in English.

(4) I want to introduce the use of textbook 'Look Ahead 2' as material in teaching reading narrative. It is chosen because it uses "KTSP 2006" and this book put genres as the main tool in language learning.

(5) I choose narrative texts as the genre, which is used in this study because it is one of the target genres in Senior High School and it has several educational values as follows:

a) Narrative helps the students to look at events form different viewpoints and imagine what it feels like to be someone else.

b) Narrative can introduce students to other cultures and attitudes.

c) Narrative helps the students to develop their thinking skills.

d) Narrative is interesting and enjoyable, can be fun.

### 1.3 Statement of the Problem

From the explanation above, I formulate the statement of the problem that is: "Is '*Look Ahead 2*' textbook effective to use for improving the students' mastery in reading narrative text, particularly in the part entitled 'Telling Stories (I)'?"

### 1.4 Objective of the Study

Based on the statement of the problem above, the objective of the study is stated as follows: "To investigate whether 'Look Ahead 2' textbook is effective to use for improving students' mastery in reading narrative text."

**1.5     Significance of the Study**

The study is expected to valuable and useful for:

(1)    English teacher to choose interesting book.

(2)    The students to improve their ability in reading narrative text.

(3)    It will be useful for the reader to improve information about education.

**1.6     Limitation of the Study**

I limit this study to the following things:

(1)    The narrative text is used for this study is taken from 'Look Ahead 2'

English textbook for Senior High School Students Year XI published in

2007, particularly in Unit 2.

(2)    This observation is only conducted to the eleventh grade of Senior High

School at SMAN 1 Kaliwungu, especially students of the social study

program in the academic year of 2008/2009.

**1.7     Outline of the Study**

In order to present clear descriptions about the study to the reader, this

study presents a systematic organization as follows:

Chapter I present the introduction, which consists of the background of the

study, reasons for choosing the topic, statements of the problem, objectives of the

study, significance of the study, limitation of the study and outline of the study.

Chapter II discusses the related literature supporting the theoretical

background of the study.

Chapter III explains the method of investigation, which discusses object of the study, research design, method of data collection and method data analysis.

Chapter IV covers the details of the statistical analysis to provide the appropriate comparison of the two methods. It also gives the conclusion from the data.

Chapter V presents the conclusions and the suggestions of the study

# CHAPTER II

# REVIEW OF RELATED LITERATURE

In this chapter, I present some theories which are related to the topic. Since the study is about the use of 'Look Ahead 2' textbook as the teaching material for improving the students' mastery in narrative text reading, I present about Textbook, The Eleventh Year English Textbook of Senior High School, General Concepts of Reading, Improving Students' Reading Skills, Purposes of Reading, Problem Faced by Students in Reading, The Elements of Reading That can Influence Teaching Reading for Senior High School Students, Text Types, Narrative, and Guidelines for Text Selection.

## 2.1 Textbook

Teachers should aware that they are not in the classroom to fill up the teaching learning time with the sound of their voice. They should arrange matters so that their students have a chance to be active in the classroom. As a good teacher, they have to present a lesson with an adequate presentation of material and the giving of clear instructions for some practice exercises. Crookes and Chaudron (2001:30) suggest that "The major resource is of course the textbook."

Textbooks play important roles in modern life as means to get information and knowledge. Bookstores and libraries are places where people can find

textbooks as sources of technology. The term of textbooks has several meanings. According to the Oxford Advanced Dictionary (Hornby 1986:893) textbook means a book giving instruction in a branch of learning. It means that textbook is a kind of book used in some studies at school.

Another explanation comes from Deighton (1971:241) states that the term textbooks refer to the material which are employed by school or college students as standard works on particular skill or subject. They are designed for classrooms with appropriate vocabulary items, illustration, students' exercises, and teacher aids. They range preprimary to the technical, medical, and scientific material used in a higher educational institution.

From the explanation above, I conclude that textbook is a kind of book used in some studies at school as standard works in a particular skill or subject as standard works with appropriate contents.

### 2.1.1 Function of Textbook

Textbooks have many functions in order to contribute the teaching and learning program. The primary functions of the textbooks are: to provide practice activities, a structured language program for teachers to follow; language model and information about the language.(Richard, Tang and Ng 1992)

Another definition given by Greene and Petty as quoted by Sanjoyo (1991:6) explain some of functions of textbooks that fall into:

(1) To express a thought and modern views of lesson and demonstrate their application in the teaching materials.

(2) To present various, readable subject matter that is suitable with the students need and interest, as source of the learning programs to make a real condition just like in the students' real life.

(3) To provide an arranged, gradual source in the expressional skills of communication.

(4) To present together with the supplementary books.

(5) To provide an evaluation and remedial teaching program suitable and useful for both teacher and students.

(6) To present exercises and practical tasks.

## 2.1.2 Value of the Textbook

Within any system of instruction or within any system of instructional materials, the textbooks play certain unique roles. To view textbooks as reservoir of information is to view them in their least valuable and least useful light. It is not possible for any written record to be completely current and up-to-date.

There are many reasons why textbooks have assumed the role they play today in teaching, including practical factors as well as ideological ones (Richard 1993:3):

(1) Practical factors

The most obvious reasons for the use of textbooks are practical factors. There are times and cost benefits to teachers and schools in the use of commercial materials.

(2)   Ideological factors

One point of view has been that good teaching will then result from the use of scientifically based textbooks or those based on "principled" approach and which are developed by experts.

The ultimate objective of the textbooks is to permit the students to proceed on their own, by providing the basic facts, concept, generalization required for further study.

The second unique role of the textbooks is to afford the students a means of reviewing and reorganizing his knowledge.

### 2.1.3   Developing Criteria for Evaluating Textbooks

Makundan and Hussin (2006:101-102) make some references to this in quoting Ellis:

Textbook evaluation can be carried out for selection purposes or to determine the effectiveness of textbooks while they are being used. Evaluating a textbook during the selection process is known as predictive evaluation. It focuses on the potential value of the textbook. Ellis (1997) calls this an "evaluation designed to make a decision regarding what materials to use". On the other hand,

evaluating a textbook that is in-use is known as retrospective evaluation, and it focuses on awareness and description of what the learners are actually doing whilst the materials are being used.

Other criteria for evaluating a textbook are suggested by Richard (1993:11), which are identified under three categories:

(1)    Teacher factors

These factors are identified the following:

a.    The book matches the course objectives.

b.    It is relatively easy to use.

c.    It can be easily adapted to fit the class needs.

d.    It is culturally appropriate for the learners.

e.    The teaching points are easy to identify.

f.    It is not dependent on the use of equipment.

g.    It can be used with classes of mixed ability.

(2)    Learner factors

These factors were identified:

a.    The content interests the students.

b.    The level is appropriate.

c.    The cost is acceptable.

d.    It is motivating and challenging.

e.    The format is attractive and colorful.

(3)    Task factors

The following factors are included:

a. The tasks achieved their objectives.

b. The tasks are self-explanatory.

c. The tasks progress in difficulty throughout the course.

**2.1.4  Limitations of Textbook**

Although textbooks have many roles in education, they have some limitations. Teachers should not only use textbooks in the learning and teaching process, but they should use other instructional resources, such as magazines, newspapers, journals, etc.

Moreover, the development in technology gives a chance to the teachers to use not only the above instructional resources, but latter the instructional resources include the overhead projector, audio and video recordings, CD-ROM, and internet.

> … Development in technology have made the creation and almost immediate us of in-house materials increasingly possible … In addition, of course, the ease of access to all kinds of supplementary resource materials, and stimulus materials via the Web has helped teachers supplement textbooks while at the same time raising students' expectations.(Crookes and Chaudron 2001:31)

Green and Petty as quoted by Tarigan (1986:26) points out that textbooks cannot replace teachers' role although in some cases teaching and learning process occurs through textbooks. Moreover, when we realize that they cannot

adjust various situations. In other word, it can be said that textbooks do not teach but a teacher does.

Teaching materials, which are presented in the textbooks, are organized artificially for a certain class. For example, in a language class, a dialogue is presented artificially. The situation will be very different if the teacher presents a real dialogue in front of the class.

## 2.2 The Eleventh Year English Textbook of Senior High School

Nowadays, many publishers publish textbooks which are visually appealing with full color art, designed like magazine, printed in on the best paper quality, and supported by an assortment of supplementary resources, such as workbooks, cassettes and video. Teacher can choose one of the textbooks to make teaching and learning easier and more interesting. Since I conduct the research to the eleventh year of Senior High School students, I use English a textbook that is suitable for that grade. I have decided to choose one of the textbooks published by private publishers. The book is entitled "Look Ahead 2" for Senior High School Students Year XI published Erlangga Publisher (Th. M. Sudarwati and Eudia Grace 2007).

The book above says in its preface that the materials in the book have designed to meet students' expectations in learning foreign language and have adapted the teaching and learning cycle method. *Look Ahead* puts sixty percent

genres in language learning. It makes I am interested to research one of the genres, which is narrative.

The statement can be seen through the following statements: "The materials developed in this book have adapted the teaching learning cycle method which put genres as the main tool in language learning."

*Look Ahead 2* uses a teenager with his skateboard as a mascot. As we know this book is used by Senior High School students that are in teenage. The picture of the cover can represent a teenager who is full of spirit. This book has simple vocabulary and illustration in interesting pictures so the process of teaching learning will be more exciting.

This book consists of six basic units that present different theme; they are Tell Me about It, Telling Stories (I), Figuring out Conclusion, Telling Stories (II), Telling Funny Stories, and Should Be like This. Every unit consists of some topic of learning, such as expressions, grammar focus, genres, cultural awareness, etc. So the students will feel that what they read can meet their expectation in learning English.

Callahan and Clark (1982) suggest some functions should be had any visual materials used for reading activities. They are:

(1)　To motivate the students to want to read.

(2)　To make the students feel that what they are reading and the way they are reading is relate to the way and the written text is used in real time.

(3)　To provide a clue to the meaning detail, either introducing them to the meaning for the first time or remind them for it.

(4)   To provide a clue to the gist of a passage or text, either introducing it to them for the first time reminding them of the theme previously met.

## 2.3   General Concepts of Reading

It is important to describe what reading is because the topic of this final project is related to the concept of reading. Bernhardt as quoted by Anne Ediger (2001:154) says that reading is an interactive, sociocognitive process, involving a text, a reader, and a social context within which the activity of reading takes place. Here the reader forms meaning through a transaction with written text that has been created by symbols that represent language.

Goodman and Smith quoted by Sukirah Kustaryo (1988:2) says that reading is the instantaneous recognition of various written symbols, simultaneous association of these symbols with existing knowledge, and comprehension of the information and ideas communicated. Here when a reader interacts with printed materials, his prior knowledge is combined with the printed material and the visual (written) information result in comprehending the message, and this is for the beginners. As proficiency in reading increases, individuals learn to adapt their reading strategies, which are in line with the purpose for reading and the restrictions imposed by the material. The nature of reading task, therefore, changes as learners progress to the mature levels.

However, Susan Brindley has quoted from English in the National Curriculum (16.2) and says that reading is much more than decoding of black mark upon a page. It is a quest for meaning and which requires the reader to be an

active participants. It is a prerequisite of successful teaching that whenever techniques are taught, or books chosen for the children's use, meaning should always be in the foreground.

Here reading has a function as a means of communication, I express her idea on the paper with language and the reader tries to get meaning. Finnochiaro and Bonomo (1973:119) also support this idea. They say that reading is bringing meaning to and getting meaning from printed and written material.

Nuttal's idea as quoted by Simanjuntak (1988:14) says that reading is a result of the interaction between the perception of graphic symbols that represents language and the reader's language skill, cognitive skills, and knowledge of the world. Mitchell (1982:1) also emphasizes this: "Reading can be defined loosely as the ability to make sense of written or printed symbols to guide the recovery the information from his or her memory and subsequently use this information to construct a plausible interpretation of the written message …"

## 2.4    Improving Students' Reading Skills

There are four language skills to be achieved in the process of teaching and learning language. It is also in the teaching and learning English. The four skills are listening, speaking, reading and writing. Reading is one of the most skills in learning language. It is far more enjoyable when it is carried out efficiently and seriously. For Indonesian students, reading activity is necessary in order to enrich their knowledge through textbooks and other reference materials.

The teacher should have a good understanding of the skills that students need in reading. Without knowledge of these skills, the teacher will not be able to improve the students' reading skill. Wiriyahita et. al. as quoted by Puspita and Mulyadi (1991:88) elaborates that these skills are the tools that enable the students to cope with texts in various subjects. The skills include knowledge and techniques for tackling problems such as interpreting illustrations. Then, Puspita and Mulyadi (1991:88) quote Spratt (1985) that lists the skills required in reading as follows:

(1) recognizing the letters of the alphabet,

(2) reading group of letters as words,

(3) understanding the meaning of punctuation,

(4)  understanding the meaning of vocabulary items,

(5) understanding the grammar of a sentence,

(6) understanding the relationships between sentences and clauses in a text,

(7) recognizing the effect of style,

(8) recognizing the organization of a text,

(9) making inferences,

(10) reading longer texts,

(11) skimming for gist,

(12) scanning for specific information, and

(13) reading for detail.

A teacher plays an important role for improving students' reading skills. Nuttal was quoted by Puspita and Mulyadi (1991:89) suggest that there are two

main things that a teacher should always remember in helping the students. The first is to provide the students with suitable reading materials, and the second is to provide them with suitable teaching activities.

However, the students can also improve their reading skills through independent activities. For example, silent reading, listen to music when reading, reading aloud, etc. They should find their own they are reading. By finding an appropriate way to read, they will enjoy their reading.

The students should not only improve their reading skills through formal education and assignment in various school textbooks, but they should also read many kinds of reading materials such as magazines, newspapers and fiction. Besides, they should be clever to use their spare time for reading after school. They should realize that the allocation of English at school is very limited. It means that the students should be active in and outside the classroom such as at home, in the library, etc.

## 2.5    Purposes of Reading

Before reading, we should decide the objectives that we want to gain from the reading activity. It will help us to find the appropriate way we are reading. For example, when we look for a certain advertisement in magazines, we do not need to read every word and line of the magazines. We just need to scan the text for a particular bit of information we are searching for.

According to Grabe and Stoller (2002:11-15), the reading purposes can be classified under main headings:

(1)    Reading to search for simple information

A purpose for reading in which readers combine scanning for a word or phrase with minimal sampling of sentence meaning to determine if they are in the right areas of the text for targeted information.

(2)    Reading to skim quickly

Specialized type of reading in which the reader reads quickly for a general understanding of the text, for the gist of a passage. The process typically involves the strategic skipping of segments of the text and the reading of key parts.

(3)    Reading to learn from texts

Typically occurs in academic and professional settings in which readers need to learn a considerable amount of information (i.e. main ideas as well as details that elaborate the main ideas) from the text and link the text to their own knowledge bases.

(4)    Reading to integrate information

A purpose for reading that requires the same detailed level of comprehension as reading to learn; it also requires decisions about the relative importance of select information and the reorganization of information from multiple resources.

(5)    Reading to write (or search for information needed for writing)

Classroom activity in which students read to gather information that they can

use in a subsequent writing tasks.

(6)    Reading to critique texts

This reading activity has a purpose to integrate information. It is slightly same

with reading to write which requires abilities to compose, select, and critique

information from the text.

(7)    Reading for general comprehension

It is almost basic purpose for reading, underlying and supporting most other

purposes for reading.

## 2.6    Problem Faced by Students in Reading

Reading is very important part in people's lives. Through reading, people

can explore the world, the countries that have never visited, and the mind and

ideas of great people in the past; they can enrich their experiences and their

knowledge and broaden their horizon.

To the students, reading is also something crucial and indispensable since

the success of their studies depends greatly on their abilities to read. If students'

reading skills are poor, they are very likely to fail in their studies, or at least, they

will have difficulties in making progress. On the other hand, if the students have

good reading abilities, they will have a better chance to succeed in their studies at school.

