



**THE USE OF BILINGUAL GLOSSARY TO IMPROVE
STUDENTS' READING COMPREHENSION**

(An Experimental study at grade VIII of SMP Negeri 1 Pancur
in the academic year of 2010/2011)

a final project

Submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

by

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“Genius is one percent inspiration and ninety-nine percent perspiration.”

(Thomas A. Edison)



To my mom, my mom, my mom, my dad...

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ABSTRACT

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Keywords: Bilingual Glossary, Reading Narrative Text, Experimental Study

The topic of this study is the use of bilingual glossary to improve students' reading comprehension - an experimental study at grade VIII of SMP 1 Pancur-Rembang in the academic year of 2010/2011. The objective of this study is to find out the significant different improvement of the students' reading comprehension of narrative texts between the bilingual glossary group and monolingual glossary group and to describe the effectiveness of bilingual glossary contribute to the improvement of students' reading comprehension of narrative texts.

The research method in this study is pretest posttest control group design. There were two groups used in the research; the experimental group and the control group. The two groups received different treatments. The experimental group was taught reading narrative texts by using bilingual glossary, while the control group was taught by using monolingual glossary.

The data were collected through multiple choice tests. Based on the try out, the test was valid and reliable. The validity and reliability was calculated by using SPSS (Statistical Package for the Social Science) then compared them with r value in the Product Moment table. To obtain the data the writer carried out three steps: pre test, activities in the experimentation, and post test. In the pre test, the results of the two groups were nearly the same. The mean score of the experimental group was 66.5000 and the mean score of the control group was 64.9375. The very slight difference between the two groups indicated that the two groups were homogeneous.

After receiving the different treatments, the two groups got the different results. The post test mean score of the experimental group was 79.6563 while the mean score of the control group was 72.5938. The significant difference between two groups showed that the use of bilingual glossary in teaching reading narrative texts was effective. From the result, it could be concluded that there was an improvement of student's reading comprehension in narrative texts by using bilingual glossary.

TABLE OF CONTENTS

	Page
Acknowledgments	v
Abstract	vi
Table of Contents	xii
List of Table	xi
List of Appendices	xii
CHAPTER	
1 INTRODUCTION	1
1.1 Background of the Study	1
1.2 Reasons for Choosing the Topic	4
1.3 Statement of the Problem.....	4
1.4 Hypothesis.....	5
1.5 Objectives of the Study	6
1.6 Significance of the Study	6
1.7 Outline of the Study.....	6
2 REVIEW OF RELATED LITERATURE	8
2.1 Review of Previous Study.....	8
2.2 Theoretical Review	10

2.2.1. Teaching English at Junior High School	10
2.2.2. The Characteristic of Junior High School Students.....	12
2.2.3 General Concept of Reading.....	13
2.2.4 The Purposes for Reading.....	15
2.2.5 The Importance of Reading	17
2.2.6 Reading Comprehension.....	18
2.2.7 Factors Influencing Reading Comprehension	19
2.2.8 Definition of Narrative	21
2.2.9 Definition of Bilingual Glossary	26
2.2.10 Definition of Monolingual Glossary	27
2.3 Theoretical framework.....	29
3 METHOD OF INVESTIGATION	30
3.1 Research Design.....	30
3.2 Object of the Study	31
3.2.1 Population and Sample	32
3.3 Research Variables.....	32
3.3.1 Independent Variable.....	33
3.3.2 Dependent Variable	33
3.4 Instrument for Collecting Data	33
3.4.1 Test	33
3.4.2 Try Out.....	36
3.4.3 Validity of the Test	36

3.4.4 Reliability of the Test	36
3.5 Method of Analyzing Data.....	36
4 DISCUSSION AND ANALYSIS OF THE DATA	38
4.1 Try Out.....	38
4.1.1 Validity of the Test	38
4.1.2 Reliability of the Test	39
4.2 Pretest	40
4.2.1 Pretest Experimental and Control Group.....	40
4.2.2. Pretest Computation of Experimental and Control Group	40
4.2.3. Pretest Achievement	42
4.3 Treatment	44
4.3.1 Teaching Learning Process in Experimental Group.....	44
4.3.2 Teaching Learning Process in Control Group	47
4.4 Posttest.....	51
4.4.1 Posttest Experimental and Control Group	51
4.4.2 Posttest Computation of Experimental and Control Group.....	51
4.4.4 Posttest Achievement.....	53
4.5 Significance Different Between Pretest and Posttest.....	54
4.6 Research Findings.....	56
5 CONCLUSIONS AND SUGGESTIONS	58
4.1 Conclusions.....	58
4.2 Suggestions	59

BIBLIOGRAPHY	60
APPENDICES	63



LIST OF TABLES

Table	Page
3.1 Experimental Design	31
3.2 Revision of Bloom's Taxonomy	34
3.3 Classification of Test Item	35
4.1 Reliability Computation	39
4.2 Pretest Computation	40
4.3 Independent Sample Test for Pretest.....	41
4.4 Experimental Group's Pre- test Achievement	43
4.5 Control Group's Pre- test Achievement.....	43
4.6 Posttest Computation	51
4.7 Independent Sample Test for Posttest.....	52
4.8 Experimental Group's Post- test Achievement.....	53
4.9 Control Group's Post- test Achievement	54

LIST OF APPENDICES

1. The List of the Students of the Try Out
2. The List of the Students of Experimental Group
3. The List of the Students of Control Group
4. Result of Try Out
5. Item Analysis Validity and Reliability
6. The Result of Pre-test and Post-test of the Experimental and Control Group
7. T-test
8. Lesson Plan
9. Treatment Experimental Group (Bilingual Glossary)
10. Treatment Control Group (Monolingual Glossary)
11. Try Out of Reading Comprehension
12. Pre-test and Post-test of Reading Comprehension
13. The Answer Key of Try Out
14. The Answer Key of Pre-test and Post-test

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, reasons for choosing the topic, statements of the problems, hypothesis, objectives of the study, significance of the study, and outline of the study.

1.1 Background of the Study

Language is a communicative system. It is basically a means of both oral and written system. English is the most important language in the world. Thus, it is not surprising that the teaching of English is carried out in many parts of the world. In Indonesia, for example, English is the first foreign language that is taught as a compulsory subject in the first-year class of junior high schools up to the third-year class of senior high schools and at the University for some semesters.

Nowadays, English is also taught in some Elementary Schools in order to prepare the students before entering the Junior High Schools. This educational policy reflects the awareness of the Indonesian government in the important of English as the international language. As a result, the Indonesian Government always makes effort to improve the quality of English education.

Indonesian government has tried a lot of endeavor, such as changing and making the curriculum perfect and also introducing new approaches (methods) of teaching to the teachers of English (Ramelan, 1992:4). The newest is by issuing Competence-Based Curriculum in teaching English for both senior and junior high school, in this case junior high school. Based on this curriculum, the process of teaching and learning English in junior high school must covers the four skills namely; listening, speaking, reading, and writing. It means that the teachers of English should teach the four language skills.

For many students, reading is by far the most important of four skills in a second language, particularly in English as a second or foreign language (Finnochiaro, 1974:10). Considering of reading process, the teaching of reading comprehension should be improved by the teacher. The teacher should make the students enjoy and be stimulated in learning English as a Foreign Language (EFL), particularly reading comprehension.

In the eighth grade of Junior High School improving comprehension in reading is not easy. The problem faced by the students in Junior High School is low comprehension. Their comprehension can be recognized through their way of reading. That is way the writer needs to improve students' comprehension. Their low comprehension is shown when they do not understand what they read.

When the teacher teaches the students especially in reading texts, they usually ask students to translate it word by word. However, almost students do not like reading texts. They think reading texts is difficult because they do not know the meaning of words itself. The students do not know what they have to do. They will be pessimist and hopeless when face reading texts. This absolutely will make them bad in learning. If the teachers saw this phenomenon, they do not have any way to help students in solving their problem.

In order to make comprehension easier in reading a text in Junior High School, the teacher should use the best method. One of the methods is by using bilingual glossary. There are many reading texts for students, but all of them usually do not have bilingual glossary at the end of the texts. It is being one of factors caused the students do not maximally do reading texts.

Bilingual glossary here is a group of meaning of important words or difficult words which translated into Indonesian and English related to the reading texts which students do not know the meaning. It will better if there was available bilingual glossary at the end of reading texts.

Beside bilingual glossary, there is monolingual glossary. It is also can help students to understand the certain word. Monolingual glossary is a list of term or a group of meaning which are define in a target language (English) related to the reading texts.