For Indonesian students reading an English text is rather difficult, since reading in the students' native language and reading in a second language is a quite different matter. Reading in their own language is easier than that of the language learned because they have mastered the vocabulary and the structure. Reading in the target language such as English is difficult for them. They are required to have adequate knowledge of the target language, which has the different system including vocabulary and structure. Students who have mastered the components of the language will not face the significant difficulties when they are reading materials beginning from the low levels up to the higher ones. Grabe and Stoller (2002:41) describe some differences between first language and second language reading:

> The differences between $L_1$ and $L_2$ reading contexts, however, go beyond number of studies and limitations of research methodology. $L_2$ reading must account for issues that are qualitatively different from $L_1$ issues. $L_2$ learners, while learning to read, must broaden their linguistic knowledge, deal with transfer effects, and learn to use $L_2$-specific resources (e.g. translation, glosses, bilingual dictionaries), among many other factors. All of these factors suggest that $L_2$ reading is quite different from $L_1$ reading.

Ramelan (1990:2) states that reading at schools is not usually adequately treated. When the students have been acquainted with the writing system of the language and exposed a lot of reading materials, it is taken for granted that they have automatically acquired the reading skills. The fact that is they do not usually

get enough guidance in acquiring the proper reading habits, such as reading phrases in a sentence, not word by word, reading at great speed without stopping at each point, or going back and forth one sentence to another.

Nowadays, students usually get difficulties in reading. They do not know the intention of a passage because they have just skimming and scanning skills but comprehension skills. Sukaria Kustaryo (1988:10) says that a comprehension skill involves understanding the vocabulary, seeing the relationship among words and concepts, organizing the ideas, recognizing the author's purpose, making judgments, and evaluating.

The weaknesses of the students in reading skills are unquestionable. They lack prior knowledge, a very important foundation in getting the gist of the paragraph.

Sometimes, after reading a text, students do not know the topic of the text. They cannot understand the paragraph. In fact, they have must proper and correct understanding of the key words and the structural relationship of the words in order to understand the paragraph.

To solve these problems, the teacher should help the students comprehend printed materials and support them with the knowledge and the ability to enable them to read other materials out of class.

**2.7 The Elements of Reading That can Influence Teaching Reading for Senior High School Students**

In this final project, I presented the elements that the teacher has to know in teaching reading as outlined by Carnine et.al. (1979:3-4):

(1)     The essential skills or objectives that make up the reading process and the procedures for teaching those skills.

(2)     The procedures for evaluating, selecting and modifying reading programs to meet the needs of all students in the classroom.

(3)     The technique for effectively presenting lessons, including techniques for pacing the task, motivating the students, and diagnosing and correcting their errors.

(4)     Individualized instruction by property placing students in a program, then moving them at an optimal rate through the program.

(5)     Classroom organizations to maximize the amount of time the students spend engage in reading instruction.

I hope that by knowing the elements above, teachers can improve teaching for senior high school students.

**2.8     Text Types**

The world where we live is full of words. People speak languages containing many different vocabularies. When these words are organized in the form of utterances, they communicate a meaning and a piece of text is created. When we speak or write to communicate or convey the message to others, we are constructing a text. When we read, listen to, or view a piece of text, we are

interpreting its meaning. Mark and Kathy Anderson (1997:1) say that creating a text requires us to make choices about the words we use and how we put them together. If we make the right choices, then we can communicate with others. Our choice of words will depend on our purpose and surrounding. They also state that there are two main categories of texts, i.e. literary and factual texts. Within these, there are also various text types. Each text type has a common way of using languages.

**TEXT TYPES**

**LITERARY**

Narrative

Poetry

Drama

Information report

Exposition

Procedure

Response

**FACTUAL**

Recount

Explanation

Discussion

Mark and Kathy Anderson (1997:3)
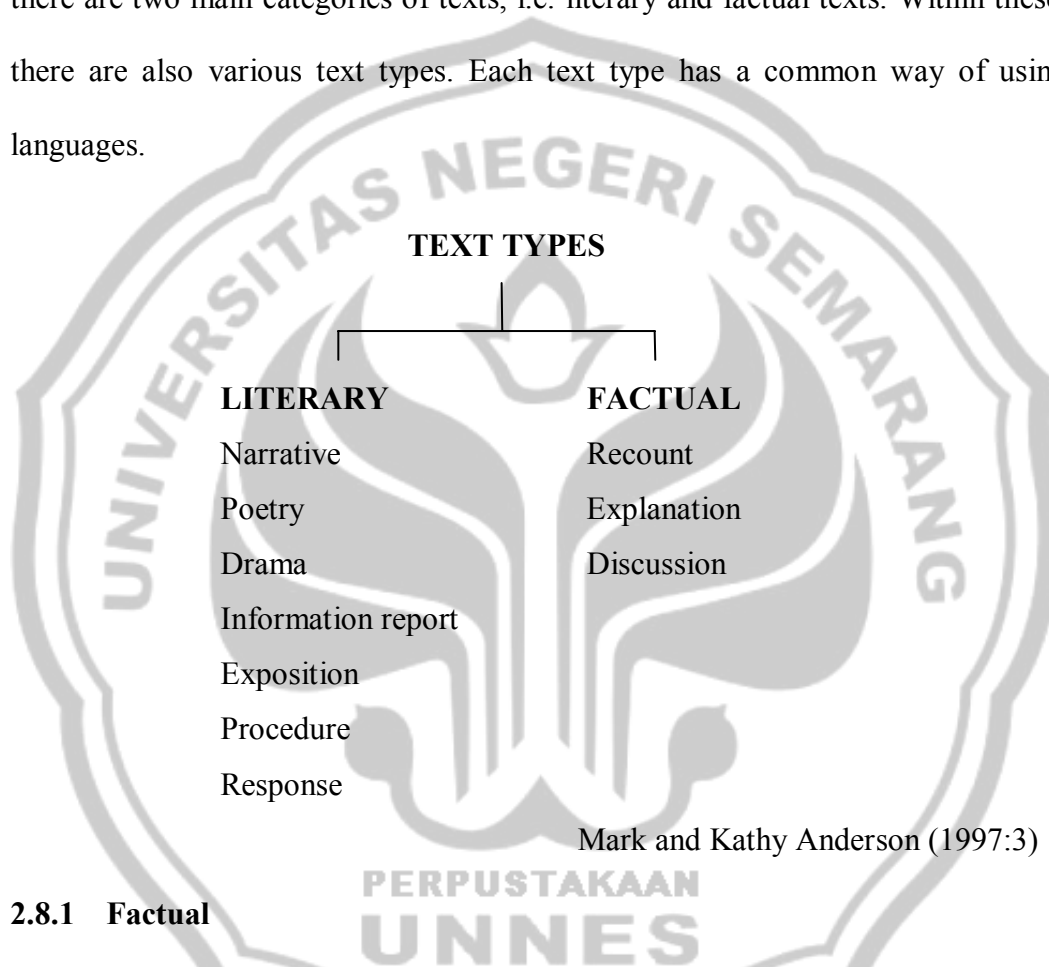
### 2.8.1   Factual

Factual texts include advertisements, internet web sites, current affairs shows, debates, recipes, reports and instructions. They present information or ideas and aim to show, tell, and persuade the audience. The main text types in this category are recount, explanation, discussion, information reports, exposition, procedure, and response.

### 2.8.2 Literary

Literary texts include Aboriginal Dreaming Stories, movie script, limericks, fairy tales, plays, novels, song lyrics, mimes and soap operas. They are constructed to appeal to our emotions and imagination. Literary texts can make us laugh or cry, think about our own life and consider our beliefs. There are three main text types in this category: narrative, poetry, and drama. Description of each of them is given as follows:

(1) Narrative

Narrative tells us a story using spoken and written language. It can be communicated using radio, television, books, newspaper, or computer files. Pictures, facial expressions and camera angles also can be used to help communicate meaning. Narrative is one of the genres that are always created by all of the people in this world. It can be said that narrative is a part of our lives.

(2) Poetry

Poetry expresses feelings and impression of life. A poem can tell a story give the poet's views on people and events. Poems can have common structures such as rhyming the last word of lines or using a certain number of lines.

(3) Drama

Dramatic text types use acting to communicate ideas and experiences. Drama can be spoken and written. They often use visuals such as facial expressions, costumes, and sets to help communicate meaning.

## 2.9    Narrative

According to Mark and Kathy Anderson (1997) narrative is a piece of text that tells a story and, in doing so, entertains or informs the reader or listener.

According to Derewianka (1990:43), one of the functions of the language is to enable us to represent the world and not only the real world but also the imaginary world. The world is made up of people, places, objects, animals, plants, concepts, and so on. However, we have to remember that the world is not static. It also involves events and happening.

Narratives are stories of stories of personal experience (Martin Cortazzi 1994:1). Narrative appears not just as a discourse form but as a mode of mental organization that is found in memory construction and that features in the early social experiences. It means almost all of people's events or experiences belong to narrative. Similarly, our imaginative stories, which are created, belong to narrative too. Key features of narrative are the organization of events in time, the intentional actions of participants, cause and effect, and the resolution of problems, often through some surprising events.

### 2.9.1   The Purpose of Narrative

The basic purpose of narrative is to construct a view of the world that entertains or informs the reader or listener (Mark and Kathy Anderson 1997:3).

Furthermore, narrative may also seek to teach or inform, to embody I's reflections or experience, and perhaps, the most important is to nourish and extend the readers imagination (Derewianka 1990:40).

### 2.9.2 Types of Narrative

There are many types of narratives. They are typically imaginary but can be factual. They are as follows:

| | | | |
|---|---|---|---|
| (1) | fairy stories, | (9) | adventure stories, |
| (2) | mysteries, | (10) | fables and moral tales, |
| (3) | science fiction, | (11) | myth and legends, |
| (4) | choose-your-own-adventures, | (12) | parables, |
| (5) | romances, | (13) | historical narratives, |
| (6) | horror stories, | (14) | diary novels, |
| (7) | humor, | (15) | crime, |
| (8) | heroes and villains (e.g. TV cartoons), | (16) | fantasy. |

### 2.9.3 Language Features

According to Dewerianka (1990:42), narrative also has language features as follows:

(1) Specific, often-individual participants with defined identities. Major participants are human, or sometimes animals with human characteristics.

(2) Mainly action verbs (material processes), but also many verbs which refer to what the human participants said, or felt, or thought (verbal and mental processes).

(3) Normally uses past tense.

(4) Many linking words to do with time.

(5) Dialogue often included, during which the tense may change to the present or future.

(6) Descriptive language chosen to enhance and develop the story by creating images in the reader's mind.

(7) Can be written in the first person (I, We) or the third person (he, she, it). (In choose-your-own-adventures, the reader is involved in the story as a major character and addressed as "you").

## 2.9.4  Text Organization

Narrative is a story. Thus, narrative tells us about something that happens on a sequence of events. Mark and Kathy Anderson (1997:8) describe the steps for constructing a narrative text are:

(1) An orientation (can be a paragraph, a picture or opening chapter) in which the narrator tells the audience about *who* is in the story, *when* the story is taking place and *where* the action is happening.

(2) A complication that sets off a chain of events that influences what will happen in the story.

(3) A sequence of events where the characters react to the complication.

(4) A resolution in which the characters finally sort out the complication.

(5) A coda that provides a comment or moral based on what has been learned from the story (an optional step).

Another explanation comes from Neo (2003:8), narrative has structure, shape, or pattern that can be represented graphically in this way:

**Climax**

**Rising action** **Falling action**

**Exposition** **Resolution**
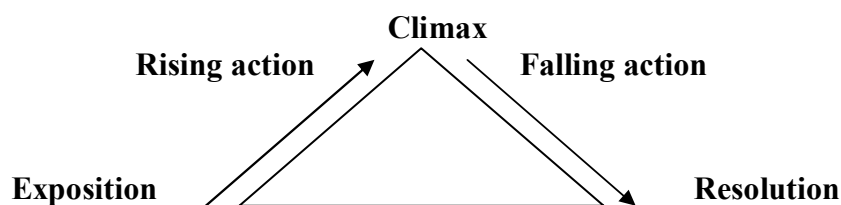
This is known as *freightage triangle*. From the graphic above, we know that it consists of exposition, rising action, climax, falling action, and resolution.

Below is the explanation of each item:

(1) Exposition : It establishes the characters and the situation.
(2) Rising Action : It refers to a series of complications, which leads to the climax.
(3) Climax : It is the critical moment when problems or conflicts demand something to be done about them.
(4) Falling Action : It is the movement away from the highest peak of excitement.
(5) Resolution : It consists of the result or outcome.

## 2.10 Guidelines for Text Selection

After finding out what kinds of books or passages students like to read, kinds of text for students will later read for themselves (for study or other specific purposes as well as for pleasure), we have to find out good guidelines. Christine Nuttal (1982:6-7) gives the useful guidelines you may follow:

(1) Will the text do one or more of these things?

a. Tell the students things they do not know.

b. Introduce them to new and relevant ideas; make them think about things they have not thought before.

c. Help them to understand the way other people feel or think (e.g. people with different backgrounds, problems, or attitudes for their own).

d. Make them want to read for themselves (to continue a story, find out about subject and so on).

(2) Does the text appeal to the intended readers?

The appeal is greater if the book or the text is attractive in appearance (well covered), well printed (bigger print), and should like the book we buy from choice: i.e. it should not smell of classroom or schoolroom; notes and questions are better omitted.

(3) Does the text challenges the students' intelligence without making unreasonable demands on their knowledge of the foreign language? (It is not necessary to express trivial thoughts just because we are restricted to a simple language).

It should be known that the reader's degree of interest and sense of purpose might change during the process of reading. If one's interest level increases, his/her level comprehension usually does too. If one loses his interest in what he is reading, his comprehension usually will decrease. Hence, the teacher should be careful in choosing reading

materials for the students. He also should know for sure the function

and the aim of extensive reading.

**CHAPTER III**

**METHOD OF INVESTIGATION**

In this chapter, I deal with the method of investigation and the data collection of the study. It consists of Research Design, Subject of the Study, Hypothesis, Variable, Methods of Data Collection, Procedure of the Study, Instrument of the Study, Method of Analyzing the Data.

## 3.1    Research Design

Since I want to investigate the validity and the reliability of the instrument, I use a quantitative approach. The analysis of the instruments are expressed in the language of mathematics and must, consequently, be evaluated and interpreted by means of appropriate statistical procedures. However this is only done on designing the instrument for gathering the data. In doing the calculating of the findings, I use the average score to support the argument, this means I combine the quantitative and qualitative approach.

## 3.2    Subject of the Study

This action research is held in SMA N 1 Kaliwungu, which is located at Jln. Boja Kaliwungu – Kendal. The subject of the study is the year XI students of SMA N 1 Kaliwungu. There are 16 classes which consist of 6 classes of tenth grade, 5 classes of eleventh grade, and 5 classes of twelfth grade. On the average, each class consists of 35 students.

I choose 35 students of XI IPS 2 which consist of 6 male and 29 female students. I take that class as a sample based on the technique called the purposive sampling. Purposive sampling means choosing the sample with an underlying purpose (Arikunto 2006:139). The choice of the subject based on the following considerations:

(1)  Their reading abilities have more developed than their juniors but they still have a big interesting in reading.

(2)  They are not concentrating to have National Final Examination as their seniors are.

## 3.3    Hypothesis

Based on the basic statement of the problem, the following hypothesis can be formulated as follow:

'Look Ahead 2' textbook is effective to use for improving students' mastery in reading narrative text.

## 3.4    Variable

Research variables based on Best (1981:59) are the conditions or characteristics that experimenter manipulates, controls, or observes. From the definition above it can be concluded that research variable includes the factors or the conditions that have a role in the phenomena or tendencies.