In this study the writer used bilingual glossary as a methods in teaching reading because it can improve students' reading comprehension especially in narrative texts.

1.2 Reasons for Choosing the Topic

The writer chose the topic "The Use of Bilingual Glossary to Improve Students' Reading Comprehension" for the following reasons:

First, Reading is one of the language skills, which should be developed for the students in learning English, because reading enables them to enrich various kinds of information available in books, magazines, newspapers, and other types of writing.

Second, the writer has great interest to guide students enjoying reading texts by using bilingual glossary.

Third, the writer believe that bilingual glossary improve students' reading comprehension.

1.3 Statement of the Problem

Through the study, the writer wants to find out the answer of the questions:

- (1) How significant is the different improvement of the students' reading comprehension of narrative texts between the bilingual glossary group and the monolingual glossary group?

- (2) How effective does bilingual glossary contribute to the improvement of students' reading comprehension of narrative texts at the eighth grade of SMPN 1 Pancur in the academic year of 2010/2011?

1.4 Hypothesis

There are two hypotheses in this study. The first hypothesis is the working hypothesis or the alternative hypothesis (H_1). The alternative hypothesis in this study is “There is a significant different improvement of the students' reading comprehension of narrative texts between the bilingual glossary group and the monolingual glossary group”.

The second hypothesis is the null hypothesis (H_0). Since the hypothesis will be statistically tested, I have to change the alternative hypothesis into the null hypothesis. The null hypothesis in the study is “There is no a significant different improvement of the students' reading comprehension of narrative texts between the bilingual glossary group and the monolingual glossary group”.

1.5 Objective of the Study

The objectives of the study are:

- (1) To find out the significant difference in the improvement of the students' reading comprehension of narrative texts between the bilingual glossary group and the monolingual glossary group.
- (2) To describe the effectiveness of bilingual glossary to contribute to the improvement of students' reading comprehension of narrative texts.

1.6 Significance of the Study

The result of this study may show teacher that the use of bilingual glossary can be used as alternative method in teaching reading narrative texts.

The result of this study may help the students to improve their ability in reading narrative texts by using bilingual glossary. Hopefully, it could be an interesting way or positive force for obtaining higher achievement.

1.7 Outline of the Study

This study is divided into five chapters; the first chapter is introduction, consisting of the background of the study, reasons for choosing the topic, statements of the problems, hypothesis, objectives of the study, significance of the study, and outline of the study. The second chapter discusses review of related literature which

discusses the ideas and theories underlying the subject matter of the study. Thus, the third one is about methods of investigation. This chapter contains the research design, object of the study, research variables, instrument for collecting data, and method of analyzing data. The result and discussion will be presented in chapter four which contains of the statements of the problem. The last one chapter eventually the writer presents the conclusions and some suggestions related to the study.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter concerns with some theories and ideas related to the study. It consists of three subchapters. They are review of previous studies, theoretical review and theoretical framework.

2.1 Review of Previous Studies

Developing the students' reading comprehension especially in narrative texts is not a new topic. There are many ways to develop students' reading comprehension. Here are some of researches that have been done by previous researchers. The writer uses them as references in conducting in final project. Here are some previous studies that related to this final project.

Septi (2009) studied *The Use of Short Stories to Develop Student's Reading Comprehension Skill (An Experimental Study of the Eight Grade Students of SMP Negeri 4 Jepara in the Academic Year of 2008/2009)*. The objectives' of this study were to find out the result of using English short stories to improve students' reading comprehension achievement. It showed that using short stories was effective to improve students' reading comprehension.

Krisha (2009) studied *The Use of Folktales as an Alternative Material in Teaching Extensive Reading (An Experimental study of the English Grade Students of SMP Negeri 1 Batang in the academic year of 2008/2009)*. The objectives' of this

study were to know the ability of the students that using folktales as an extensive reading material. The result of this study showed that using folktales as an extensive reading material was good. It can be seen from the students' improvement of ability in reading comprehension test.

Faristiana (2008). *The Use of Cloze Procedure in Teaching Written Narrative to the First Grade Students of SMA Negeri 2 Semarang in the Academic Year 2007/2008*. The purposes of this study were to find out the difference in students' reading comprehension proficiency between students taught using cloze procedure and those taught using conventional way. It showed that there was a significant difference in reading comprehension achievement by students who have been taught using cloze procedure and the students who have been taught using conventional way.

Those are the result of the previous studies that have been done by some researchers which are applied some strategies to develop students' reading comprehension in narrative text. However, the use of bilingual glossary to improve students' reading comprehension has never been used by researchers. Bilingual glossary not only can help students in teaching learning process but also make them more interesting and enjoyable. Based on this reason, the use of bilingual glossary for teaching reading narrative texts considered as a research that needed to be done.

2.2 Theoretical Review

2.2.1 Teaching English at Junior High School

Many people speak more than one language in order to communicate with other people from different parts of the world. In Indonesia, English is taught as compulsory subject even in Elementary school, the Junior and Senior High school, including the vocational school and now English is also taught for many kindergartens as local content.

For Indonesia learners, English is a new language, so that they find difficulty to learn. The other reason is that they have spoken their native language previously, which will interfere with their acquisition of the new language. It can be shown by the fact that the students like to transfer their native language rule to the new language they are learning. Considering the differences between the two languages, it is understandable that the students always encounter problem dealing with vocabulary, structure, spelling, and pronunciation.

Between the ages 12 and 14 the range of the middle and secondary school year's boy and girls move from childhood to young adulthood. It is no wonder that the lives of teenagers are full of complexities. The business of growing up is a complicated one. Early students are born by many conflicts and many moments on indecision, because as Harmer (2001:39) says that teenagers are a period where

someone is searching for individual identity and that this search provides the key challenge for this age group. Identity has to be forged among classmates and friends.

Harmer also states that diagnosis of teenagers is complicated by the fact that characteristics of secondary school students in general do not necessarily apply to every teenager's boy and girl (2001:39). The characteristics of every individual are very heterogeneous. Teenagers like to spend their time for hanging around, friends, peers and often disruptive behavior in class. However, they have a great capacity in learning if the teacher can engage them.

Based on the reality above there must be variety in the classroom, such as variety of activity and variety of organization. On this assumption, during the teaching learning process, the teacher should sometimes let the learners work individually, sometimes in pair and sometimes in group. The teacher as facilitator should give the facility to the learner. He must select teaching material to learner's need and arranges them from the simple to the complex item.

A teacher should also be able to choose the effective methods of teaching to expose every particular material since all methods have their advantages and disadvantages. The teacher has to be able to perform as controlled, organizer, prompter, participant, resource, tutor, observer and model. Here the teacher has acquired knowledge about curriculum, teaching methods, subject material and child

behavior together with a wealth of other particular information resulting from the experience of working with students in numerous contexts and different materials.

In the teaching learning process, the teacher has to be pay attention to the learner's personalities or individual differences because students have different abilities and point of view, background and experience. Therefore, that English as a foreign language can be enjoyable subject.

2.2.2 The Characteristics of Junior High School Students

Junior High School students have special characteristic that make them different from younger and older students. As teacher, it is essential for us to understand their characteristics, so that we will be able to design the appropriate and adequate programs to fit the particular requirements of individuals in this age group. The range age of Junior High School students varied between 11 to 14 years old. They are in the process of changing from children to adolescent. They usually less motivated and they present outright problems.

It is widely accepted that one of the key issues in teenagers in the search for individual identity. It makes them like challenges, peer approval and being forced among classmates and friends. Callahan and Clark (1987:7) states that adolescents is a period of change, of new experiences, of learning new roles, of uncertainty, and instability are doubly one of the most trying times in life. In addition, Harmer (2001:30) argues that teenagers, if they were engaged, had a great capacity to learn, a

great potential for creativity, and a passionate commitment to things, which interested them.

As education always walks side by side with psychology, it is better to connect those psychological aspects of the students with their ways of learning a language. It is essential that the students are led to do what is to be learnt. Students do not learn what was in a lecture or in a book. They learn only what the teacher or a book causes them to do. Therefore, they learn what they do.

So, it means that students in Junior High School level liked to be encouraged to respond to texts and sit with their own thought expectation rather than just by answering questions or doing abstract learning activities. It is important that the teachers give students tasks, which they are able to do. Moreover, it is essential that teachers teach the students using interesting media or sources.

2.2.3 General Concept of Reading

There are various definitions of reading which are presented by some experts. Reading means constructing meaning through a transaction with written text that has been created by symbols that represent language (Celce-Murcia, 2001:154). Readers get the meaning of the text from words presented in the printed page. They use their knowledge and interpretations to draw the meaning of the text.