(1)  Dependent variable

Best (1981:60) said that dependent varies are the conditions or characteristics that appear, disappear, or change as the experimenter introduces, removes, or changes independent variables. Based on the definition, the dependent variable of this study is the students' achievement which is indicated by the score of reading test.

(2)   Independent variable

According to Narbuko (2004:119), independent variables are the conditions or characteristics that are manipulated by me in order to explain the relation with the observed phenomena. Based on the definition, the independent variable of this study is the use of *Look Ahead 2 textbook* as a material in the teaching of reading narrative.

**3.5   Methods of Data Collection**

According to Grabe and Stoller (2002:166), there are some data collection techniques which can be used in conducting reading research, such as:

(1)   *Classroom Observations*

Attentive observation supported by some form of record keeping (e.g. note taking, audio taping, videotaping, filling out checklist) of aspects of one's own classroom (by the researcher his/herself or another person) or another teacher's classroom.

(2)   *Field Notes*

A written record of classroom events related to the research question (e.g. physical set up of classroom, students groupings, students movement, and teacher-student interaction).

(3) *Interview*

Face-to-face interactions conducted by the researcher in a structured, semi-structured, or unstructured format with teachers, administrators, librarians, aides and parents.

(4) *Questionnaire*

A set of written questions to research that the teacher asks participants (e.g. students, other teachers, administrators, librarians, parents) to answer.

I use action research procedures for collecting the required data. I teach XI IPS 2 by using 'Look Ahead 2' textbook as the source of narrative text reading material. First, the students will be given a pre-test, the next meeting, they will be given a formative test after the teaching learning process and at the end of the research, and they will be given a post-test and questionnaire.

**3.6    Procedure of the Study**

This action research is carried out through five activities in two cycles. Before the data collecting test and questionnaire are given, firstly, the test and questionnaire are tried out to the students in other class of SMA N 1 Kaliwungu, which is XI IPS 3 class. After getting the score of the try-out test, then I analyze them to know the validity and the reliability. All of them will be used to decide which items which items should be tested in making the instrument. The first cycle is pre-test and it is continued with formative test after I give the first treatment in teaching and learning activity to the students. In the second, I conduct

the last treatment. In the end of this action research, the post-test and questionnaire are given to the students.

The following is the elaboration of the whole activities for the group:

(1)  The First activity (Pre-test)

Before getting the first treatment, the students have gotten the teaching of narrative text from their teacher traditionally. The first treatment is Pre-Test. It is the first activity before I do the teaching and learning activities. The aim of this test is to measure the ability of the students in understanding narrative text. The pre-test is given on 14th May, 2009.

(2)  First Cycle

The first cycle consists of two; they are the first treatment and the formative test. I give the first treatment and the formative test on 18th May, 2009.

Here are the steps of the first treatment:

a.  Planning

1)  Preparing the teaching material: Unit 2 of 'Look Ahead 2' textbook.

2)  Choosing one text of the Unit, which the title is *"Why Do the Sun and the Moon Live Together in the Sky?"*

3)  Arranging a lesson plan based on the teaching material.

4)  Preparing the test instrument.

5)  Preparing teaching facilities (the copies of the text, textbook, eraser, etc).

6)  Preparing field notes.

7)  Preparing students' attendance list.

b.  Acting

1) Students are asked about the folktales they like.

2) Students are asked about their knowledge of narrative text.

3) Students are given the copies of *"Why Do the Sun and the Moon Live Together in the Sky?"* to each student.

4) Students read the text.

5) Students make notes of the difficult words.

6) Students discuss the meaning of the difficult words.

7) I read the text

8) Students are taught narrative text.

9) Students analyze the text based the generic structure, the social purpose and the lexicogrammatical features.

c. Observing

1) I observe the teaching learning process.

2) I observe the advantages of the book.

3) I observe the students' interest of the book.

d. Reflecting

In this step, I evaluate the steps in first treatment and discuss the results of the observation for the improvement of students' ability in reading narrative text.

After giving the first treatment, I give the formative test to know how far the students understand the narrative text. The test consists of 15 multiple-choice items and 10 essays.

(3) Second Cycle

It is the second cycle of the study. After I observe the first treatment, I give the second treatment to the students to solve the problems face in the first treatment. The treatment is given on 21st May, 2009.

Here are the steps of the first treatment:

a. Planning

    1) Preparing the teaching material from 'Look Ahead 2' textbook: a text which title is *"Why Do Hawks Hunt Chicks?"*

    2) Arranging a lesson plan based on the teaching material.

    3) Preparing teaching facilities (the copies of the text, textbook, eraser, etc).

    4) Preparing field notes.

    5) Preparing students' attendance list.

b. Acting

    1) Students are asked about the problems they faced on the previous lesson.

    2) Students are helped to solve the problems.

    3) Students are given the copies of *"Why Do Hawks Hunt Chicks?"* to each student.

    4) Students read the text.

    5) Students discuss the text in pairs.

    6) Students retell the text they have read.

c. Observing

    1) I observe the teaching learning process.

    2) I observe the advantages of the book.

    3) I observe the students' interest of the book.

d.  Reflecting

In this step, I evaluate the steps in second treatment and discuss the results of the observation for the improvement of students' ability in reading narrative text.

(4)  Post-Test

In the end of the whole activities, the students do a post-test. It is used to measure the students' achievement of the whole teaching and learning process. The test is the same as the pre-test and the formative test, which consist of 15 multiple-choice items and 10 essays. I give the test after giving the last teaching and learning activity.

## 3.7  Instrument of the Study

According to Arikunto (2002:136), "research instrument is a device used by researcher while collecting data to make her work becomes easier and to get better, complete, and systematic result in order to make the data easy to be processed". The instruments that will be used in this research are:

### 3.7.1  Written Documents

The written document that is used by me includes 'Look Ahead 2' as the main source. In addition, I look for some other references related to the subject matter. Among others are online documents dealing with literature which support this research.

### 3.7.2  Field Notes

The field note is used to know the activities during the teaching and learning process, such as to show when the teacher carried out the material and the students' response. In using field notes, I should pay attention to the students' response during this activity objectively. The use of field notes, hopefully, would help me to observe the class situation. It is also showed notes taken in each action.

### 3.7.3 Questionnaire

The purpose of giving questionnaire in this research is to gather information from the students about the factors that may affect their improvement in reading narrative text.

A questionnaire is given to gather information from the students based on their needs, interest, like and dislike about teaching and learning process and about the students' opinion on the material using 'Look Ahead 2' textbook.

I use closed questionnaire consists of 10 items related to the factors influence students' reading ability. Each item has five choices of responses; they are Strongly Agree, Agree, Doubtful, Disagree, and Strongly Disagree.

In scoring the items, I give 5 score for Strongly Agree response, 4 score for Agree response, a value of 3 for Doubtful response, 2 for disagreement and 1 for strong disagreement.

Before the questionnaire is used as the instrument for collecting the data, it is tried out to measure its validity and reliability.

### 3.7.4.1 The Validity of the Questionnaire

In this study, I use external validity in computing the validity of the questionnaire. I apply Pearson product moment formula. The formula is as follows:

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

In which:

rxy    : coefficient of correlation between x and y variable or variable of each item.

N    : the number of students/respondent.

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

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

$\Sigma Y$    : the sum of total score from each student.

$\Sigma Y^2$    : the sum of the square score from each student.

### 3.7.4.2 The Reliability of the Questionnaire

Reliability of questionnaire shows the stability of the questionnaire score when the questionnaire is used. A questionnaire is said to be reliable if the same results are obtained on different occasion. In this study, I use an internal reliability in measuring the reliability of the questionnaire. I apply the formula alpha as follows:

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{\Sigma \sigma_b^2}{\sigma_t^2}\right)$$

In which:

$r_{11}$    : Reliability of questionnaire

k : The number of questionnaire item

$\sigma_{i}^{2}$ : The sum of item variance

$\sigma_{b}^{2}$ : Total variance

(Arikunto 1998:193)

### 3.7.4 Test

I use a pre-test, a post-test, and a formative test in this study. The purpose of giving pre-test is to measure the students' reading ability before they are taught by using 'Look Ahead 2' textbook. The purpose of the post-test is to measure the students' achievement of teaching and learning. The formative test is given after the teaching and learning process. Department of National Education defines that the purpose of formative is to measure students' achievement in mastering the material given in a certain period. This type of assessment is called achievement assessment (1994: 3). The formative test consists of 15 multiple-choice items and 10 essays.

#### 3.7.4.1 Multiple-Choice Items

I give 45 multiple-choice items that should be answered by the students. There are 15 multiple-choice items to be answered in the pre-test, 15 items for the formative test and the rest is given in the post-test. Before the test is used as the instrument for collecting the data, I make some preparations:

(1) I select six reading passages.

(2) I make some questions from the text. The test consists of 50 items.

(3) I consult the test to the advisor.

(4) After getting some revision, the multiple-choice items are ready to be tried out. The time allotment is 45 minutes.

(5) After conducting the try-out test, the answer sheets will be scored. Then, the score of each item will be analyzes to decide which test item can be used as the instrument. The analysis is based on the result to find out validity, reliability, difficulty level and discriminating power for each test item.

### 3.7.4.2 Essays

The second type I use is essays. I give 30 essays that should be answered by the students. First, I give 10 essays on the pre-test. Then, 10 essays are given in the formative test and 10 essays for the post-test. In preparing the essays, I take the following steps:

(1) I select three narrative texts from 'Look Ahead 2' textbook.

(2) I take the questions that are acquired from the book on each text.

(3) I consult the advisor.

(4) I select 10 questions that are valid and reliable based on the face validity on the stage (3).

(5) After getting some revision, the essays are ready to be used as the test.

### 3.7.4.3 Validity of the Test

Validity is the important principle of the most complex criterion of an effective test. It shows whether the instrument is valid or not. According to Gronlund (1998: 226) as quoted by Brown (2004: 22) validity is the extent to which inferences made from assessment results are appropriate, meaningful, and

useful in terms of the purpose of the assessment. A valid test of reading ability actually measures reading ability. The validity of the instrument is analyzed using The Product Moment Formula:

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

In which:

rxy : coefficient of correlation between x and y variable or variable of each item.

N : the number of students/subject participating in the test.

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

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

$\Sigma Y$ : the sum of total score from each student.

$\Sigma Y^2$ : the sum of the square score from each student.

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

(Arikunto 1998:174)

### 3.7.4.4 Reliability of the Test

Brown (2004: 20) argues that a reliable test is consistent and dependable. If you give the same test to the students or matched students on two different occasions, the test should yield similar result.

To calculate the reliability of the test, I use this formula:

$$r_{11} = \left(\frac{k}{k-1}\right)\left(\frac{S^2 - \sum pq}{S^2}\right)$$

Where:

$r_{11}$      : reliability of test

k      : the number of the items

p      : proportion the subject answering the item incorrectly

q      : proportion the subject answering the item correctly

$S^2$      : total variance

(Arikunto 1998:193)

### 3.7.4.5 *Difficulty Level*

After conducting and getting the result of the try out, then I classify and select the items by using this formula:

$$ID = \frac{RU + RL}{T}$$

Where,

ID      : Index of difficulty of item

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

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

T  : The real number of the students

The criteria used here are:

$0 \quad < IK \leq 0.30$ is difficult

$0.30 < IK \leq 0.70$ is medium

$0.70 < IK \leq 1.00$ is easy

### 3.7.4.6 Discriminating Power

  The discriminating power will measure how well the test items arranged to identify the differences in the students' competence.

The formula is:

$$DP = \frac{RU}{T_U} - \frac{RL}{T_L}$$

Where,

DP : The discriminating index

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

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

$T_U$ : The number of students in upper group

$T_L$ : The number of students in lower group

The criteria are:

| Interval | Criteria |
|---|---|
| DP ≤ 0.00 | Very poor |
| 0.0 ≤ DP ≤ 0.20 | Poor |
| 0.20 < DP ≤ 0.40 | Satisfactory |
| 0.40 < DP ≤ 0.70 | Good |
| 0.70 < DP ≤ 1.00 | Excellent |

## 3.8 Methods of Analyzing the Data

Since this study combines a quantitative approach and a qualitative one, the analysis of the data is presented in a quantitative and also qualitative way. It is evaluated by means of appropriate statistical procedure and the average score of the class to support the argument. To decide whether the students are success or failed in doing activities those have been planned above will be assessed by referring to the criterion of the students' mastery level for English lesson based on the criterion of Department of National Education. Department of Education and Culture (1994: 29) maintains that the students can be argued to finish their study successfully if 85% students of the whole can achieve 65% of the material given.

In scoring the test, I give the score based on the sum of the items that they give the correct answer. After I get the total score for each student, I will count student's test result using the following formula:

$$A \text{ student's test result} = \frac{\text{the total score of a student}}{\text{the total score of the test}} \times 100$$

If the student's test result is 65 or more, she or he can be said pass the test. To count the average of the class or students' test result (pre-test, formative test, and pre-test) I use this formula:

$$\text{The average of the class result} = \frac{\text{The total of the students' result}}{\text{The number of the students}}$$

If the average of the class result is 85 or more, the class is said to be successful. If the average of the post-test is higher or better than the pre-test, I conclude that the use of 'Look Ahead 2' textbook for teaching reading narrative text is effective and can improve the students' reading ability.
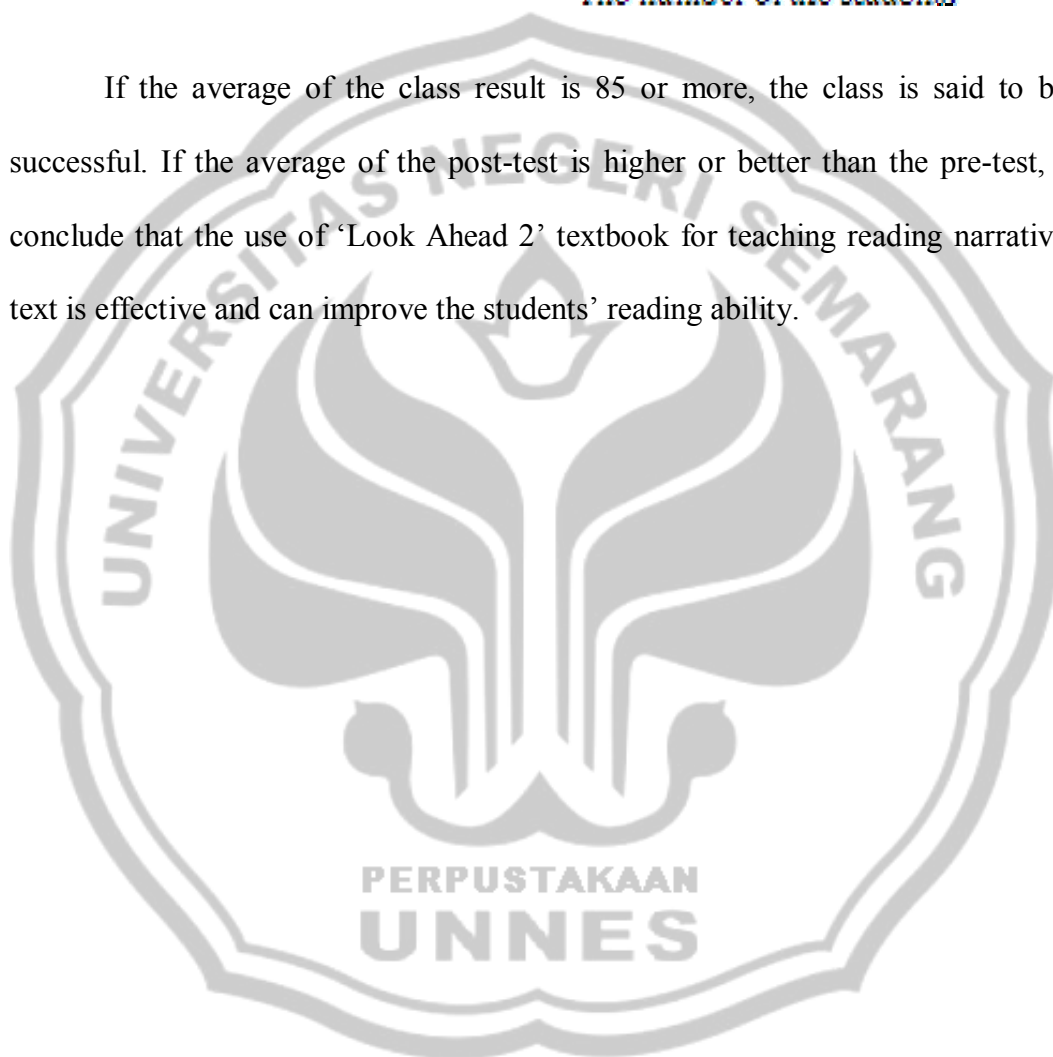
**CHAPTER IV**

**RESULT OF THE STUDY**

This chapter presents the result of the data analysis and discussion about the result in each activity. The data are obtained from the pre-test, formative test, post test and the questionnaire.