Grabe And Stoller (2002:9) explained that reading is the ability to draw meaning from the printed page and interpret this information appropriately. However,

without quibbling over the exact wording of such a definition it is, none less, insufficient as a way to understand the true nature of reading abilities.

In language, reading is one of the skills besides speaking, listening, and writing. Nuttal (1982:5) defines reading as the meaningful interpretation of printed or written symbols. It means that reading is a result of the interaction between the perception of written symbols that represent language and the readers' language skills as well as their knowledge of the world. In this process, the reader tries to recreate the meaning intended by the writer.

Neil Anderson as cited by Nunan (2003: 68) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. Strategic reading is defined as the ability of the reader to use a wide variety of reading strategy to accomplish a purpose for teaching. Fluent reading is defined as the ability to read at an appropriate rate with adequate comprehension. The reader's background knowledge integrates with the text to create the meaning. Therefore, the text, the reader, fluency and strategies are combined together to define the act of reading.

A reading activity needs a process in which people comprehend what they have already read. The process happens when the reader faces written symbols, look at them through their eyes and then process them into their mind. Reading is a process of sequences of graphic symbols traveling from the pages of a book into

compartments of the brain (Brown, 2004:186). Therefore, the reading process can be called as a cognitive process. The psycholinguistic approach suggests that reading involves basic knowledge of language as well as the utilization of complex active strategies of information, selecting and processing.

The writer implies that reading is a thinking process to obtain some information or ideas through written symbols and an interaction process between the writer, the reader and the texts being read.

2.2.4 The Purposes for Reading

In time we read, we read for a variety purpose. We sometimes read to get the main idea but not much more (e.g., skimming a newspaper story), and sometimes we read to locate specific information (i.e., scanning for a name, date, or term). Commonly we read text to learn information (i.e., reading to learn), and sometimes we are expected to synthesize information from multiple texts, or from a longer chapter or book, in order to take a critical position with respect to that information (i.e., reading to integrate and evaluate information)

In academic setting, almost every major purpose for reading comes into play. Thus, an English for Academic Purposes (EAP) reading curriculum most must account for how students learn to read for multiple purposes, including at least the reading (Celce-Murcia, 2001:187)

- (1) To search for information. It means that we read a text, we can get the information.
- (2) For general comprehension. It means that we read to understand main ideas and relevant supporting information
- (3) To learn new information. It means that we read to get a lot of vocabulary and knowledge.
- (4) To synthesize and evaluate information. It means that we are expected to synthesize information from multiple texts, or from a longer chapter or respect to that information.

Meanwhile, according to Grabe and L. Stoller (2002:13), the purposes of reading are:

- (1) Reading to search for simple information and reading to skim. It is used so often in reading tasks that is probably best seen as a type of reading ability. In reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that is probably best seen as a type of reading ability. In reading to search, typically we scan the text for a specific piece of information or a specific word. Reading skim is a common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text until a general idea is formed.

- (2) Reading to learn from texts. It typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. Reading to learn is usually carried out at a reading rate somewhat than general reading comprehension.
- (3) Reading to integrate information, write, and critique texts. Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.
- (4) Reading for general comprehension. The notion of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose for reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed.

There are so many purposes in reading texts. Each person has his or her own purpose in reading texts. In this case, the writer is willing to help the students to reach their purpose in reading texts, especially the narrative one. Moreover, the research can be used by the English teacher to reach the purpose of teaching reading texts.

2.2.5 The Importance of Reading

Miku Lecky and Jeffries (2004:14) say that reading is important to improve the general language skills in English. The importance of reading is stated as follows:

- (1) Reading helps us to think in English.

- (2) Reading can enlarge our English vocabularies.
- (3) Reading can help us improve our writing.
- (4) Reading may be a good way to practice our English we live in a non English speaking country.
- (5) Reading helps us prepare to study in an English speaking country.
- (6) Reading is a good way to find out about new ideas, facts, and experiences.

The writer conclude that reading can improve our English in all aspects; vocabulary, writing, speaking and pronunciation.

2.2.6 Reading Comprehension

Reading skills involve decoding and comprehension. According to Carnine, Silbert, and Kameenui (1990:34), decoding is translating printed words into a representation similar to oral language. Understanding the representation is comprehension. Successful reading requires competency in both decoding and comprehension. Because comprehension is a kind of mental activity, it is rather difficult to observe. In order to give the description of what comprehension is, the writer showed some definitions of comprehensions. Below are some statements about comprehension:

(Simanjuntak, 1988:4) states that reading comprehension is most likely to occur when students are reading what they want to read, or at least what they see some good reason to read. (Carnine, Silbert, and Kameenui, 1990: 40) further states that comprehension involves almost every type of “understanding” or “thinking”.

This statement is supported by (Harris and Sipay, 1980:479) Reading comprehension is a set of generalized knowledge acquisition skills, which permits people to acquire and exhibit information gained as a consequence of reading printed language.

The writer implies that reading comprehension relates to the understanding and thinking process to get the meaning from reading materials.

2.2.7 Factors Influencing Reading Comprehension

Reading is one of the basic communicative skills, but it is a very complex process. In the process of reading, there are some factors, which influence reading comprehension. According to Harris and Smith (1997:27) some factors influencing reading comprehension are background experience, language abilities, thinking abilities, reading purposes, and affection (motivation, interest, attitude, belief, and feeling).

(1) Background experience

The knowledge backgrounds and the past experiences of the students are very important in reading in order to anticipate the author's message. The ability to reconstruct meaning from printed page, including various kinds of skills and style the writer has, is based on the reader's previous experience with a topic, his familiarity with key concepts, and his knowledge of how language works. In summary, readers must have ability to relate the text to their own background knowledge efficiently.

(2) Language abilities

Reading and language are two things that cannot be separated because reading is one of the skills in learning a language. As a means of communication the expresses ideas, thought, opinions, and feelings. Language abilities refer to the abilities of students in using a language. It includes the ability to understand the structure underlying the passage and the vocabulary of the language.

(3) Thinking abilities

Thinking abilities refer to the students' ability to link their new experience with their previous one. In this case, readers should think the act of recognizing words, whereas, teachers give the appropriate questions to help the students develop their thinking abilities.

(4) Reading purposes

The purposes for reading are reading for information and reading for pleasure. It is important to judge the purpose of reading because it will influence us in choosing the technique.

(5) Affection

Motivation, interest, belief, and feelings belong to affection. They may have improved the influence on students' reading comprehension.

Moreover, Alexander (1988:161-162) states that the following factors influence reading comprehension; they are the reading materials, the total program of

reading instruction, and the child's own personality. Shepherd, in Simanjuntak (1982: 2) states that a student who does not read because of lack of motivation does not get the practice he needs in reading skills.

The writer assumes that motivation is one of the important factors towards reading comprehension, because students learn to read and to read better by reading. Their reading will tend to be effective when they have a motivation to learn first.

2.2.8 Definition of Narrative

For thousands of years, people have been telling the stories in some form or another, myths, legends, songs, and dances have existed since the very earliest times, passed down from generation to generation. People enjoy reading, writing, and listening to stories. Stories entertain us and they can teach us about life. Stories are called narrative because they are concern with telling events. Its main purpose is to entertain and engage the reader or audience in an imaginative experience.

Wishon and Burks (1980:378) states that narrative is the form of writing used to relate the story of acts or events. Narrative places occurrences in time and tells what happened according to natural time sequence. Types of narration include short stories, novels, and news stories, as well as a large part of our everyday social interchange in the form of letters and conversation. Anderson (1997: 3) also point out

that a narrative is a piece of text which tell a story and in doing so entertains or inform the reader or listener.

On the other hand, Sadler (2000: 13) states that some of the most familiar forms of narrative are novels, short stories, science fiction, fairy tales, folktales, movie script, soap operas, comic, strips, ballad, mysteries, choose your own adventure and romances as well as myths, legends, and fables. Neo (2000:19) claims that a narrative is made up of sequence of scenes. It means that narrative is complex type.

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

The writer concludes that narrative is a text which tells a story or a set of events to entertain the readers.