**4.1    Analysis of the Pre-Test**

The first activity in this action research is a pre-test. This pre-test is given on Thursday, 14th May 2009. It is followed by 35 students of XI IPS 2. There are 25 reading test items. They are divided into two parts, 15 items are multiple choice and 10 items are essays. The test can be seen in appendix 7. The students have to do the test in 45 minutes. The result of the test can be seen in the table below.

Table 4.1. The Result of the Pre-test

| No. | Students' code | Score | Students' test result |
|-----|----------------|-------|------------------------|
| 1.  | S-1            | 12    | 34                     |
| 2.  | S-2            | 17    | 49                     |
| 3.  | S-3            | 13    | 37                     |
| 4.  | S-4            | 23    | 66                     |
| 5.  | S-5            | 12    | 34                     |
| 6.  | S-6            | 17    | 49                     |
| 7.  | S-7            | 19    | 54                     |
| 8.  | S-8            | 18    | 51                     |
| 9.  | S-9            | 14    | 40                     |
| 10. | S-10           | 19    | 54                     |
| 11. | S-11           | 13    | 37                     |
| 12. | S-12           | 13    | 37                     |
| 13. | S-13           | 13    | 37                     |
| 14. | S-14           | 15    | 43                     |

| No. | Students' code | Score | Students' test result |
|-----|----------------|-------|----------------------|
| 15. | S-15 | 24 | 69 |
| 16. | S-16 | 23 | 66 |
| 17. | S-17 | 21 | 60 |
| 18. | S-18 | 22 | 63 |
| 19. | S-19 | 15 | 43 |
| 20. | S-20 | 24 | 69 |
| 21. | S-21 | 23 | 66 |
| 22. | S-22 | 14 | 40 |
| 23. | S-23 | 13 | 37 |
| 24. | S-24 | 14 | 40 |
| 25. | S-25 | 12 | 34 |
| 26. | S-26 | 19 | 54 |
| 27. | S-27 | 13 | 37 |
| 28. | S-28 | 18 | 51 |
| 29. | S-29 | 21 | 60 |
| 30. | S-30 | 13 | 37 |
| 31. | S-31 | 11 | 31 |
| 32. | S-32 | 18 | 51 |
| 33. | S-33 | 10 | 29 |
| 34. | S-34 | 22 | 63 |
| 35. | S-35 | 15 | 43 |
| Total of the students: 35 | | | 1665 |

$$\text{The average of the class result} = \frac{\text{The total of the students result}}{\text{The number of the students}}$$

$$= \frac{1665}{35}$$

$$= 47.57$$

According to the criterion of Department of National Education, teaching and learning process can be said successful if 85% students of the total students can achieve 65 of the test given. Looking the result of the pre-test, the average of the class is only 47.57 and only 5 students (14.3%) who achieve higher than the students criterion (65). It is far from the criterion that should be achieved by the class (85%), so I conclude that the students had not mastered the material of narrative text reading.

## 4.2    Analysis of the Formative Test

The second activity is the first teaching and learning activity. It is conducted on 18th May 2009. In this activity, I teach using narrative text from 'Look Ahead 2' which title is *"Why Do the Sun and the Moon Live Together in the Sky?"*.

First, I ask the students about the students' favorite folktales. The students are very enthusiastic in answering the question and become active. I ask them again some question about narrative text they have learned. Suddenly, the class becomes very quiet. I try to wake the students up again by giving the copies of narrative text. The students are asked to read silently for 10 minutes. When the students find some difficult words, they make a note. They are given a chance to look up the dictionary or discuss with their friends. Then, I explain the meaning of those difficult words and how to pronounce them.

I explain about narrative text reading and asks the students to work in pairs. I then ask them to analyze the text based the generic structure, the social purpose and the lexicogrammatical features.

In the end of the teaching and learning process, I give a formative test to know how far the students have mastered the material given. There are 25 reading test items should be answered by the students. They are divided into two parts, 15 items are multiple choice and 10 items are essays. The test can be seen in appendix 7. The students have to do the test in 45 minutes. The result can be seen in the table below.

Table 4.2. The Result of the Formative-test

| No. | Students' code | Score | Students' test result |
|---|---|---|---|
| 1. | S-1 | 28 | 80 |
| 2. | S-2 | 26 | 74 |
| 3. | S-3 | 28 | 80 |
| 4. | S-4 | 29 | 83 |
| 5. | S-5 | 27 | 77 |
| 6. | S-6 | 28 | 80 |
| 7. | S-7 | 26 | 74 |
| 8. | S-8 | 30 | 86 |
| 9. | S-9 | 28 | 80 |
| 10. | S-10 | 24 | 69 |
| 11. | S-11 | 29 | 83 |
| 12. | S-12 | 29 | 83 |
| 13. | S-13 | 28 | 80 |
| 14. | S-14 | 28 | 80 |
| 15. | S-15 | 28 | 80 |
| 16. | S-16 | 28 | 80 |
| 17. | S-17 | 29 | 83 |
| 18. | S-18 | 28 | 80 |
| 19. | S-19 | 28 | 80 |
| 20. | S-20 | 27 | 77 |
| 21. | S-21 | 26 | 74 |
| 22. | S-22 | 25 | 71 |
| 23. | S-23 | 29 | 83 |
| 24. | S-24 | 29 | 83 |
| 25. | S-25 | 29 | 83 |
| 26. | S-26 | 29 | 83 |
| 27. | S-27 | 29 | 83 |
| 28. | S-28 | 28 | 80 |
| 29. | S-29 | 27 | 77 |
| 30. | S-30 | 25 | 71 |
| 31. | S-31 | 24 | 69 |
| 32. | S-32 | 28 | 80 |
| 33. | S-33 | 20 | 57 |
| 34. | S-34 | 26 | 74 |
| 35. | S-35 | 30 | 86 |
| Total of the students:35 | | | 2743 |

$$\text{The average of the class result} = \frac{\text{The total of the students' result}}{\text{The number of the students}}$$

$$= \frac{2743}{35}$$

$$= 78.37$$

The average of the class result in the first teaching and learning process cannot be successfully achieved because the average of the class result is only 78.37. But the student (individual) result is gained because only one student who gets score lower than the student criterion (65) or 34 students (97%) get higher than 65, so I conclude that the students should be given the second teaching and learning process.

## 4.3 Analysis of the Post-Test

Seeing the average of the class result of the first teaching and learning process, I give the second treatment which is the second teaching and learning process. This treatment is conducted on 21st May, 2009. Before beginning to teach a new lesson, I take 10 minutes to review the previous lesson. The activity is the same as the previous lesson. In this activity, I teach using narrative text from 'Look Ahead 2' which title is *"Why Do Hawks Hunt Chicks?"*.

First, I ask the students some questions. *"Why Do Hawks Hunt Chicks?"*. Then, I give the copies of the material. The students are asked to read silently for 5 minutes. When the students find some difficult words, I help the students to find the meaning according to the context. The students are so enthusiastic because they can find the meaning of difficult words without looking up the dictionary.

I explain about the generic structure, the social purpose and the lexicogrammatical features of the narrative text they read. Then, I ask the students to work in pairs and to discuss about generic structure, the social purpose and the lexicogrammatical features of the text. The students are also asked to retell the story they have read.

In the end of the last teaching and learning process, I give the post-test. The test consists of 25 items. They are divided into two parts; 15 items are

multiple choice and 10 items are essays. The test can be seen in appendix 7. The students have to do the test in 45 minutes. The result of the test can be seen in the table below.

Table 4.3. The Result of the Post-test

| No. | Students' code | Score | Students' test result |
|-----|----------------|-------|-----------------------|
| 1. | S-1 | 30 | 86 |
| 2. | S-2 | 30 | 86 |
| 3. | S-3 | 32 | 91 |
| 4. | S-4 | 32 | 91 |
| 5. | S-5 | 31 | 89 |
| 6. | S-6 | 33 | 94 |
| 7. | S-7 | 33 | 94 |
| 8. | S-8 | 30 | 86 |
| 9. | S-9 | 31 | 89 |
| 10. | S-10 | 30 | 86 |
| 11. | S-11 | 33 | 94 |
| 12. | S-12 | 32 | 91 |
| 13. | S-13 | 31 | 89 |
| 14. | S-14 | 32 | 91 |
| 15. | S-15 | 33 | 94 |
| 16. | S-16 | 33 | 94 |
| 17. | S-17 | 33 | 94 |
| 18. | S-18 | 34 | 97 |
| 19. | S-19 | 31 | 89 |
| 20. | S-20 | 33 | 94 |
| 21. | S-21 | 33 | 94 |
| 22. | S-22 | 33 | 94 |
| 23. | S-23 | 31 | 89 |
| 24. | S-24 | 33 | 94 |
| 25. | S-25 | 30 | 86 |
| 26. | S-26 | 32 | 91 |
| 27. | S-27 | 33 | 94 |
| 28. | S-28 | 33 | 94 |
| 29. | S-29 | 32 | 91 |
| 30. | S-30 | 32 | 91 |
| 31. | S-31 | 29 | 83 |
| 32. | S-32 | 31 | 89 |

| No. | Students' code | Score | Students' test result |
|-----|----------------|-------|------------------------|
| 33. | S-33 | 23 | 66 |
| 34. | S-34 | 32 | 91 |
| 35. | S-35 | 34 | 97 |
| Total of the students:35 | | | 3143 |

$$\text{The average of the class result} = \frac{\text{The total of the students' result}}{\text{The number of the students}}$$

$$= \frac{3143}{35}$$

$$= 89.8$$

The average of the class result of the post-test (89.8) is higher than the pre-test (47.57). From the result, I conclude that the average of the students' achievement in learning reading narrative text by using 'Look Ahead 2' textbook has significant improvement. We can see the comparison of the average achievement of the class during the action research from the table below.

Table 4.4. The Result of the action research

| No. | Activity | The average of the class result |
|-----|----------|----------------------------------|
| 1. | Pre-test | 47.57 |
| 2. | Formative test | 78.37 |
| 3. | Post-test | 89.8 |

**4.4    Analysis of Questionnaire**

After giving the post-test, I distribute a questionnaire. It used to know the other factors that influence the students' interest in learning narrative using 'Look Ahead 2' textbook. The questionnaire consists of 10 items. Each item has five choices of responses; they are Strongly Agree, Agree, Doubtful, Disagree, and

Strongly Disagree according to their opinion. The questionnaire can be seen in appendix 6. The result of the questionnaire can be seen the table below.

Table 4.3. The Result of the Questionnaire

| Item number | Strongly Agree | | Agree | | Doubtful | | Disagree | | Strongly Disagree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Score | % | Score | % | Score | % | Score | % | Score | % |
| 1. | 7 | 20 | 11 | 31 | 17 | 49 | - | - | - | - |
| 2. | 7 | 20 | 13 | 37 | 10 | 29 | 5 | 14 | - | - |
| 3. | 1 | 3 | 4 | 11 | 10 | 29 | 19 | 54 | 1 | 3 |
| 4. | 4 | 11 | 18 | 52 | 8 | 23 | 5 | 14 | - | - |
| 5. | 8 | 23 | 14 | 40 | 11 | 31 | 2 | 6 | - | - |
| 6. | 2 | 6 | 8 | 23 | 21 | 60 | 4 | 11 | - | - |
| 7. | 7 | 20 | 10 | 29 | 15 | 43 | 3 | 8 | - | - |
| 8. | 2 | 6 | 16 | 46 | 14 | 40 | 3 | 8 | - | - |
| 9. | 4 | 11 | 16 | 46 | 10 | 29 | 5 | 14 | - | - |
| 10. | 1 | 3 | 6 | 17 | 11 | 31 | 17 | 49 | - | - |

Item number one concerns with the students' interest of learning English subject. From the table we know that there are 7 students (20%) who strongly agree, 11 students (31%) who agree, and the remaining 17 students (49%) are doubtful. It indicates that most of the students not really like English subject.

Item number two asks the students about the students' interest of reading lesson. There are 7 students (20%) who strongly agree 13 students (37%) who agree, 10 students (29%) are doubtful, the remaining 5 students (14%) who disagree. This finding reflects that most of the students like reading lesson.

Item number three concerns with the students' interest habit in reading the English book in library. From the table we know that there are 1 student (3%) who strongly agrees, 4 students (11%) who agree, 10 students (29%) are doubtful, 19 students (54%) who disagree, and the remaining one student (3%) strongly

disagrees. It indicates that most of the students rarely visit library to read English books.

Item number four asks the students about the teacher's frequency in giving reading task for the students. There are 4 students (11%) who strongly agree 18students (52%) who agree, 8 students (23%) are doubtful, the remaining 5 students (14%) who disagree. It tells us that the students are enthusiastic if their teacher gives them reading material to be read.

Item number five concerns with the numbers of English books in the library. From the table we know that there are 8 students (23%) who strongly agree, 14 students (40%) who agree, 11 students (31%) are doubtful, and the remaining 2 students (6%) who disagree. According to the students, the numbers of English books in the library is limited.

Item number six asks the students about their interest in reading English story. There are 2 students (6%) who strongly agree 8 students (23%) who agree, 21 students (60%) are doubtful, the remaining 4 students (11%) who disagree. It tells us that most of the students do not really like reading English stories.

Item number seven asks the students about the students' interest in learning narrative text. There are 7 students (20%) who strongly agree, 10students (29%) who agree, 15 students (43%) are doubtful, the remaining 3 students (8%) who disagree. It reflects that some students do not really interest in learning narrative text.

Item number eight concerns with the students' opinions about the difficulty level of narrative text. From the table we know that there are 2 students (6%) who strongly agree, 16 students (46%) who agree, 14 students (40%) are

doubtful, and the remaining 3 students (8%) who disagree. It indicates that most of the students said that narrative text is easy to be understood.

Item number nine concerns with the effort of them in understanding the text by discussing it with their friends. From the table we know that there are 4 students (11%) who strongly agree, 16 students (46%) who agree, 10 students (29%) are doubtful, and the remaining 5 students (14%) who disagree. It indicates that the discussion with their friends can help the students to understand narrative text.

Item number ten concerns with the content of English textbooks are used to be used by their teacher. From the table we know that there are 1 student (3%) who strongly agrees, 6 students (17%) who agree, 11 students (31%) are doubtful, and the remaining 17 students (49%) who disagree. It indicates that the textbook that is used by their teacher cannot fulfill their expectations.

According to the result I conclude that formerly, the students do not like reading English text. It is influenced by many factors related to the students' reading habits. Among of the factors are the students rarely visit library to read English books and their interest in reading English stories is low. The students' spirit in learning English increases after having the material using 'Look Ahead 2' textbook. According to the students' opinions, the textbook gives more complete explanation than the previous textbook their teacher used. The stories can be understood easily by the students. Teaching reading by using 'Look Ahead 2' textbook can avoid boredom for the students in learning reading narrative text. Furthermore, 'Look Ahead 2'tetxbook can help the students in the mastery of reading narrative text.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestion. The conclusions in this chapter are based on the result of data analysis in the previous chapter. The conclusions are made for answering the research question in the chapter I. I also give some suggestions for improving students' reading skill in SMA N 1 Kaliwungu.

**5.1     Conclusion**

According to the data analysis in the chapter IV, I conclude that 'Look Ahead 2' textbook is effective to use for improving the students' mastery in narrative text reading. It is supported by the result that the average of the class of the post-test (89.8) is higher than the average of the class of the pre-test (47.57). Even, 35 students get more than 65 (100% of the students) in the post-test. It is higher than the number of them who get 65 or more in the pre-test which are only 5 students (14.3%)

However we know that every technique has limitation. The use 'Look Ahead 2' textbook also has the limitations as the following:

a.   Not all students have 'Look Ahead 2' textbooks.

b.   'Look Ahead 2' textbooks are not available in the library.

c.   The teacher have to give the copies  of the material to the students.

**5.2     Suggestion**

Based on the conclusion above, I would like to offer some suggestions:

(a)  For the students

    (1) It may be helpful for the students to use dictionary during their reading activity. They can check not only the meaning but also the pronunciation of the difficult words they find in the text.

    (2) It will be useful if the students read much for improving their reading skill. They should not depend on the reading material that is given by their teacher. They can choose any kinds of reading text they like.

(b)  For the teacher

    (1) According to the result of the questionnaire we all know that the students do not like the reading lesson. Based on their opinions, reading is a kind of activity that is boring. It is very important to the teacher to use various kinds of reading material to teach reading narrative text. Hopefully, it can motivate the students and make them interested in reading.

    (2) An English teacher should have a good choice in selecting English textbook. Before using the textbook, the teacher should consider some aspects of evaluating the textbooks, such as the students' education level and interest.

    (3) An English teacher should be more creative in finding some materials to teach reading. To make it more effective, the applying of those materials should be completed with the appropriate method of teaching reading.

(4) The use of 'Look Ahead 2' textbook is recommended to the teacher to teach reading, because it gives the interesting activities for the students in learning narrative text reading.

(c) For the researcher

(1) Hopefully, it will be better for the next study.

(2) Hopefully, this research can be used as a reference for the other researchers.
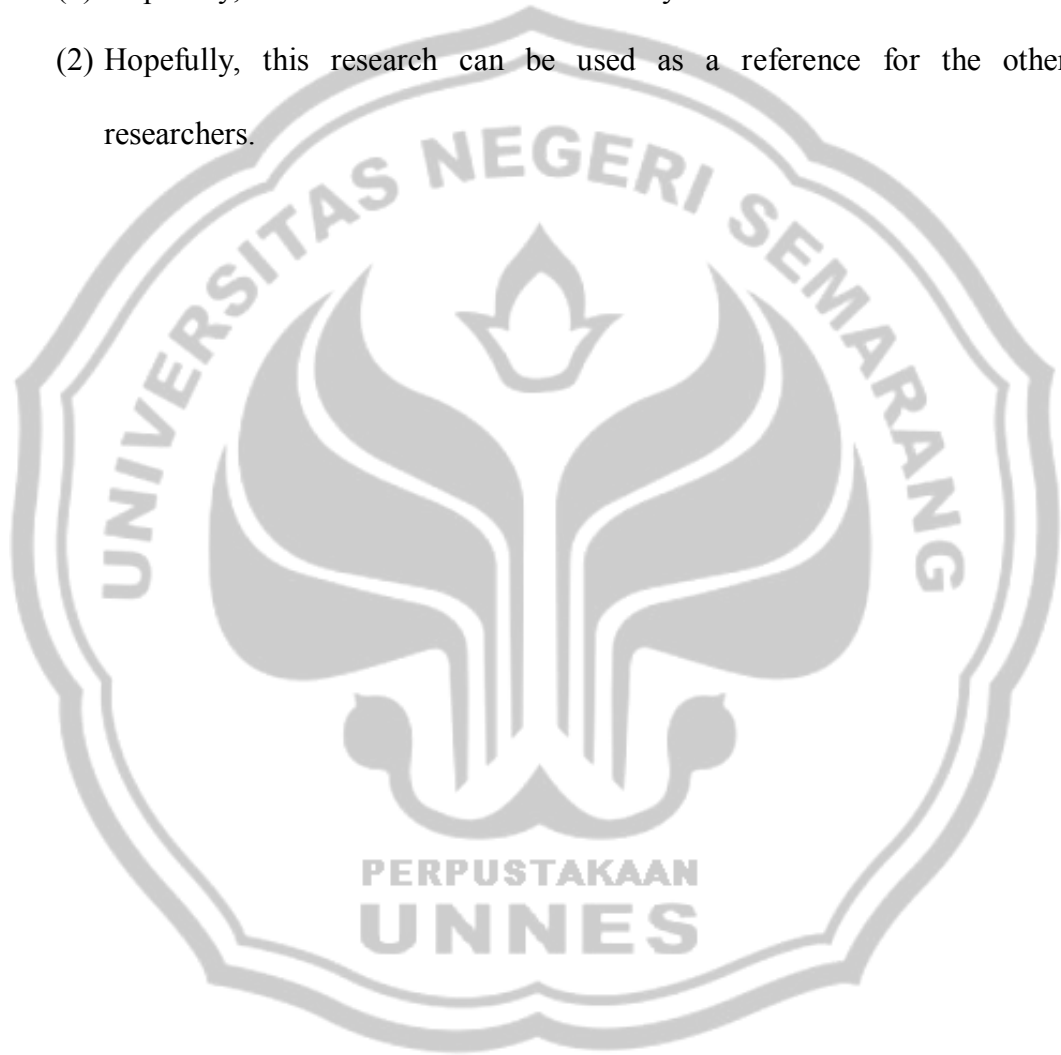
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http://en. wikipedia. org/ wiki/ means of communication

# Appendices

Appendix 1 Lesson Plan

**RENCANA PEMBELAJARAN**

| | |
|---|---|
| Mata Pelajaran | : Bahasa Inggris |
| Satuan Pendidikan | : SMA |
| Kelas / Semester | : XI / 1 |
| Jenis Teks | : Narrative |
| Alokasi Waktu | : 2 x 45 menit |
| Pertemuan | : 1 |

**I.   Standar Kompetensi**

5.   Membaca

Membaca makna teks fungsional pendek dan esei berbentuk *report, narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

**II.   Kompentensi Dasar**

5.2   Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk : *report, narrative* dan *analytical exposition*.

**III.   Materi Pokok**

Teks tulis berbentuk narrative dengan judul "*Why Do the Sun and the Moon Live in the Sky?*" yang diambil dari buku paket " *Look Ahead 2* "

**IV.   Kegiatan Pempelajaran**

- Kegiatan menyapa siswa dan mengecek daftar hadir siswa.

- Siswa ditanya tentang dongeng-dongeng yang mereka suka.
- Siswa menceritakan apa yang mereka tahu tentang teks narrative yang pernah dipelajari.
- Siswa membentuk kelompok yang terdiri dari 4 siswa dan setiap kelompok mendapat sebuah teks *"Why Do the Sun and the Moon Live in the Sky?"*
- Setiap siswa dalam kelompoknya masing-masing membaca cerita tersebut.
- Siswa mendiskusikan kata-kata yang belum diketahui artinya.
- Setiap kelompok saling berbagi kata-kata sulit yang mereka temukan artinya.
- Guru membantu siswa bila tidak menemukan arti dari kata-kata dengan tepat.
- Guru menerangkan tentang teks *narrative* dengan menggunakan buku paket *"Look Ahead 2"*.
- Siswa mendiskusikan langkah retorika dalam teks yang mereka baca.

V. **Indikator**
- Mengidentifikasi makna kalimat dalam teks yang dibaca.
- Mengidentifikasi langkah retorika dalam teks yang dibaca.

VI. **Penilaian**

Tes tertulis (written test)

VII. **Sumber Belajar**

Buku teks Bahasa Inggris "Look Ahead 2"

Teks tulis berbentuk *narrative* dengan judul *"Why Do the Sun and the Moon Live in the Sky?"*

**RENCANA PEMBELAJARAN**

Mata Pelajaran : Bahasa Inggris

Satuan Pendidikan : SMA

Kelas / Semester : XI / 1

Jenis Teks : Narrative

Alokasi Waktu : 2 x 45 menit

Pertemuan : 2

**I.    Standar Kompetensi**

5.    Membaca

Membaca makna teks fungsional pendek dan esei berbentuk *report, narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

**II.   Kompentensi Dasar**

5.2   Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk : *report, narrative* dan *analytical exposition.*

**III.  Materi Pokok**

Teks tulis berbentuk narrative dengan judul *"Why Do Hawks Hunt Chicks?"* yang diambil dari buku paket " *Look Ahead 2* "

**IV.  Kegiatan Pempelajaran**

- Kegiatan menyapa siswa dan mengecek daftar hadir siswa.
- Siswa ditanya tentang masalah-masalah yang mereka hadapi pada pertemuan sebelumnya.
- Siswa ditanya tentang teks *narrative* yang sudah mereka pelajari.

- Siswa menceritakan apa yang mereka tahu tentang teks *narrative* yang pernah dipelajari.
- Siswa membentuk kelompok yang terdiri dari 4 siswa dan setiap kelompok mendapat sebuah teks *"Why Do Hawks Hunt Chicks?"*
- Setiap siswa dalam kelompoknya masing-masing membaca cerita tersebut.
- Siswa mendiskusikan kata-kata yang belum diketahui artinya.
- Setiap kelompok saling berbagi kata-kata sulit yang mereka temukan artinya.
- Guru membantu siswa bila tidak menemukan arti dari kata-kata dengan tepat.
- Guru menerangkan tentang teks narrative dengan menggunakan buku paket *"Look Ahead 2"*.
- Siswa mendiskusikan langkah retorika dalam teks yang mereka baca.

## V.   Indikator

- Mengidentifikasi makna kalimat dalam teks yang dibaca.
- Mengidentifikasi langkah retorika dalam teks yang dibaca.

## VI.   Sumber Belajar

Buku teks Bahasa Inggris "Look Ahead 2"

Teks tulis berbentuk *narrative* dengan judul *"Why Do Hawks Hunt Chicks?"*

## VII.   Penilaian

Tes tertulis (written test)

Appendix 2 List of Students

DAFTAR SISWA XI IPS 2

SMA NEGERI 1 KALIWUNGU TAHUN PELAJARAN 2008/2009

| No. | Nama Siswa | L/P |
|---|---|---|
| 1. | ADITYA WIDIA WIJAYA | L |
| 2. | ANDI ISMOKO | L |
| 3. | ANIK INDARWATI | P |
| 4. | ARUM ATMA KUSUMA | P |
| 5. | AWAL PANGESTU PUTRA | L |
| 6. | DANIVA EKA SELA PUTRID | P |
| 7. | DEWI KARTIKA | P |
| 8. | DIAN NUR AFRIANI | P |
| 9. | DIANA SYAH PUTRI | P |
| 10. | EKA OKTAVIANI | P |
| 11. | ERANTI MARSELLA | P |
| 12. | ERNI HIDAYATI | P |
| 13. | FELI ARDIYA | P |
| 14. | GANDUNG SAWITO | L |
| 15. | INA FIDIAWATI | P |
| 16. | KHAERUN NISA | P |
| 17. | LULUK ATUN NAFACHAH | P |
| 18. | MAIKA RAHMAWATI | P |
| 19. | MUHAMMAD PRASETYO | L |
| 20. | MUHAMMAD AZIS | L |
| 21. | NANDA ADITYA SETIAWAN | L |
| 22. | NILA MUNA U | P |
| 23. | NUR KHOLIFAH | P |
| 24. | NURJANAH | P |
| 25. | OKKY PRATAMA PUTRA | L |
| 26. | PURWANTI | P |
| 27. | RATNA PRATIWI | P |
| 28. | RIKA DIAN LISNAWATI | P |
| 29. | ROHMAH | P |
| 30. | SATRIA BAGUS P | L |
| 31. | SINTA SAFA'ATUL KHUSNA | P |
| 32. | SITI FARIKHAH | P |
| 33. | SITI MAESYAROH | P |
| 34. | ULIFIA | P |
| 35. | WIWIT LESTARI | P |

Appendix 3 Examples of Material

## NARRATIVE TEXT

➢ **The social purpose of narrative:**

• To amuse or entertain

• To deal with the actual/ imaginative experiences in different ways

➢ The text above is organized in the narrative form. **The text organization/the generic structure includes:**

1. Orientation : introducing the characters of the story, the time and place the story happened. (who/what, when, and where)

2. Complication : a series of events in which the character attempts to solve the problem.

3. A sequence of events: where the characters react to the complication.

4. Resolution : the ending of the story containing the solution.

5. Coda : that provides a comment or moral based on what has been learned from the story (an optional step)

➢ **The Language Features of Narrative:**

1. Focus on specific characters.

2. The use of past tense.

3. The use of temporal conjunctions and circumstances.

4. Verbs to show the actions that occur in the story.

| Title | **Why the Sun and the Moon live in the Sky** |
|---|---|
| Orientation | Many years ago the sun and ocean were great friends, and both lived on the earth together. The sun very often used to visit the ocean, but the ocean never returned his visits. At last the sun asked the ocean why it was that he never came to' see him in his house, the ocean replied that the sun's house was not big enough, and that if he came with his people he would drive the sun out. |
| Complication | He then said, "If you wish me to visit you, you must build a very large compound; but I warn you that it will have to be a tremendous place, as my people are very numerous, and take up a lot of room." |
| A sequences of events | He then said, "If you wish me to visit you, you must build a very large compound; but I warn you that it will have to be a tremendous place, as my people are very numerous, and take up a lot of room."<br><br>The sun promised to build a very big compound, and soon afterwards he returned home to his wife, the moon, who greeted him with a broad smile when he opened the door. The sun told the moon what he had promised the ocean, and the next day commenced building a huge compound in which to entertain his friend.<br><br>When it was completed, he asked the ocean to come and visit him the next day.<br><br>When the ocean arrived, he called out to the sun, and asked him whether it would be safe for- him to enter, and the sun answered, "Yes, come in, my friend."<br><br>The ocean then began to flow in, accompanied by the fish and all the ocean animals.<br><br>Very soon the ocean was knee-deep, so he asked the sun if it was still safe, and the sun again said, "Yes," so more ocean came in.<br><br>When the ocean was level with the top of a man's head, the ocean said to the sun, "Do you want more of my people to come?" and the sun and moon both answered, "Yes, not knowing any better", so the ocean flowed on, until the sun and moon had to perch themselves on the top of the roof. |
| Resolution | Again the ocean addressed the sun, but receiving the same answer, and more of his people rushing in, the ocean very soon overflowed the top of the roof, and the sun and moon were forced to go up into the sky, where they have remained ever since. |

| Title | **Why Do Hawks Hunt Chicks?** |
|---|---|
| Orientation | Once upon a time, a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen, "Will you marry me?" |
| Complication | The hen loved the brave, strong hawk and wished to marry him. But she said, "I cannot fly as high as you can. If you give me time, I may learn to fly as high as you. Then we can fly together." |
| A sequences of events | The hawk agreed. Before he went away, he gave the hen a ring. "This is to show that you have promised to marry me," said the hawk.<br><br>It so happened that the hen had already promised to marry rooster. So, when the rooster saw the ring, he became very angry. "Throw that ring away at once!" shouted the rooster. The hen was so frightened at the rooster's anger that she threw away the ring immediately. |
| Resolution | When the hawk came a few months later, the hen told him the truth. The hawk was so furious that he cursed the hen, "Why didn't you tell me earlier? Now, you'll always be scratching the earth, and I'll always be flying above to catch your children," said the hawk. |

Appendix 4 Try-Out Test

**ENGLISH TRY-OUT TEST**
**Class   : XI IPS**
**Time    : 60 minutes**
**Theme  : Narrative Text**

**Cross a, b, c, d or e to each question from the choices given!**

**Read the following text to answer questions number 1 – 5**
**The Goose with the Golden Eggs**

   Well, here is the story. One day, a countryman was going to **the nest** of his goose; found there is an egg all **yellow and glittering**. When he took it up it was as heavy as lead and he was going to **throw it away**, because he thought a trick had been played upon him. But he took it home on second thoughts, and soon found to his delight that it was an egg of pure gold. Every morning, the same thing occurred, and he soon became rich by selling his eggs. As he grew rich he grew greedy; and thought to get at once the golden eggs the goose could give, he killed it and opened it only to find all the gold. But, he found nothing on the goose's stomach. He was so regret because he had killed the goose that had made him a rich man.