There are three explanations about the steps of constructing narrative. First, Sadler and Hayllar (2000: 14) claim that a narrative text usually consists of the following three parts:

(1) Orientation (beginning)

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

(2) Complication (middle)

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

(3) Resolution (ending)

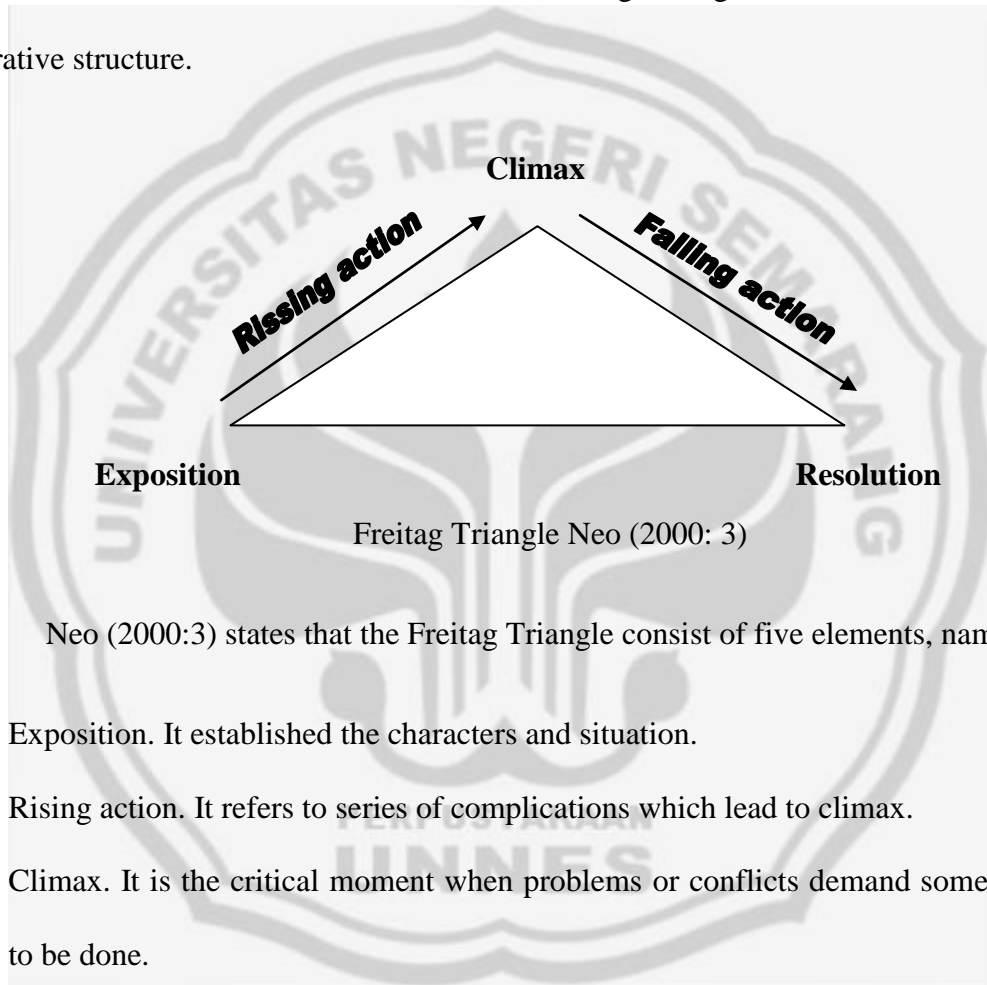
As the sequence of events brings the story to an end, problem faced by the character(s) is solved or resolved. As a result, a resolution will be achieved, which leads to a happy or unhappy ending in the story.

Second explanation is stated by Anderson (1997: 8). He says that there are five steps of constructing a narrative text, namely:

- (1) Orientation (can be a paragraph, a picture or opening picture) 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) Events where the complication is the part of the story where the narrator tells about something in which a chain of events will begin.
- (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)

Other experts state another way of constructing a narrative text. Neo (2000: 2) states that the structure of narrative is called Freitag Triangle. This is the schema of narrative structure.



Neo (2000:3) states that the Freitag Triangle consist of five elements, namely:

- (1) Exposition. It established the characters and situation.
- (2) Rising action. It refers to series of complications which lead to climax.
- (3) Climax. It is the critical moment when problems or conflicts demand something to be done.
- (4) Falling action. It is the movement away from the highest peak of excitement.
- (5) Resolution. It consists of the result or outcome.

The writer concludes that generally a narrative text must consist of three elements. They are orientation, sequence of events and resolution.

There are some required elements dealing with the language features of narrative text. Derewianka (1990: 42) states that the language features of a narrative should fulfill the following requirements:

- (1) They must focus on specific and usually individual participants. The major participants are human, or sometimes animals with human characteristic.
- (2) They use mainly action verb (material processes), but also many verbs which refer to what the human participants said, or felt, or thought (verbal n mental processes).
- (3) They use many linking words to do with the time.
- (4) They include the dialogue into a text. In a narrative text, the readers usually see many dialogue or direct sentences among the characters.
- (5) They use descriptive language. Descriptive language is chosen to enhance and develop the story by developing or creating images in the reader's mind.
- (6) They use past tense grammatical structure. It happens because a narrative text tells about something occurring in past time.
- (7) They use first person (I, We) or the third person (She, He and They).

The writer can define narrative as a kind of text, which is organized by the stories in past time.

2.2.9 Definition of Bilingual Glossary

The success or failure of the English teaching is very much affected by the factors involved like the teachers, time allotment, and the use of media, method, teaching materials, and other facilities. It is clear, then that an English teacher is demanded to make the students more creative in using visual aids and improve the methods of teaching when she wants to help students to get satisfactory result.

Glossary can be used as method in teaching reading. It can help the teacher draw the students' interest and stimulate their motivation to learn. If the students are motivated, they will participate actively and will learn during the teaching and learning activity. Thus, a teacher utilizes glossary to help her get the students' interest and motivation.

According to the New International Webster's dictionary (2000:604) glossary is a list of difficult, technical, or foreign terms with definition or translation, as for some particular author, field of knowledge. Meanwhile, The Oxford Companion to the English Language (2000:546) defined is a list of technical or special words, especially those in a particular text, explaining their meanings.

Meanwhile, Bilingual is using or able to use two languages, especially with equal or nearly equal fluency. It is also said that using two languages in some proportion in order to facilitate learning by students who have a native proficiency in one language and are acquiring proficiency in the other.

Rodolfo Raya (2011) states that bilingual glossary is a list of terms in one language which are defined in a second language or glossed by synonyms (or at least near-synonyms) in another language.

The writer concludes that bilingual glossary is a group of meaning of important words or difficult words which translated into two languages (Indonesian and English) related to the reading text.

Bilingual glossary has advantages for students that have been mentioned above. It can stimulate students' interest and motivation to learn, they do not have to be pessimist and hopeless when face reading texts. Beside that in reading texts it is very useful for students to understand certain or difficult word because the word can be explained quickly and immediately. Beside advantages, bilingual glossary also has disadvantages. The students' vocabularies become limited because they may not know the word in the other language either.

2.2.10 Definition of Monolingual Glossary

Monoglottism (Greek monos, "alone, solitary", + glotta, "tongue, language") or, more commonly monolingualism or unilingualism is the condition of being able to speak only a single language.

Monolingual is also said of a text, dictionary, or conversation written or conducted in only one language, and of an entity in or at which a single language is

either used or officially recognized. Note that monoglossism can only refer to not having the ability to speak several languages.

While Freeman (1986:20) defines the Monolingual as follows: the goal of target language instruction should be to teach students how to communicate in the target language. Student's native language should not be used to give meaning to the target language. It means that no translation is allowed when a teacher is teaching using this method.

The writer concludes that monolingual glossary is a list of terms or difficult words which are defined in a target language (English) related to the reading texts.

Monolingual glossary has advantages for students. It usually provides much more information about the word. On the other hand, monolingual glossary also has some disadvantages. It may lead to a seemingly never-ending search for explanations of the words used in the definitions. Sentence structures of definitions in monolingual glossary are sometimes too complicated. Furthermore, the students do not really know a foreign lexical item, so it can make them miss understanding.

2.3 Theoretical Framework

In this study, the writer focuses on teaching reading narrative texts in Junior High School by using bilingual glossary. In order to make comprehension easier in reading a narrative text, the teacher uses bilingual glossary as a method. This method can help the students to understand the certain words in reading texts. Rodolfo Raya (2011) states that bilingual glossary is a list of terms in one language which are defined in a second language or glossed by synonyms (or at least near-synonyms) in another language.

Reading means constructing meaning through a transaction with a written text that has been created by symbols that represent language (Celce-Murcia, 2001:154). Readers get the meaning of the text from words presented in the printed page. They use their knowledge and interpretations to draw the meaning of the text.

In achieving the objective of the study, the writer used the experimental research to obtain the required data and information. According to Nunan (1993: 27), if the procedures already described, that is, randomly assigning your subjects either the control or experiment group, and administering a pre- and post- treatment test. The writer divided the sample into two classes, namely experimental and control group. The writer also held pre-test and post-test to measure the students' achievement.