   Okay, what lesson can you learn from this story? "GREED OF TO'ER REACHES ITSELF".

1.   Which statement is true based on the text?
   a.  The countryman found a golden egg in his field.
   b.  There are two golden eggs in the nest.
   c.  The countryman was the generous man.
   d.  The Goose laid egg every day.
   e.  The countryman became poorer after got the golden egg.

2.   Where did the countryman find a gold egg?

a.  In the field
d.  Inside his house
b.  In the backyard
e.  Inside the Goose
c.  In the nest of the Goose

3. How were the eggs?
   a.  There were white and heavy.
   b.  There were yellow and small.
   c.  There were glittering and white.
   d.  There were yellow, glittering and heavy.
   e.  There were shining and white.

4. He wanted to throw the egg away, because …..
   a.  The egg was very heavy.
   b.  He thought someone had cheated him.
   c.  The egg blinded his eyes.
   d.  He was scared of the egg.
   e.  He wanted other people found the egg.

5. What made him happy?
   a.  He had a lot of Gooses.
   b.  The Goose laid egg every day.
   c.  The trick had been played upon him.
   d.  He found the golden egg in the nest.
   e.  He killed the Goose.

**Read the following text to answer questions number 6 - 15**

**GOD'S FOOD**

There were once upon a time two sisters, one of whom had no children and was rich, and the other had **five** and was a widow, and so poor that she no longer had enough food to satisfy herself and her children.

In her need, therefore, she **went to her sister**, and said, "My children and I are suffering the greatest hunger; you are rich, give me a mouthful of bread. The very rich sister was **as hard as a stone**, and said, "I myself have nothing in the house," and drove away the poor creature with harsh words. After some time the husband of the rich sister came home, and was just going to cut himself a piece of bread, but when he made the first cut into the load, out flowed red blood. When the woman saw the she was **terrified** and told him what had occurred. **He hurried away to help** the widow and her children, but when he entered her room, she was praying. She had her two youngest children in her arms, and the three eldest were lying **dead**.

He offered her food, but she answered, "For earthly food have we no longer any desire. God has already satisfied the hunger of three of us, and he will hearken to our supplications likewise." Scarcely had she uttered these words then

the two little ones **drew their last breath**, whereupon her heart broke, and she sank down **dead**.

6. Which statement is true based on the text?
   a. The two sister were very helpful each other.
   b. The rich sister was lack of everything to eat.
   c. The poor sister was given some food by the rich one.
   d. The husband of the rich sister was very kind.
   e. The poor sister was still alive after she ate some food.
7. "When the woman saw that she was <u>terrified</u> and told him what had occurred." (paragraph 2)
   The synonym of the underlined word is …
   a. Satisfied
   b. Frightened
   c. Annoyed
   d. Upset
   e. Displeased
8. Who died in the poor sister's family?
   a. Her two youngest children
   b. The three eldest children
   c. The two little children
   d. Only the mother
   e. The poor sister and all her children
9. What did the God give to the poor sister's family at last?
   a. Death
   b. Food
   c. Victuals
   d. Fare
   e. Happy live
10. '… then the two little ones <u>drew last their breath</u> …' (last paragraph)
    The underlined word means …
    a. Kept hungry
    b. Lived
    c. Died
    d. Strengthen
    e. Breathed hard
11. The poor sister had …..
    a. Two children
    b. Two sisters
    c. No children
    d. Five children
    e. Five sisters
12. The poor sister went to her sister's house to ……
    a. Help her rich sister
    b. Ask some food
    c. Offer some food
    d. Earn some money
    e. Assist her rich sister
13. How was the rich sister?
    a. She was generous.
    b. She was kind.
    c. She was stubborn.
    d. She was patient.
    e. She was polite
14. What did the husband of the rich sister do after heard his wife's story?
    a. He got angry to the poor sister.
    b. He got angry to his wife.

c. He gave some foods to the poor sister.
d. He drove away the poor sister with harsh words.
e. He prayed together with the poor sister.

15. How is the end of the story?
    a. Happy                    d. Sad
    b. Unsolved                 e. Complicated
    c. Amusing

**Read the following text to answer questions number 16 - 20**

## SLEEPING BEAUTY

Long time ago a king and a queen had a baby girl. There was a bad old fairy who said, "The princess is going to cut her hand on a spindle and die."

The good fairy came and said, "She is not going to die. She will cut her hand on a spindle and sleep for a hundred years. Then the prince will come and she will wake up."

Seven years passed and the princess grew-up to be a beautiful and clever girl.

One day she went to **a part of the palace** where she had never been before. She sat down in front of an old **spinning** wheel and cut her hand on a spindle then she went to sleep and so did everyone else in the palace.

A hundred years later a young price came and saw the palace among **high trees**. He went upstairs. The prince came to a room and found the princess was sleeping. He kneeled beside her and said, "Wake up, sleeping beauty."

The princess woke up and at once, everybody else woke up, too. The prince married Sleeping beauty and together they lived happily ever after.

16. Which statement is not the reason why Sleeping beauty slept a hundred years?
    a. She cut her hand on a spindle.
    b. A fairy expelled her.
    c. A prince came to know everything about the old palace.
    d. Sleeping beauty cut her hand.
    e. Sleeping beauty got a curse.

17. Who had slept for a hundred years?
    a. The king, the queen and the        c. The princess and everybody
       princess.                             in the palace.
    b. The princess.                       d. The prince and princess.
                                           e. The king and queen.

18. Where did Sleeping beauty sleep for a hundred years?
    a. In the forest
    b. In the second floor of the palace
    c. In a room she was familiar with
    d. In the spinning wheel
    e. In her bed room

19. Why was the palace covered by the high trees?
    a. The trees grew shorter that the palace.
    b. The fairy was away from the castle.
    c. Everyone woke up in the palace.
    d. No one took care of the palace.
    e. The prince cut the trees well.

20. "she sat down in the front of an old spinning wheel …"
    The synonym of the underlined word is …
    a. Walking around
    b. Taking a walk
    c. Rotating
    d. Traveling
    e. Having adventure

**Read the following text to answer questions number 21 – 30**

One day there was an old who lived alone in a jungle. She was crying when a wandered approached to her. She said that her magic candle was stolen by the devil. The wandered told her that he wanted to help her take her magic candle back. She said that the devil lived in a castle.

The wanderer was not a kind man. He didn't return the candle to the old woman but kept it for himself. He lit a candle and made a wish, "I want to go far away from here." Suddenly the genies appeared and took him to a beautiful palace. At the same time, there was a party in the palace. The wanderer wanted to make **some money**. So he lit the candle again.

The princess came to by the jewelries, but there was nothing left. She was very disappointed because she couldn't buy them. She asked him to **come to the palace again in the next party**. When the party came she brought all of jewelries. He admired the prince very much; therefore he fell in love with her and asked her to marry him. The prince agreed with the wanderer's wish. Then they got married the next day.

In happiness, the wanderer told the princess about his adventure and the magic candle. Hearing that, the princess got very angry. When he was sleeping soundly at night, she took the candle. She lit the candle and made a wish that the wanderer disappeared.

In the next morning the wanderer awoke and found himself back in his **ugly** house in the faraway village.

21. What does the text tell about?
    a. The dishonest wanderer
    b. How to get much money
    c. The magic candle
    d. The wanderer's village
    e. The beautiful princess
22. Why could the devil not chase the wanderer?
    a. The devil was reluctant to chase him.
    b. The devil was locked in the castle.
    c. The wanderer killed the devil.
    d. The devil was old and weak.
    e. The wanderer didn't whether the devil chased him or not.
23. Which statement is true based on the text?
    a. An old woman was pleased because she lost her magic candle.
    b. The wanderer was very kind so he gave the candle to an old woman.
    c. The wanderer sold the magic candle to the guests to get much money.
    d. The princess was glad to buy a few of the wanderer's jewelries.
    e. The wanderer could not stay in beautiful-palace anymore.
24. The wanderer got a lot of money by …..
    a. Selling the candle
    b. Begging some money from the guests
    c. Cheating to the guests
    d. Selling jewelries in a party
    e. Marrying the princess
25. Why did the princess ask the wanderer to come to the next party?
    a. The wanderer was so handsome that the princess fell in love with him.
    b. The princess had not got the wanderer's jewelries.
    c. The princess was eager to see the wanderer's face.
    d. The wanderer had a magic candle that could give him a lot of jewelries.
    e. The princess wanted to show the wanderer to her father.
26. What is the theme of the story?
    a. Wickedness
    b. Kindness
    c. Faithfulness
    d. Arrogance
    e. Obedience
27. In the next morning, the wanderer awoke and found himself back in his **ugly** house in the faraway village. The bold word has the same meaning as …
    a. Attractive
    b. Dreadful
    c. Interesting
    d. Amazing
    e. Amusing
28. One day a young wanderer got lost in the wood. Suddenly he saw a light from an old **hut**.
    The bold word means …
    a. Small, roughly house
    b. Luxurious place
    c. Quiet spot
    d. Permanent building
    e. Comfortable resort

29. Why was the princess angry with her husband?
   a. Her husband gave her nothing.
   b. Her husband had a bad temper.
   c. She knew who her real husband was.
   d. Her father forbade her to live together with the wanderer.
   e. The devil told her about her husband.
30. How is the end of the story?
   a. Happy
   b. Unsolved
   c. Amusing
   d. Sad
   e. Complicated

**Read the following text to answer questions number 31 – 40**

There was one a poor woman who had two children. The youngest had to **go every day** into the forest to look for firewood.

Once when she had gone a long way to seek **it**, a little child, who was quite **strong**, came and **help**ed her industriously to pick up the wood and carry it home, and then before a moment the **strange** child had passed and disappeared. The child told her mother this, but at first she would not believe it. At length she brought a rose home and told her mother that the beautiful child had given **her** this rose, and had told her that when it was in full bloom she would return. The mother **put the rose in water**.

One morning her child could not get out of bed, the mother went to the bed and found her **dead**, but she lay looking very happy. On the same morning, the rose was **in full bloom**.

31. What did a strange child not do to the youngest child of a poor woman?
   a. He approached her when she was in the forest.
   b. He assisted her vigorously.
   c. He picked her up the firewood.
   d. He brought her the firewood home.
   e. He slaughtered her.
32. Which statement is true based on the text?
   a. The strange child accompanied her until they reached home and met her mother.
   b. The mother trusted her that the strange boy helped her daughter.
   c. The rose was full in bloom when the youngest child died.
   d. The strange child would return to take the rose back.
   e. The mother threw the rose into pool.
33. The suitable title of the text is ……
   a. The Rose
   b. The Poor Woman

    c.   The Strange Child             e.   The Industrious Child

    d.   The Kind Mother

34. "Once when she had gone a long way to seek <u>it</u>, a little child, who was quite strong, came and helped her …." (Paragraph 2). It refers to ….

    a.   The forest              d.   The water

    b.   The firewood          e.   The child

    c.   The rose

35. "… before a moment the <u>strange</u> child had passed and … " (paragraph 2) What is the synonym of the underlined word?

    a.   Strong               d.   Domestic

    b.   Weak                e.   Odd

    c.   Foreign

36. Who assisted the youngest child to carry the firewood home?

    a.   Her mother            d.   A beautiful child

    b.   Her eldest child        e.   A poor woman

    c.   A strong child

37. "At length she brought a rose home and told her mother that the beautiful child had given <u>her</u> this rose…" (paragraph 2) The underlined word "her" refers to ….

    a.   The poor woman       d.   A little child

    b.   The youngest child     e.   The beautiful child

    c.   The eldest child

38. In the end of the story, we know that at the time the rose was in full bloom, the youngest child would …

    a.   Would return to the forest       d.   Would meet the beautiful

    b.   Would return the rose to the            child again

       forest                    e.   Would come back to home

    c.   Would die

39. What did the poor woman do when got the rose from her youngest child?

    a.   She threw the rose into the       d.   She put it in a vase with

       river.                      water inside.

    b.   She threw the rose into pool.     e.   She returned it to the forest.

    c.   She planted it in the ground.

40. What for did the youngest child go to the forest every day?

    a.   To look for a rose          d.   To ask the beautiful rose

    b.   To seek firewood              from the beautiful child

    c.   To meet the little child, who was quite strong

**Read the following text to answer questions number 41 - 50**

    One day, a farmer and his son were walking to town with their donkey. They were going to sell the donkey at the market.

    On the road, they met a countryman. The countryman laughed and said, "Look how **fool**ish they are! Both of them are walking, and one of them could be riding on the donkey." When the farmer heard this, he told his son to get up on the donkey and ride.

But soon they passed a group of men standing near the road. "Look at that!" said one of the men. "See that **lazy** youngster! He is reading while his poor old father has to walk." So the son got off the donkey, and the farmer got on. They continued down the road toward town.

After a short time, they came to **two women** standing at a corner. One of them said, "Your son is so poor. How can you let the child walk while you ride? He must be very tired. What kind of father are you?" So the farmer took his son up **before him** on the donkey, and both of them rode until they reached the town.

When they got to **the town, a man** saw them and asked, "Is that donkey yours?" "Yes," said the farmer. "You are making the animal work too hard," said the man. "You two are better able to carry that donkey than the donkey is to carry you! It is so poor."

The farmer and his son got off the donkey's back. But they did not know how they could carry the animal. They thought and thought. Then the farmer had an idea. He cut a strong stick from a tree. Then he tied the donkey's feet to it with strong rope. He carried one end of the wooden stick, and his son carried the other end.

At the town bridge, a crowd of people was standing and watching them. They were laughing, pointing, and talking loudly. **The donkey was afraid** of all the noise. He began to kick at the ropes. Soon he pulled loose and fell into the water below. The donkey couldn't swim, so he drowned.

The farmer and his son felt very silly as they started home with no donkey and no money.

**"Please all and you will please none."**

41. The best title of the story above is …
    a. The Farmer, the Son and the Donkey
    b. The Fool Countryman
    c. The Fool Donkey
    d. The Poor Donkey
    e. Riding A Donkey
42. Who were the characters of the story?
    a. The Man, his Son and the Seller
    b. A Horse, A lazy boy, and the Countryman
    c. The Farmer, the group of men, the Son and the Donkey
    d. The Traveler, the Seller and the two women
    e. The Donkey, the Wanderer, the Lazy Boy
43. Why did the countryman consider that the Farmer and his Son fool?
    a. Both of the Farmer and his Son didn't ride upon the Donkey.
    b. They put the heavy things upon the Donkey.
    c. The Farmer rode upon the Donkey.
    d. They brought the heavy things together.
    e. Both of them wore odd clothes.
44. Who said that the Son was lazy?
    a. The Countryman
    b. A group of men
    c. His father
    d. Two women
    e. People in Market Bridge
45. What did one of two women ask when the Farmer and his Son passed?

a. She said that the Farmer was poor.

b. She said that the Farmer was lazy.

c. She said that the young boy was poor.

d. She said that the Donkey was lazy.

e. She said that the Boy was fool.

46. "So the farmer took his son up <u>before him</u> on the donkey, and both of them rode until they reached the town. The underlined word means …

a. The Boy sat on the right side of the Farmer.

b. The Boy sat behind the Farmer.

c. The Boy sat under the Farmer.

d. The Boy sat in front of the Farmer.

e. The Boy sat behind the Farmer.

47. When saw the Farmer and the Son rode on the Donkey, a man in the town said that ….

a. The Donkey was poor.

b. The Farmer and the Boy were strong.

c. The Donkey was strong.

d. The Donkey was fool.

e. The Farmer and the Boy were ashamed

48. What did they do at last?

a. They tied the Donkey on the bridge.

b. They sold the Donkey to the seller in Market Bridge.

c. They raised the Donkey to their shoulders.

d. They cut down the rope.

e. They tied the Donkey's feet with a strong wooden stick and strong rope.

49. Why did the donkey kick at the rope?

a. Because the Donkey brought heavy things.

b. Because the donkey was exhausted.

c. Because people laughed at the donkey.

d. Because the stick was broken.

e. Because the Donkey was afraid of all noise.

50. "Please all and you will Please None."

The message that wants to be conveyed from the quotation is …

a. You must be polite to other people.

b. You make someone else happy and you will be happy too.

c. It is important listen to other people's opinion.

d. Don't laugh too much.

e. If you follow whatever people say about you, you will never be happy.

Appendix 5 Try-out Questionnaire

# QUESTIONNAIRE

## CLOSED FORMAT QUESTIONNAIRE

**Jawablah pertanyaan berikut dengan memberikan tanda (√) pada lajur yang tersedia sesuai dengan keadaan Anda yang sebenarnya.**

1 = sangat setuju          4 = tidak setuju

2 = setuju          5 = sangat tidak setuju

3 = ragu-ragu

| No. | Pernyataan | 1 | 2 | 3 | 4 | 5 |
|-----|------------|---|---|---|---|---|
| 1. | Saya suka dengan pelajaran bahasa Inggris | | | | | |
| 2. | Bagian dari mata pelajaran bahasa Inggris yang saya sukai adalah membaca ( reading) | | | | | |
| 3. | Saya berharap guru sering memberikan materi berbahasa Inggris | | | | | |
| 4. | Saya suka membaca buku-buku bahasa Inggris di perpustakaan | | | | | |
| 5. | Guru sering memberikan tugas untuk membaca buku bahasa Inggris | | | | | |
| 6. | Tersedia banyak buku bahasa Inggris di perpustakaan sekolah | | | | | |
| 7. | Saya mempunyai buku cerita bahasa Inggris di rumah | | | | | |
| 8. | Saya suka membaca cerita berbahasa Inggris | | | | | |
| 9. | Ketika guru menerangkan teks naratif saya sangat tertarik | | | | | |
| 10. | Teks naratif adalah teks yang mudah untuk dipahami | | | | | |
| 11. | Saya mengalami kesulitan untuk memhami teks naratif | | | | | |
| 12. | Setelah berdiskusi dengan teman saya baru paham isi dari teks naratif | | | | | |
| 13. | Buku paket yang digunakan sebagai materi pelajaran bahasa Inggris selama ini sudah lengkap | | | | | |
| 14. | Materi dalam buku paket yang dipakai selama ini kurang lengkap | | | | | |
| 15. | Saya berharap guru menggunakan buku bahasa Inggris yang lain sebagai materi pelengkap dalam mengajar teks naratif | | | | | |

Appendix 6 The Instrument of Questionnaire

## QUESTIONNAIRE

## CLOSED FORMAT QUESTIONNAIRE

**Jawablah pertanyaan berikut dengan memberikan tanda (√) pada lajur yang tersedia sesuai dengan keadaan Anda yang sebenarnya.**

1 = sangat setuju
2 = setuju
3 = ragu-ragu
4 = tidak setuju

| No. | Pernyataan | 1 | 2 | 3 | 4 | 5 |
|-----|------------|---|---|---|---|---|
| 1. | Saya suka dengan pelajaran bahasa Inggris | | | | | |
| 2. | Bagian dari mata pelajaran bahasa Inggris yang saya sukai adalah membaca ( reading) | | | | | |
| 3. | Saya suka membaca buku-buku bahasa Inggris di perpustakaan | | | | | |
| 4. | Guru sering memberikan tugas untuk membaca buku bahasa Inggris | | | | | |
| 5. | Tersedia banyak buku bahasa Inggris di perpustakaan sekolah | | | | | |
| 6. | Saya suka membaca cerita berbahasa Inggris | | | | | |
| 7. | Ketika guru menerangkan teks naratif saya sangat tertarik | | | | | |
| 8. | Teks naratif adalah teks yang mudah untuk dipahami | | | | | |
| 9. | Setelah berdiskusi dengan teman saya baru paham isi dari teks naratif | | | | | |
| 10. | Buku paket yang digunakan sebagai materi pelajaran bahasa Inggris selama ini sudah lengkap | | | | | |

5 = sangat tidak setuju

Appendix 7 Test Items

**ENGLISH PRE-TEST**
**Class      : XI IPS 2**
**Time       : 45 minutes**
**Theme      : Narrative Text**

## I. Cross a, b, c, d or e to each question from the choices given!

**Read the following text to answer questions number 1 – 5**

### The Goose with the Golden Eggs

Well, here is the story. One day, a countryman was going to **the nest** of his goose; found there is an egg all **yellow and glittering**. When he took it up it was as heavy as lead and he was going to **throw it away**, because he thought a trick had been played upon him. But he took it home on second thoughts, and soon found to his delight that it was an egg of pure gold. Every morning, the same thing occurred, and he soon became rich by selling his eggs. As he grew rich he grew greedy; and thought to get at once the golden eggs the goose could give, he killed it and opened it only to find all the gold. But, he found nothing on the goose's stomach. He was so regret because he had killed the goose that had made him a rich man.

Okay, what lesson can you learn from this story? "GREED OF TO'ER REACHES ITSELF".

1.  Which statement is true based on the text?
    a. The countryman found a golden egg in his field.
    b. There are two golden eggs in the nest.
    c. The countryman was the generous man.
    d. The Goose laid egg every day.
    e. The countryman became poorer after got the golden egg.
2.  Where did the countryman find a gold egg?
    a. In the field                    d. Inside his house
    b. In the backyard                 e. Inside the Goose
    c. In the nest of the Goose
3.  How were the eggs?
    a. There were white and heavy.     d. There were yellow, glittering
    b. There were yellow and small.       and heavy.
    c. There were glittering and       e. There were shining and
       white.                             white.
4.  He wanted to throw the egg away, because …..
    a. The egg was very heavy.
    b. He thought someone had cheated him.
    c. The egg blinded his eyes.
    d. He was scared of the egg.

e. He wanted other people found the egg.

5. What made him happy?
   a. He had a lot of Gooses.
   b. The Goose laid egg every day.
   c. The trick had been played upon him.
   d. He found the golden egg in the nest.
   e. He killed the Goose.

**Read the following text to answer questions number 6 - 13**
**GOD'S FOOD**

There were once upon a time two sisters, one of whom had no children and was rich, and the other had **five** and was a widow, and so poor that she no longer had enough food to satisfy herself and her children.

In her need, therefore, she **went to her sister**, and said, "My children and I are suffering the greatest hunger; you are rich, give me a mouthful of bread. The very rich sister was **as hard as a stone**, and said, "I myself have nothing in the house," and drove away the poor creature with harsh words. After some time the husband of the rich sister came home, and was just going to cut himself a piece of bread, but when he made the first cut into the load, out flowed red blood. When the woman saw the she was **terrified** and told him what had occurred. **He hurried away to help** the widow and her children, but when he entered her room, she was praying. She had her two youngest children in her arms, and the three eldest were lying **dead**.

He offered her food, but she answered, "For earthly food have we no longer any desire. God has already satisfied the hunger of three of us, and he will hearken to our supplications likewise." Scarcely had she uttered these words then the two little ones **drew their last breath**, whereupon her heart broke, and she sank down **dead**.

6. Which statement is true based on the text?
   a. The two sister were very helpful each other.
   b. The rich sister was lack of everything to eat.
   c. The poor sister was given some food by the rich one.
   d. The husband of the rich sister was very kind.
   e. The poor sister was still alive after she ate some food.
7. Who died in the poor sister's family?
   a. Her two youngest children
   b. The three eldest children
   c. The two little children
   d. Only the mother
   e. The poor sister and all her children

8. What did the God give to the poor sister's family at last?
   a. Death
   b. Food
   c. Victuals
   d. Fare
   e. Happy live
9. The poor sister had …..
   a. Two children
   b. Two sisters
   c. No children
   d. Five children
   e. Five sisters
10. The poor sister went to her sister's house to ……
    a. Help her rich sister
    b. Ask some food
    c. Offer some food
    d. Earn some money
    e. Assist her rich sister
11. How was the rich sister?
    a. She was generous.
    b. She was kind.
    c. She was stubborn.
    d. She was patient.
    e. She was polite.
12. What did the husband of the rich sister do after heard his wife's story?
    a. He got angry to the poor sister.
    b. He got angry to his wife.
    c. He gave some foods to the poor sister.
    d. He drove away the poor sister with harsh words.
    e. He prayed together with the poor sister.
13. How is the end of the story?
    a. Happy
    b. Unsolved
    c. Amusing
    d. Sad
    e. Complicated

**Read the following text to answer questions number 14 - 15**

**SLEEPING BEAUTY**

Long time ago a king and a queen had a baby girl. There was a bad old fairy who said, "The princess is going to cut her hand on a spindle and die."

The good fairy came and said, "She is not going to die. She will cut her hand on a spindle and sleep for a hundred years. Then the prince will come and she will wake up."

Seven years passed and the princess grew-up to be a beautiful and clever girl.

One day she went to **a part of the palace** where she had never been before. She sat down in front of an old **spinning** wheel and cut her hand on a spindle then she went to sleep and so did everyone else in the palace.

A hundred years later a young price came and saw the palace among **high trees**. He went upstairs. The prince came to a room and found the princess was sleeping. He kneeled beside her and said, "Wake up, sleeping beauty."

The princess woke up and at once, everybody else woke up, too. The prince married Sleeping beauty and together they lived happily ever after.

14. Which statement is not the reason why Sleeping beauty slept a hundred years?
    a. She cut her hand on a spindle.
    b. A fairy expelled her.
    c. A prince came to know everything about the old palace.
    d. Sleeping beauty cut her hand.
    e. Sleeping beauty got a curse.
15. Who had slept for a hundred years?
    a. The king, the queen and the princess.
    b. The princess.
    c. The princess and everybody in the palace.
    d. The prince and princess.
    e. The king and queen

**II. Study the following text. Then, answer the questions.**

**The Sign of Four**

Sherlock Holmes was a famous private detective who lived in London with his best friend, Dr. Watson, a retired British army doctor. Together they helped each other to solve mysterious cases. Both lived at 221 Baker Street in London.

One day, a beautiful lady named Miss Morstan came to the house for some help. Dr. Watson fell in love for the very first time with her. Miss Morstan told Holmes, "My father, Captain Morstan has been lost since returning to England from India in 1878. From the on, I always receive a beautiful pearl every year on the date my father lost."

"This morning," she continued, "I got letter asking me to come to Lyceum Theater at 7 p.m. tonight. So, please, accompany me to go there."

At Lyceum Theater, a man named Theodore Sholto Greeated the three of them. "Miss Morstan, my name is Theodore Sholto. Nice to see you," he said. "Do you want to know about your father's death? Let me tell you. My father and yours were friend during their service in India."

"One day, they found the treasure of Agra and they promised to share it when they returned to England. But your father broke the promise and they had a severe quarrel and your father got a heart attack and soon died."

"A few years later my father was seriously ill and he told my brother and me the truth and asked us to divide the treasure fairly. He told us to send you a pearl each year."

"Before he could tell the place of the treasure, an ugly face appeared in the window and killed my father then the murderer ran into the dark of the night."

"Finally we found father's treasure was kept in Pondicherry Lodge, an old house of my father and now we would like to divide the treasure." Theodore ended the story.

Holmes, Dr. Watson, Miss Morstan, and Theodore went to Pondicherry Lodge. When they arrived there they found that Theodore's brother had died. He was killed by a poisoned thorn and the treasure was gone.

Holmes and Dr. Watson investigated the case. They found that there were two murderers in this case. One was one-legged man and the other one was a Pigmy man.

As soon as they found out about the murder, the police chased these men on the river. They Pigmy man was shot dead and the one-legged man was caught. Unfortunately, the treasure was thrown into the river.

"The treasure belonged to us the Sign of four: me, the Pigmy man, and my two Indian friends. Your fathers had stolen it from us in India," said the one-legged man.

Miss Morstan could not become a rich lady but this was a good thing for Dr. Watson because he was able to marry Miss Morstan.

Find out:

1. What is the story about?
2. What is the purpose of the story?
3. Who were Sherlock Holmes and Dr. Watson?
4. What did Miss Morstan receive every year on the date her father was lost?
5. Where did Mr. Morstan get the treasure from?
6. Why was Mr. Morstan lost?
7. Who killed Captain Sholto?
8. Did they get the treasure at the end? Why?
9. The organization of narrative text is : _____ , _____ , and _____ .

   a. The Orientation tells _____ .

   b. The Complication tells _____ .

   c. The Resolution tells _____ .

10. Mention the action verbs in the text.

**ENGLISH ASSESSMENT TEST**
**Class     : XI IPS 2**
**Time     : 45 minutes**
**Theme   : Narrative Text**

III.    **Cross a, b, c, d or e to each question from the choices given!**

**Read the following text to answer questions number 1 - 2**

**SLEEPING BEAUTY**

Long time ago a king and a queen had a baby girl. There was a bad old fairy who said, "The princess is going to cut her hand on a spindle and die."

The good fairy came and said, "She is not going to die. She will cut her hand on a spindle and sleep for a hundred years. Then the prince will come and she will wake up."

Seven years passed and the princess grew-up to be a beautiful and clever girl.

One day she went to **a part of the palace** where she had never been before. She sat down in front of an old **spinning** wheel and cut her hand on a spindle then she went to sleep and so did everyone else in the palace.

A hundred years later a young price came and saw the palace among **high trees**. He went upstairs. The prince came to a room and found the princess was sleeping. He kneeled beside her and said, "Wake up, sleeping beauty."

The princess woke up and at once, everybody else woke up, too. The prince married Sleeping beauty and together they lived happily ever after.

1.    Where did Sleeping beauty sleep for a hundred years?
   a. In the forest
   b. In the second floor of the palace
   c. In a room she was familiar with
   d. In the spinning wheel
   e. In her bed room
2.    Why was the palace covered by the high trees?
   a. The trees grew shorter that the palace.
   b. The fairy was away from the castle.
   c. Everyone woke up in the palace.
   d. No one took care of the palace.
   e. The prince cut the trees well.

**Read the following text to answer questions number 3 - 11**

One day there was an old who lived alone in a jungle. She was crying when a wandered approached to her. She said that her magic candle was stolen by the devil. The wandered told her that he wanted to help her take her magic candle back. She said that the devil lived in a castle.

The wanderer was not a kind man. He didn't return the candle to the old woman but kept it for himself. He lit a candle and made a wish, "I want to go far away from here." Suddenly the genies appeared and took him to a beautiful palace. At the same time, there was a party in the palace. The wanderer wanted to make **some money**. So he lit the candle again.

The princess came to by the jewelries, but there was nothing left. She was very disappointed because she couldn't buy them. She asked him to **come to the palace again in the next party**. When the party came she brought all of jewelries. He admired the prince very much; therefore he fell in love with her and asked her to marry him. The prince agreed with the wanderer's wish. Then they got married the next day.

In happiness, the wanderer told the princess about his adventure and the magic candle. Hearing that, the princess got very angry. When he was sleeping soundly at night, she took the candle. She lit the candle and made a wish that the wanderer disappeared.