CHAPTER III

METHOD OF INVESTIGATION

This chapter presents the method of investigation. It describes the research design, object of the study, research variables, instrument for collecting data and method of analyzing data.

3.1 Research Design

The design used in this research is true experimental (pre test – post test control group design). In this study, the writer divided the sample into two classes, namely experimental group and control group. The writer also held pre-test and post-test to measure the students' achievement. According to Nunan (1993: 27), if the procedures already described, that is, randomly assigning your subjects either the control or experiment group, and administering a pre- and post- treatment test.

Arikunto (2006:3) states that “an experimental is the way in which a researcher creates a situation or an event which is then analyzed in order to find out the effect that it makes.” In order words, experiment is the way to find causal relationship between two factors which are raised by the researcher in purpose by reducing or eliminating any distracting factors.

While according to Christensen (2001:23) “an experimental research is a research that attempts to identify cause and affect relationships.” In this study, “the

cause and effect relationship” was the one the implementation of the used of reading a narrative text.

The design of the experimentation can be described as follows:

Table 3.1 Experimental Design

R	O1	X	O2
R	O3	C	O4

In which:

R : Random selection of subjects or assignment of treatments to experimental

O1 : Pre-test for the experimental group

X : Treatment for the experimental group

O2 : Post-test for the experimental group

C : Treatment for control group

O3 : Pre-test for the control group

O4 : Post-test for the control group

(Best, 2006:86)

3.2 Object of the Study

The object of the study is the eighth year students of SMP N 1 Pancur Rembang in the academic year 2010/2011.

3.2.1 Population and Sample

Brown (1988:144) states that population is entire group that is interested in a study. From this definition, the objects are investigated, analyzed, concluded to represent the whole population. In collecting data, the population that was used in this research was the students of grade VIII of SMP 1 Pancur Rembang in the academic year of 2010/2011.

Sample is defined as a small proportion of population selected for observation and analysis (Best, 1981:8). It can be concluded that sample is a representation of population that will be used to gather data needed for this research. In selecting the sample of the study, the writer used cluster random sampling. This technique requires groups or clusters in taking the sample based on the groups that have already existed in the population. In this case, the writer took two classes as sample for the research that was class VIII B as the experimental group and class VIII A as the control group. There were a number of students as sample from the group used in this research that was 32 students.

3.3 Research Variables

Johnson (1987:165) defines variable is the condition or character that a researcher manipulates, controls or observes in this study. There are two kinds of variables, namely independent variable and dependent variable.

3.3.1 Independent Variable

The independent variable is the characteristic that is hypothesized to have an effect on comprehension (Johnson, 1987:172). The independent variable of this study was the use of Bilingual Glossary in teaching reading a narrative text. Johnson (1987:172) states that the independent variable might be program, task, feedback or response technique, type of strategy instruction, or type of linguistic input.

3.3.2 Dependent Variable

The dependent variable is the variable that will be affected by the independent variable (Johnson, 1987:172). The dependent variable of this study was the students' achievement in reading a narrative text. The students' achievement were affected by the method or technique used in teaching and learning process.

3.4 Instrument for Collecting Data

According to Arikunto (2002:136), research instrument is a device used by the researcher while collecting data to make his work become easier and to get better result, complete and systematic in order to make the data easy to process. In this research, the writer uses a test method as the instrument.

3.4.1 Test





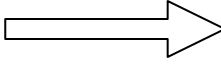
Test is a set of questions or device used to measure the skill, intelligence, ability and talent of an individual or a group. The type of test used here is

achievement test. Achievement tests attempt to measure what individual has learned – his or her present level of performance (Best, 1981:193).

The writer used one of test type only. It was a multiple-choice completion. This format was chosen mainly for practicality reason, the technique of scoring is easy, it was easy to compute and determine the reliability of the test.

Based on Bloom Taxonomy, items of the test can be classified into six terms. Those terms are remembering, understanding, applying, analyzing, evaluating, and creating. According to Pohl (2000:8), the diagram of those six terms is as follow:

Table 3.2 Revision of Bloom's Taxonomy

Original Terms		New Terms
Evaluation		Creating
Synthesis		Evaluating
Analysis		Analyzing
Application		Applying
Comprehension		Understanding
Knowledge		Remembering

Based on the diagram, the test items that were used in this research can be classified in the following table:

Table 3.3 Classification of Test Items

Term	Number of Item
Remembering ; ability in recognizing a core of words, recalling information, retrieving knowledge	3, 5, 10, 11, 17, 18, 21, 25
Understanding ; ability in constructing meaning of written discourse, detecting the main idea, recognizing that a particular meaning may be expressed in different grammatical forms	1, 4, 6, 15, 16, 24
Applying ; ability in recognizing and implementing grammatical word classes, systems such as tense, patterns, rules, etc.	27, 28, 29, 30
Analyzing ; ability in determining words in an appropriate context	2, 7, 9, 13, 14, 19, 20, 23
Evaluating ; ability in making inference that is not explicit	8, 12, 22, 26

The test items above were designed based on the skills that have to be fulfilled of the Junior High School students. The number of questions for each term was arranged based on the level of the students' competence.

3.4.2 Try-out

The test, which would be given to the students, should fulfill the two qualities of a good test that was valid and reliable. Before the test was administered, it had been tried out first to know the validity and the reliability of the items of the test. All of them were used to decide which items should be used in collecting the data. The test had been tried out to the students in class VIII D, at April 27th 2011.

3.4.3 Validity

Validity is the most important variable in judging the adequacy of a measurement instrument. According to Brown (1988:101) validity defined as “the degree to which a test measures what it claims to be measuring.”

3.4.4 Reliability

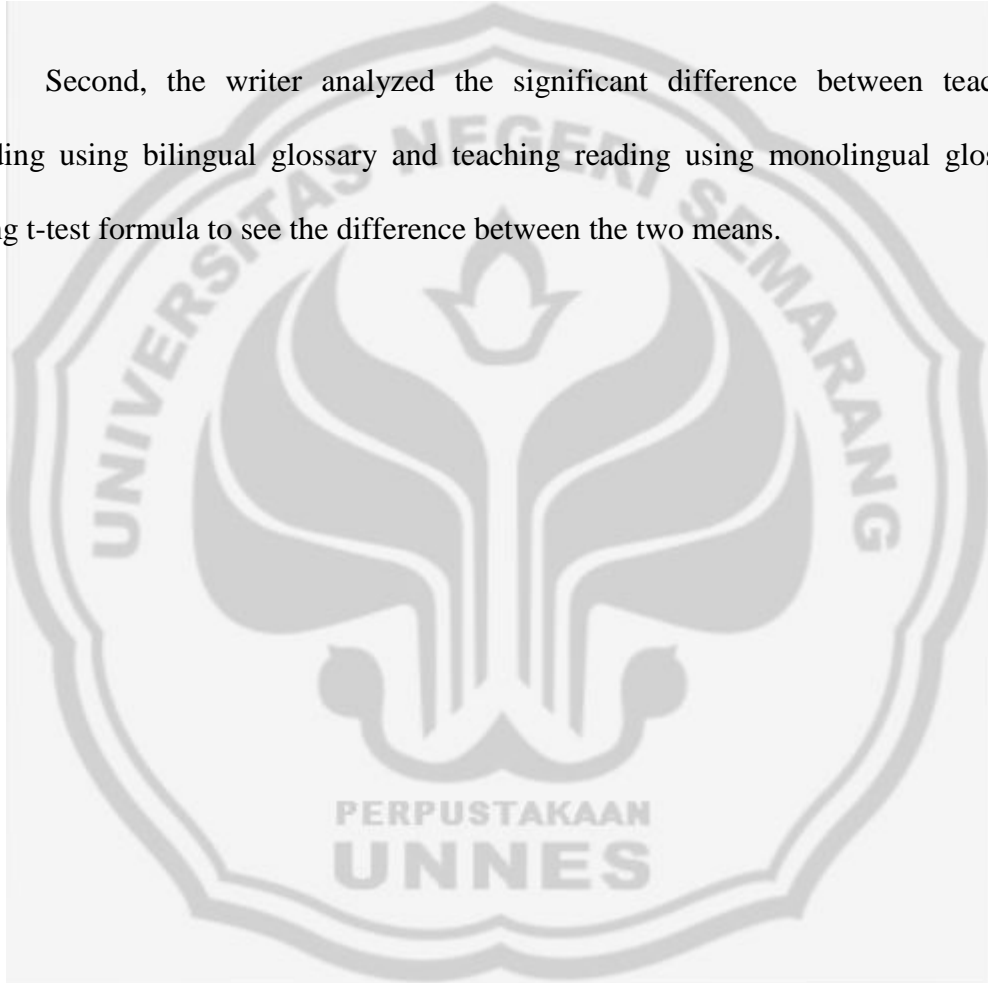
Reliability is defined as the stability of test scores (Harris, 1969:14). A test is said to be reliable if it has consistency of the result scores when it is administered at different times.

3.5 Method of Analyzing Data

Brown (1988:116-117) points out that statistic is calculations made to describe a sample. The writer needed the calculations for statistically analysis as follow:

First, the writer analyzed the significances between pretest and post test for the experimental and control group using t- test formula. If the value of t- test is higher than the critical value on the table there was significant value from pretest to post test.

Second, the writer analyzed the significant difference between teaching reading using bilingual glossary and teaching reading using monolingual glossary using t-test formula to see the difference between the two means.



CHAPTER IV

DISCUSSION AND ANALYSIS OF THE DATA

This chapter discussed about the result of the research. They are try out, pretest, treatment, posttest, the significant difference of pre- test and post- test, and research findings.

4.1 Try-Out

Try- out test was held to get a good instrument for investigation. Try- out test was conducted for VIII D of SMPN 1 Pancur that consisted of 32 respondents. The following were the data of the interpretation of the try- out test to know whether the instruments that the writer used in her research fulfill the requirements of good instruments or not.

4.1.1 Validity of the Test

To know the validity of the instrument, the writer used SPSS (Statistical Package for the Social Science).

To know that each item are valid or not, we can see from the Corrected Item-total Correlation. The writer consulted the result to the table of r product moment with the number of subject (N) = 32, with the degree of freedom (df) of the sample is $N-1= 32-1 = 31$ was 0.349. The result of the computation was higher than r in the

table, it can be said that each component were valid. (The computation can be seen in appendix 4)

4.1.2 Reliability of the Test

Reliability is important in order to make a good test. To know the reliability of the instrument, the writer used SPSS (Statistical Package for the Social Science). To know that each item is reliable or not, we can see from the Cronbach's Alfa value, then compared it with r value in the Product Moment table.

Table 4.1

The Table of Reliability Computation

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.930	.930	40

From the table 4.1, the result of Cronbach's Alfa value was 0.930. For $\alpha=0.05$ with the number of subject (N) = 32, with the degree of freedom (df) = N-1 = 32-1= 31, and $r_{table} = 0.349$ would be obtained. Since the result of Cronbach's Alfa value was higher than r_{table} (0.349), it was concluded that the instruments used in this research were reliable.

4.2 Pre-test

4.2.1. Pre-test Experimental and Control Group

Pre-test were administrated before the application of the experimental and control treatment. Pre-test was given to both the control and experimental groups to measure the condition before treatment. Both groups got the same questions. The purpose of conducting pre-test was to know how well the students in both groups have already mastered the narrative texts. Pre-test of experimental group was conducted on May 10, 2011 at class VIIIB and control group was conducted May 10, 2011 at class VIIIA.

4.2.3 Pre-test Computation of Experimental and Control Group

In Independent -Sample t- Test, SPSS is also make Levene's Test Hipotesis in order to know whether the equal variences assumed is compiled or not with the hipotesis :

$H_0 : \sigma_1^2 = \sigma_2^2$ to $H_1 : \sigma_1^2 \neq \sigma_2^2$ where $\sigma_1^2 =$ variance experiment and $\sigma_2^2 =$ variance control.

Table 4.2

The Table of Pre- test Computation

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre Test	Experimental	32	66.5000	10.36122	1.83162
	Control	32	64.9375	8.38562	1.48238

From the table 4.2, the mean score of the experimental group was 66.5000 and control group was 64.9375 for the pre test. It means that, the students' achievement of experimental and control group was relatively same before the treatments were given. We also could see the Independent Sample Test table to know the significant differences between experimental and control group.

Table 4.3
The Table of Independent Sample Test for Pre- test

		Pre Test	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	2.388	
	Sig.	.127	
t-test for Equality of Means	t	.663	.663
	df	62	59.418
	Sig. (2-tailed)	.510	.510
	Mean Difference	1.56250	1.56250
	Std. Error Difference	2.35633	2.35633
95% Confidence Interval of the Difference	Lower	-3.14774	-3.15181
	Upper	6.27274	6.27681

In SPSS, we use Significance (Sig) to give a term to P- value. In other word, P- value = Sig. Before doing Independent Sample tested, the writer has done the variances tested with the use of hypothesis above.

From the table 4.3, the Levene's Test for Equality of Variances show that P- value = Sig = 0.127 > $\alpha = 0.05$, so H_0 was accepted. It means that the variances were

same. Therefore, we use equal variances assumed for the hipotesis $H_0 : \sigma_1^2 = \sigma_2^2$ to $H_1 : \sigma_1^2 \neq \sigma_2^2$.

Because the result of Levene's Test explain that the equal variances assumed compiled; so the writer used the Independent- Sample t- Test result with the assumption equal variances assumed for the hipotesis $H_0 : \mu_1 \leq \mu_2$ to $H_1 : \mu_1 > \mu_2$.

We also could see the t- test for Equality of Means in order to know the significant differences between two means. The result of t value = 0.663 with the degree of freedom of the sample is $32 + 32 - 2 = 62$ and p- value (2- tailed) = 0.510. Because we use one- tailed test hipotesis $H_1 : \mu_1 > \mu_2$, so the p- value (2- tailed) has to divided in two. From the calculation, we know that the p- value = 0.255 is higher than $\alpha = 0.05$, so $H_0 : \mu_1 \leq \mu_2$ was accepted. It means that there is no significant difference in achievement between experimental group and control group in pre- test.

4.2.4 Pre- Test Achievement

This section discusses about the achievements were calculated from the result of pre- test in experimental and control group.

Table 4.6**The Table of the Experimental Group's Pre- test Achievement**

Statistics		
Pre Test (Experiment)		
N	Valid	32
	Missing	0
Mean		66.5000
Median		65.0000
Minimum		47.00
Maximum		83.00

From the table 4.6, the mean score of experimental group in pre test was 66.5000; with the minimum score was 47.00 and maximum score was 83.00.

Table 4.7**The Table of the Control Group's Pre- test Achievement**

Statistics		
Pre Test (Control)		
N	Valid	32
	Missing	0
Mean		64.9375
Median		65.0000
Minimum		50.00
Maximum		80.00

From the tables 4.7, the mean score of control group in pre test was 64.9375; with the minimum score was 50.00 and maximum score was 80.00.

4.3 Treatment

In conducting the experiment, the students were given treatments after pre-test for six times. In an experimental, treatment was usually done to find out the significant difference between the two classes which were treated by using different method. The experimental group was treated by using bilingual glossary and control group was treated by using monolingual glossary to teach reading narrative texts.

4.3.1 Teaching Learning Process in Experimental Group

There were six treatments for experimental group. First treatment was conducted on May 11, 2011. Thirty two students at class VIIIB were joining the teaching learning process. The teacher gave a narrative text *Snow White* by using bilingual glossary. The teacher gave copies that be printed for all students and explained the topic, generic structure, social function. After that the teacher explained the glossaries based on the text. The teacher also gave them several questions related to the passage. (The lists of the questions are shown in appendix 9: text 1). The glossaries in this first text are as follow:

1. Died	= meninggal
2. Castle	= benteng
3. Woods	= hutan
4. Cottage	= gubuk
5. Dwarfs	= kurcaci

The second treatment was held on May 13, 2011. The students were given the different topic, it was *Cinderella* text. In this meeting the teacher treated the main idea of the text and also explained the glossaries. The teacher also gave them several questions related to the passage. (The lists of the questions are shown in appendix 9: text 2). The glossaries in this second text are as follows:

1. Stepsister	= kakak tiri
2. Bossy	= suka memerintah
3. Palace	= kerajaan
4. Sad	= sedih
5. Owner	= pemilik

The topic in the third treatment was *Sleeping Beauty*. It was conducted on May 17, 2011. The teacher gave copies that be printed for all student and explained the glossaries. The teacher explained several certain information related to the text and also gave them several questions related to the passage. (The lists of the questions are shown in appendix 9: text 3). The glossaries in this third text are as follow:

1. Fairy	= ibu peri
2. Wake up	= bangun
3. Grew up	= tumbuh
4. Prince	= pangeran
5. Princess	= putri raja

In the fourth treatment the topic was *The Lake of Color*. This treatment was held on May 18, 2011. The teacher asked the students to predict the synonym of certain vocabulary given. The teacher also gave them several questions related to the passage. (The lists of the questions are shown in appendix 9: text 4). The glossaries in this fourth text are as follow:

1. Lake	= danau
2. Kingdom	= kerajaan
3. Begged	= meminta
4. Spoiled	= manja
5. Necklace	= kalung

The fifth treatment was conducted on May 20, 2011 and the topic was *The Legend of Banyuwangi*. The teacher asked the students to make inference of events happened in the text and explained the glossaries based on the text. The teacher also gave comprehension question related to the text. (The lists of the questions are shown in appendix 9: text 5). The glossaries in this fifth text are as follow:

1. Wife	= istri
2. Failed	= gagal
3. River	= sungai
4. Threw	= melempar
5. Fragrance	= harum

The last treatment was held on May 24, 2011. The teacher gave a reading text and the topic was *A Beautiful Girl and the Prince*. The teacher tried to treat grammar especially the use of past tense and also treated them with several question related to the text. (The lists of the questions are shown in appendix 9: text 6). The glossaries in this sixth text are as follow:

1. Greedy	= rakus
2. Arrogant	= sombong
3. Expelled	= mengusir
4. Saw	= melihat
5. Cut	= memotong

In those six meetings, the students were taught by using bilingual glossary, it means that the glossaries were defined in two languages and it was available in the end of the text.

4.3.2 Teaching Learning Process in Control Group

There were six treatments for control group. First treatment was conducted on May 11, 2011. Thirty two students at class VIIIA were joining the teaching learning process. The teacher gave a narrative text *Snow White* by using monolingual glossary. The teacher gave copies that be printed for all students and explained the topic, generic structure, social function. After that the teacher explained the glossaries based on the text. The teacher also gave them several questions related to the passage. (The lists of the questions are shown in appendix 10: text 1). The glossaries in this first text are as follow:

1. Died	= stop living or existing
2. Castle	= a large strong building
3. Woods	= a hard substance which forms the branches and trunks of trees
4. Cottage	= a small house, usually in the countryside
5. Dwarfs	= a creature like a little man with magical powers

The second treatment was held on May 12, 2011. The students were given the different topic, it was *Cinderella* text. In this meeting the teacher treated the main idea of the text and also explained the glossaries. The teacher also gave them several questions related to the passage. (The lists of the questions are shown in appendix 10: text 2). The glossaries in this second text are as follows:

1. Stepsister	= not your parents' daughter, but the daughter of a person one of your parents has married
2. Bossy	= describes someone who is always telling people what to do
3. Palace	= a large house that is the official home of a king and queen
4. Sad	= unhappy
5. Owner	= someone who owns something

The topic in the third treatment was *Sleeping Beauty*. It was conducted on May 17, 2011. The teacher gave copies that be printed for all student and explained the glossaries. The teacher explained several certain information related to the text and also gave them several questions related to the passage. (The lists of the

questions are shown in appendix 10: text 3). The glossaries in this third text are as follow:

1. Fairy	= an imaginary creature with magical powers, usually represented as a very small person with wings
2. Wake up	= become awake and conscious after sleeping
3. Grew up	= to gradually become an adult
4. Prince	= a son of the king and queen
5. Princess	= a daughter of a king and queen

In the fourth treatment the topic was *The Lake of Color*. This treatment was held on May 18, 2011. The teacher asked the students to predict the synonym of certain vocabulary given. The teacher also gave them several questions related to the passage. (The lists of the questions are shown in appendix 10: text 4). The glossaries in this fourth text are as follow:

1. Lake	= a large area of water that is surrounded by land
2. Kingdom	= a country ruled by a king or queen
3. Begged	= to ask for something because you want it very much
4. Spoiled	= bad character
5. Necklace	= a piece of jewellery

The fifth treatment was conducted on May 19, 2011 and the topic was *The Legend of Banyuwangi*. The teacher asked the students to make inference of events happened in the text and explained the glossaries based on the text. (The lists of the

questions are shown in appendix 10: text 5). The teacher also gave comprehension question related to the text. The glossaries in this fifth text are as follow:

1. Wife	= the woman a man is married to
2. Failed	= having not succeeded
3. River	= a natural wide flow of fresh water across the land into the sea
4. Threw	= to do something actively and enthusiastically
5. Fragrance	= a sweet smell

The last treatment was held on May 24, 2011. The teacher gave a reading text and the topic was *A Beautiful Girl and the Prince*. The teacher tried to treat grammar especially the use of past tense and also treated them with several question related to the text. (The lists of the questions are shown in appendix 10: text 6). The glossaries in this sixth text are as follow:

1. Greedy	= wanting a lot more food, money
2. Arrogant	= behaving as if you are more important and know more than other people
3. Expelled	= to force someone to leave from a place
4. Saw	= to be conscious of what is around you by using your eyes
5. Cut	= divide or make something smaller using a knife

In those six meetings, the students were taught by using monolingual glossary, it means that the glossaries were defined in a single language and it was available in the end of the text.

4.4 Post-test

4.4.1 Post-test Experimental and Control Group

The writer administered the post-test at the end of the activities. It was aimed to finding out whether there was significant difference between the results of pre-test (before doing the treatment) and after conducting the treatment. In other word, conducting post-test was aimed at showing the result of students' achievement after doing the treatment. Post-test experimental group was conducted on May 25, 2011 at class VIII B and control group was conducted on May 25, 2011 at class VIII A. The test items were similar to the test items in pre-test.

4.4.2 Post-test Computation of Experimental and Control Group

In Independent -Sample t- Test, SPSS is also make Levene's Test Hipotesis in order to know whether the equal variences assumed is compiled or not with the hipotesis :

$H_0 : \sigma_1^2 = \sigma_2^2$ to $H_0 : \sigma_1^2 \neq \sigma_2^2$ where $\sigma_1^2 =$ variance experiment and $\sigma_2^2 =$ variance control.

Table 4.4

The Table of Post-test Computation

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Post Test	Experimental	32	79.6563	7.24061	1.27997
	Control	32	72.5938	7.47408	1.32124

From the table 4.4, the mean score of post- test of the experimental group was 79.6563 and control group was 72.5938. It means that the achievement of experimental group was higher than the control groups after the treatments are given. We also could see the Independent Sample Test table to know the significant differences between experimental and control group.

Table 4.5
The Table of Independent Sample Test for Post –test

		Post Test	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	.073	
	Sig.	.788	
t-test for Equality of Means	t	3.839	3.839
	df	62	61.938
	Sig. (2-tailed)	.000	.000
	Mean Difference	7.06250	7.06250
	Std. Error Difference	1.83957	1.83957
95% Confidence Interval of the Difference	Lower	3.38526	3.38518
	Upper	10.73974	10.73982

Since, $p = \text{value} = 0.788 > \alpha = 0.05$, so that $H_0 : \sigma_1^2 = \sigma_2^2$ was accepted. It means that the variances are same. Therefore, the writer use equal variances assumed for the hipotesis $H_0 : \sigma_1^2 = \sigma_2^2$ to $H_1 : \sigma_1^2 \neq \sigma_2^2$.

Because the result of Levene's Test explain that the equal variances assumed compiled; so the writer used the Independent- Sample t- Test result with the assumption equal variances assumed for the hipotesis $H_0 : \mu_1 \leq \mu_2$ to $H_1 : \mu_1 > \mu_2$ that give the result of t value = 3.839 with the degree of freedom of the sample is $32+32 - 2 = 62$ and p- value (2- tailed) = .000. Because we use one- tailed test hipotesis $H_1 : \mu_1 > \mu_2$, so the p- value (2- tailed) has to divided in two . From the calculation, we know that the p- value = .000 is lower than $\alpha = 0.05$, so $H_0 : \mu_1 \leq \mu_2$ was rejected. It means that the achievement obtained by the experimental group was higher than the achievement obtained by the control group. It prove that the treatment used in the experimental group was effective.

4.4.3 Post- Test Achievement

This section discusses about the achievements were calculated from the result of post- test in experimental and control group.

Table 4.8
The Table of the Experimental Group's Post- test Achievement

Statistics		
Post Test (Experiment)		
N	Valid	32
	Missing	0
Mean		79.6563
Median		77.0000
Minimum		70.00
Maximum		97.00

From the tables 4.8, the mean score of experimental group in post test was 79.6563; with the minimum score was 70.00 and maximum score was 97.00. The mean score increase was 13.1563. It means that, there is improvement of the experimental group's achievement after they received the treatments.