In the next morning the wanderer awoke and found himself back in his **ugly** house in the faraway village.

3. What does the text tell about?
   a. The dishonest wanderer
   b. How to get much money
   c. The magic candle
   d. The wanderer's village
   e. The beautiful princess
4. Why could the devil not chase the wanderer?
   a. The devil was reluctant to chase him.
   b. The devil was locked in the castle.
   c. The wanderer killed the devil.
   d. The devil was old and weak.
   e. The wanderer didn't whether the devil chased him or not.
5. Which statement is true based on the text?
   a. An old woman was pleased because she lost her magic candle.
   b. The wanderer was very kind so he gave the candle to an old woman.
   c. The wanderer sold the magic candle to the guests to get much money.

    d. The princess was glad to buy a few of the wanderer's jewelries.

    e. The wanderer could not stay in beautiful-palace anymore.

6. The wanderer got a lot of money by …..

    a. Selling the candle

    b. Begging some money from the guests

    c. Cheating to the guests

    d. Selling jewelries in a party

    e. Marrying the princess

7. Why did the princess ask the wanderer to come to the next party?

    a. The wanderer was so handsome that the princess fell in love with him.

    b. The princess had not got the wanderer's jewelries.

    c. The princess was eager to see the wanderer's face.

    d. The wanderer had a magic candle that could give him a lot of jewelries.

    e. The princess wanted to show the wanderer to her father.

8. What is the theme of the story?

    a. Wickedness

    b. Kindness

    c. Faithfulness

    d. Arrogance

    e. Obedience

9. One day a young wanderer got lost in the wood. Suddenly he saw a light from an old **hut**.

    The bold word means …

    a. Small, roughly house

    b. Luxurious place

    c. Quiet spot

    d. Permanent building

    e. Comfortable resort

10. Why was the princess angry with her husband?

    a. Her husband gave her nothing.

    b. Her husband had a bad temper.

    c. She knew who her real husband was.

    d. Her father forbade her to live together with the wanderer.

    e. The devil told her about her husband.

11. How is the end of the story?

    a. Happy

    b. Unsolved

    c. Amusing

    d. Sad

    e. Complicated

**Read the following text to answer questions number 12– 15**

    There was one a poor woman who had two children. The youngest had to **go every day** into the forest to look for firewood.

    Once when she had gone a long way to seek **it**, a little child, who was quite **strong**, came and **help**ed her industriously to pick up the wood and carry it home, and then before a moment the **strange** child had passed and disappeared. The child told her mother this, but at first she would not believe it. At length she brought a rose home and told her mother that the beautiful child had given **her** this rose, and had told her that when it was in full bloom she would return. The mother **put the rose in ocean**.

One morning her child could not get out of bed, the mother went to the bed and found her **dead**, but she lay looking very happy. On the same morning, the rose was **in full bloom**.

12. What did a strange child not do to the youngest child of a poor woman?
    a. He approached her when she was in the forest.
    b. He assisted her vigorously.
    c. He picked her up the firewood.
    d. He brought her the firewood home.
    e. He slaughtered her.

13. Which statement is true based on the text?
    a. The strange child accompanied her until they reached home and met her mother.
    b. The mother trusted her that the strange boy helped her daughter.
    c. The rose was full in bloom when the youngest child died.
    d. The strange child would return to take the rose back.
    e. The mother threw the rose into pool.

14. The suitable title of the text is ……
    a. The Rose
    b. The Poor Woman
    c. The Strange Child
    d. The Kind Mother
    e. The Industrious Child

15. "Once when she had gone a long way to seek <u>it</u>, a little child, who was quite strong, came and helped her …." (Paragraph 2). It refers to ….
    a. The forest
    b. The firewood
    c. The rose
    d. The ocean
    e. The child

**IV.   Study the following text. Then, answer the questions.**

## Why the Sun and the Moon live in the Sky

Many years ago the sun and ocean were great friends, and both lived on the earth together. The sun very often used to visit the ocean, but the ocean never returned his visits. At last the sun asked the ocean why it was that he never came to' see him in his house, the ocean replied that the sun's house was not big enough, and that if he came with his people he would drive the sun out.

He then said, "If you wish me to visit you, you must build a very large compound; but I warn you that it will have to be a tremendous place, as my people are very numerous, and take up a lot of room."

The sun promised to build a very big compound, and soon afterwards he returned home to his wife, the moon, who greeted him with a broad smile when he opened the door. The sun told the moon what he had promised the ocean, and the next day commenced building a huge compound in which to entertain his friend.

When it was completed, he asked the ocean to come and visit him the next day.

When the ocean arrived, he called out to the sun, and asked him whether it would be safe for- him to enter, and the sun answered, "Yes, come in, my friend."

The ocean then began to flow in, accompanied by the fish and all the ocean animals.

Very soon the ocean was knee-deep, so he asked the sun if it was still safe, and the sun again said, "Yes," so more ocean came in.

When the ocean was level with the top of a man's head, the ocean said to the sun, "Do you want more of my people to come?" and the sun and moon both answered, "Yes, not knowing any better", so the ocean flowed on, until the sun and moon had to perch themselves on the top of the roof.

Again the ocean addressed the sun, but receiving the same answer, and more of his people rushing in, the ocean very soon overflowed the top of the roof, and the sun and moon were forced to go up into the sky, where they have remained ever since.

**Find out:**
1.  Did the Sun and Moon live happily?
2.  Who got an idea to invite the Ocean?
3.  Did the Ocean accept the Sun's invitation?
4.  How did the Ocean come to the Sun's home?
5.  Did the house accommodate the Ocean and his friends?
6.  Where did the Sun and the Moon go?
7.  What do you think if the Sun and the Moon did not live in the sky?
8.  What is the purpose of the writer telling the story?
9.  What do we call this genre?
10. What are the language features of the text?

**ENGLISH POST TEST**
Class  : **XI IPS 2**
Time  : **45 minutes**
Theme  : **Narrative Text**

I. **Cross a, b, c, d or e to each question from the choices given!**

**Read the following text to answer questions number 1–5**

There was one a poor woman who had two children. The youngest had to **go every day** into the forest to look for firewood.

Once when she had gone a long way to seek **it**, a little child, who was quite **strong**, came and **help**ed her industriously to pick up the wood and carry it home, and then before a moment the **strange** child had passed and disappeared. The child told her mother this, but at first, she would not believe it. At length she brought a rose home and told her mother that the beautiful child had given **her** this rose, and had told her that when it was in full bloom she would return. The mother **put the rose in water**.

One morning her child could not get out of bed, the mother went to the bed and found her **dead**, but she lay looking very happy. On the same morning, the rose was **in full bloom**.

1. Who assisted the youngest child to carry the firewood home?
   a. Her mother
   b. Her eldest child
   c. A strong child
   d. A beautiful child
   e. A poor woman
2. "At length she brought a rose home and told her mother that the beautiful child had given <u>her</u> this rose…" (paragraph 2)
   The underlined word "her" refers to ….
   a. The poor woman
   b. The youngest child
   c. The eldest child
   d. A little child
   e. The beautiful child
3. In the end of the story, we know that at the time the rose was in full bloom, the youngest child would …
   a. Would return to the forest
   b. Would return the rose to the forest
   c. Would die
   d. Would meet the beautiful child again
   e. Would come back to home

4. What did the poor woman do when got the rose from her youngest child?
   a. She threw the rose into the river.
   b. She threw the rose into pool.
   c. She planted it in the ground.
   d. She put it in a vase with water inside.
   e. She returned it to the forest.

5. What for did the youngest child go to the forest every day?
   a. To look for a rose
   b. To seek firewood
   c. To meet the little child, who was quite strong
   d. To ask the beautiful rose from the beautiful child
   e. To play with the strong child

**Read the following text to answer questions number 6 – 15**

One day, a farmer and his son were walking to town with their donkey. They were going to sell the donkey at the market.

On the road, they met a countryman. The countryman laughed and said, "Look how **fool**ish they are! Both of them are walking, and one of them could be riding on the donkey." When the farmer heard this, he told his son to get up on the donkey and ride.

Soon they passed a group of men standing near the road. "Look at that!" said one of the men. "See that **lazy** youngster! He is reading while his poor old father has to walk." So the son got off the donkey, and the farmer got on. They continued down the road toward town.

After a short time, they came to **two women** standing at a corner. One of them said, "Your son is so poor. How can you let the child walk while you ride? He must be very tired. What kind of father are you?" So the farmer took his son up **before him** on the donkey, and both of them rode until they reached the town.

When they got to **the town, a man** saw them and asked, "Is that donkey yours?" "Yes," said the farmer. "You are making the animal work too hard," said the man. "You two are better able to carry that donkey than the donkey is to carry you! It is so poor."

The farmer and his son got off the donkey's back. But they did not know how they could carry the animal. They thought and thought. Then the farmer had an idea. He cut a strong stick from a tree. Then he tied the donkey's feet to it with strong rope. He carried one end of the wooden stick, and his son carried the other end.

At the town bridge, a crowd of people was standing and watching them. They were laughing, pointing, and talking loudly. **The donkey was afraid** of all the noise. He began to kick at the ropes. Soon he pulled loose and fell into the water below. The donkey could not swim, so he drowned.

The farmer and his son felt very silly as they started home with no donkey and no money.

**"Please all and you will please none."**

6. The best title of the story above is …
   a. The Farmer, the Son and the Donkey
   b. The Fool Countryman
   c. The Fool Donkey
   d. The Poor Donkey
   e. Riding A Donkey
7. Who were the characters of the story?
   a. The Man, his Son and the Seller
   b. A Horse, A lazy boy, and the Countryman
   c. The Farmer, the group of men, the Son and the Donkey
   d. The Traveler, the Seller and the two women
   e. The Donkey, the Wanderer, the Lazy Boy
8. Why did the countryman consider that the Farmer and his Son fool?
   a. Both of the Farmer and his Son did not ride upon the Donkey.
   b. They put the heavy things upon the Donkey.
   c. The Farmer rode upon the Donkey.
   d. They brought the heavy things together.
   e. Both of them wore odd clothes.
9. Who said that the Son was lazy?
   a. The Countryman
   b. A group of men
   c. His father
   d. Two women
   e. People in Market Bridge
10. What did one of two women ask when the Farmer and his Son passed?
    a. She said that the Farmer was poor.
    b. She said that the Farmer was lazy.
    c. She said that the young boy was poor.
    d. She said that the Donkey was lazy.
    e. She said that the Boy was fool.
11. "So the farmer took his son up <u>before him</u> on the donkey, and both of them rode until they reached the town. The underlined word means …
    a. The Boy sat on the right side of the Farmer.
    b. The Boy sat behind the Farmer.
    c. The Boy sat under the Farmer.
    d. The Boy sat in front of the Farmer.
    e. The Boy sat behind the Farmer.
12. When saw the Farmer and the Son rode on the Donkey, a man in the town said that ….
    a. The Donkey was poor.
    b. The Farmer and the Boy were strong.
    c. The Donkey was strong.
    d. The Donkey was fool.
    e. The Farmer and the Boy were ashamed
13. What did they do at last?
    a. They tied the Donkey on the bridge.
    b. They sold the Donkey to the seller in Market Bridge.

c.  They raised the Donkey to
    their shoulders.
d.  They cut down the rope.
e.  They tied the Donkey's feet
    with a strong wooden stick
    and strong rope.

14. Why did the donkey kick at the rope?
    a. Because the Donkey brought heavy things.
    b. Because the donkey was exhausted.
    c. Because people laughed at the donkey.
    d. Because the stick was broken.
    e. Because the Donkey was afraid of all noise.

15. "Please all and you will Please None."
    The message that wants to be conveyed from the quotation is …
    a. You must be polite to other people.
    b. You make someone else happy and you will be happy too.
    c. It is important listen to other people's opinion.
    d. Don't laugh too much.
    e. If you follow whatever people say about you, you will never be happy.

**II. Study the following text. Then, answer the questions.**

### Why Do Hawks Hunt Chicks?

Once upon a time, a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen, "Will you marry me?"

The hen loved the brave, strong hawk and wished to marry him. However, she said, "I cannot fly as high as you can. If you give me time, I may learn to fly as high as you do. Then we can fly together."

The hawk agreed. Before he went away, he gave the hen a ring. "This is to show that you have promised to marry me," said the hawk.

It so happened that the hen had already promised to marry rooster. So, when the rooster saw the ring, he became very angry. "Throw that ring away at once!" shouted the rooster. The hen was so frightened at the rooster's anger that she threw away the ring immediately.

When the hawk came a few months later, the hen told him the truth. The hawk was so furious that he cursed the hen, "Why didn't you tell me earlier? Now, you'll always be scratching the earth, and I'll always be flying above to catch your children," said the hawk.

**Find out:**

1. What the purpose of the writer telling this story?

2. Does the first part of the story tell:

    a. Who was involved?

    b. What the happened?

    c. Where and when did it happen?

3. Read paragraphs 2 and 4 again to answer this question. Did the hen face any problems to marry the hawk?

4. How did she solve the problem?

5. In which paragraphs can you find the hen's solution?

6. Does the story end in happy or sad ending?

7. Does the story happen in past or present time?

8. The words which are used to tell that the story happened in past: _____ , and _____ .

9. The word that are used to tell the order of events are: _____ , _____ *then, before,* _____ , _____ .

10. Write several action verbs that you find in the text.

    _____    _____

    _____    _____

    _____    _____

Appendix 8 Answer Key

**ANSWER KEY**

**TRY-OUT TEST**

| | | | | |
|---|---|---|---|---|
| 1.  D | 11. D | 21. C | 31. E | 41. A |
| 2.  C | 12. B | 22. B | 32. C | 42. C |
| 3.  D | 13. C | 23. E | 33. A | 43. A |
| 4.  B | 14. C | 24. D | 34. B | 44. B |
| 5.  D | 15. D | 25. D | 35. E | 45. C |
| 6.  D | 16. C | 26. A | 36. C | 46. D |
| 7.  B | 17. C | 27. B | 37. B | 47. A |
| 8.  E | 18. B | 28. A | 38. C | 48. E |
| 9.  A | 19. D | 29. C | 39. D | 49. E |
| 10. C | 20. C | 30. D | 40. B | 50. E |

**PRE-TEST**

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

**Essay**

1. The story is about the treasure of Agra and the Sign of Four.
2. To entertain or to amuse, to deal with imaginative / actual experiences in different ways.
3. Sherlock Holmes was a famous private detective, Dr. Watson was a retired British army doctor.
4. She received a beautiful pearl every years.
5. He got the treasure from Agra.
6. Because he was died.
7. One-legged man and Pigmy man.
8. No, they didn't. Because the treasure was thrown into the river.
9. - Miss Morstan looked for her father.
   - Theodore's bother was killed.
   - Dr. Watson married Miss Morstan.
10. helped, came, receive, accompany.

**ASSESSMENT TEST**

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

**Essay**

1. Yes, they did.
2. The Sun did.
3. Yes, he did.
4. He flowed on.
5. No, it didn't.
6. They went up to the sky.
7. (based on the students' opinion)
8. To entertain or to amuse, to deal with imaginative / actual experiences in different ways.
9. Narrative text.
10. - focus on specific character.
    - the use of past time

    - the use of temporal conjunction and circumstances.

    -Verbs to show the actions that occur in the story.

**POST-TEST**

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

**Essays**

1. To entertain or to amuse, to deal with imaginative / actual experiences in different ways.
2. a. the hawk and the hen
   b. the hawk fell in love with the hen.

   c. in the forest, once upon a time.

3. She couldn't fly as high as the hawk.
4. She married the rooster.
5. In the last paragraph.
6. It ends in sad ending.
7. It happened in past time.
8. fell, flew
9. once upon a time, when, a few months later, now.
10. Flew, marry, give, learn, throw, came, scratch, catch.