Table 4.9

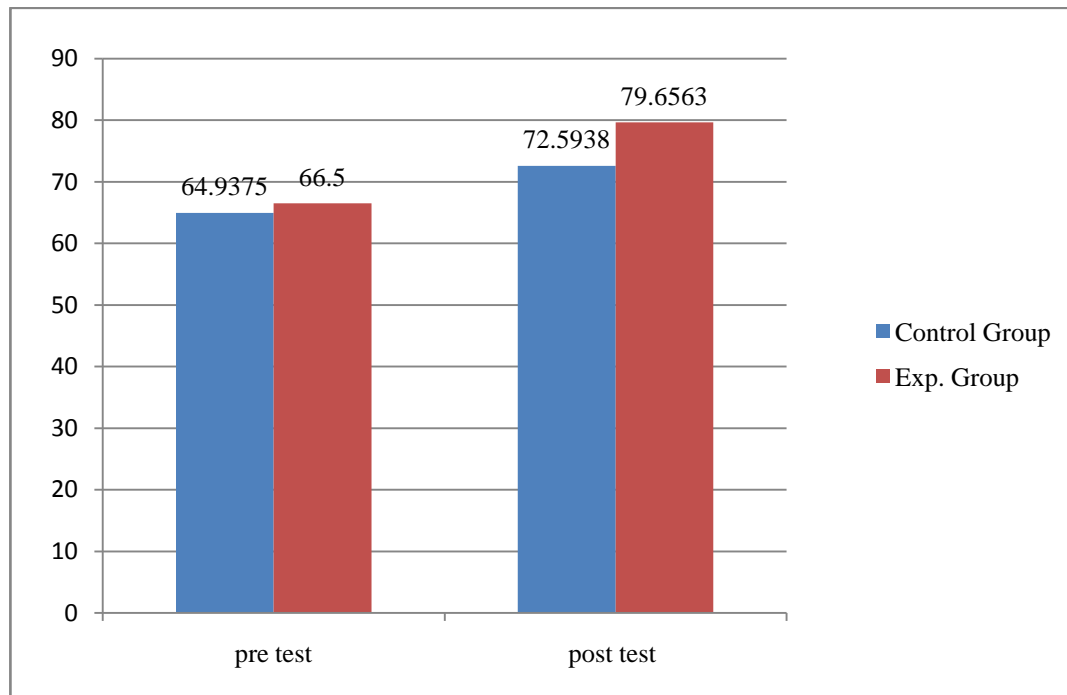
The Table of the Control Group's Post- test Achievement

Statistics		
Post Test (Control)		
N	Valid	32
	Missing	0
Mean		72.5938
Median		71.5000
Minimum		63.00
Maximum		90.00

From the tables 4.9, the mean score of control group in post test was 72.5938; with the minimum score was 63.00 and maximum score was 90.00. The mean score increase was 7.6563. It means that, there is improvement in the control group's achievement after they received the treatments.

4.5 Significant Difference between Pre- test and Post-test

The following diagrams are significance different between pretest and posttest achievement. From the diagram 4.1 the blue rectangular were the control group pretest and post test score result and the red ones were the experimental group pre test and post test score result.

Diagram 4.1**Pre test and Post test Achievement of Experimental and Control Group**

In pre- test, the average score of the experimental group was 66.5000 and posttest 79.6563. The experimental group's average increase was 13.1563. The control group the average score in pretest was 64.9375 and posttest was 72.5938. The control group's average increase was only 7.6563. From the pre- test it can be said that the ability of the two groups was relatively the same.

After they received the treatment, the improvement of the experimental group was better than the control group. It also could be concluded that the achievement of the experimental group who was taught reading narrative texts using bilingual

glossary was better than control group. The significant result was really clear that bilingual glossary was able to give solution for the students to improve their ability in reading comprehension.

4.6 Research Findings

The test was used to know the students' mastery in reading narrative texts by using bilingual glossary as a method to the eighth year students of Junior High School.

In pre- test, the average score of the experimental group was 66.5000 and control group was 64.9375. From the pre- test it can be said that the ability of the two groups was relatively the same. After they received the treatment, the average score of the experimental group was higher than the control group. The experimental group got 79.6563 and the control group got 72.5938.

From the pretest scores, it can be concluded that the two groups were homogeneous, because there was only slight difference in result between the experimental group and the control one. After receiving the different treatments, the score of the experimental group and the control group was significant different. The average score of the experimental group was higher than the score of the control group. In teaching reading narrative texts to the experimental group, the teacher used bilingual glossary where in the control group the teacher used monolingual glossary.

The test could prove that teaching reading narrative texts using bilingual glossary to the eighth year students of Junior High School was effective. We could

see from the significance result between two groups. Furthermore, this method did its great job and answered the problem of this study. In short, bilingual glossary is a method used to improve students' reading comprehension of Junior High School Level.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

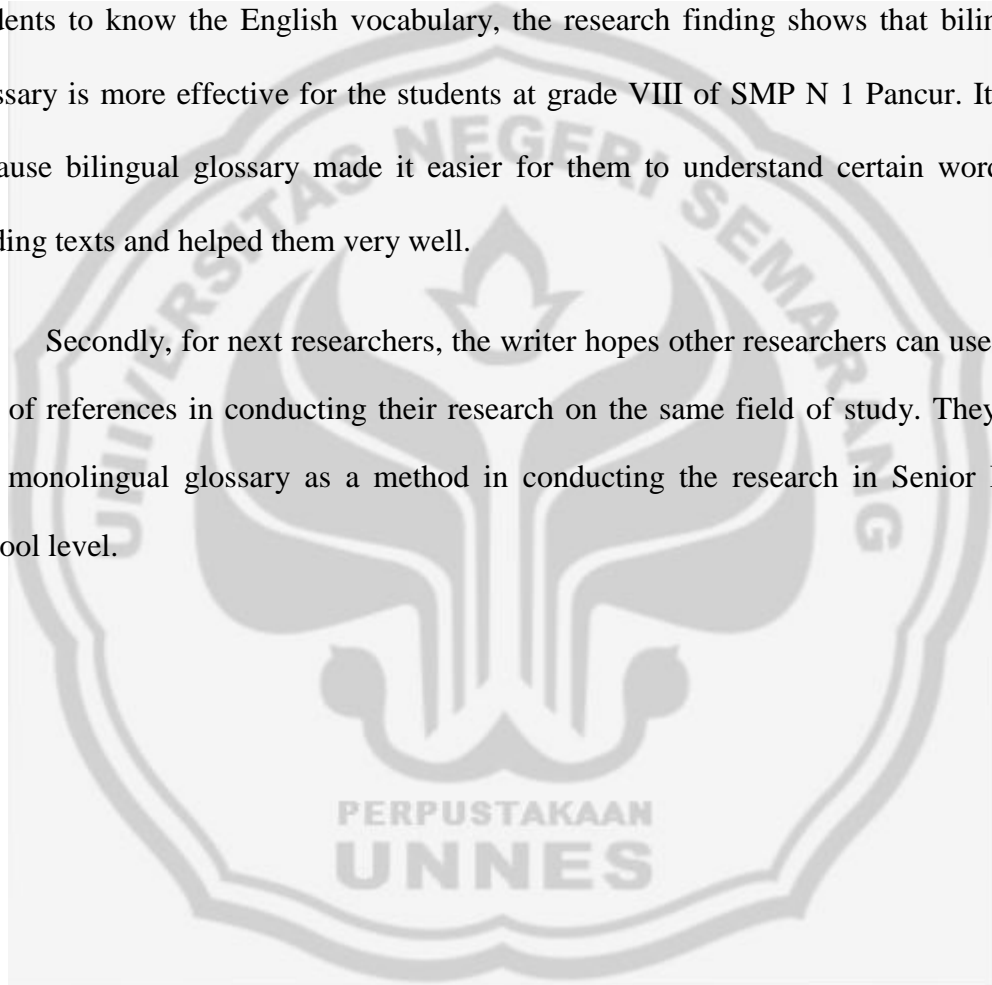
After applying all steps of the research, the writer comes to the conclusion that bilingual glossary can be applied to improve students' reading comprehension. It was proven by the significant difference between the two groups of the students. The experimental group's average increase was 13.1563 while the control group's average increase was only 7.6563. The experimental group who were taught by using bilingual glossary got better score in reading narrative texts than the control group who were taught using monolingual glossary.

The improvement of the experimental group was better than the control one. It is based on post test score result. The result showed us that bilingual glossary is effective to improve students' reading comprehension especially for Junior High School students. It was because the students who were taught using bilingual glossary got easier to understand the certain words related to the text that defined in two languages and it helped them very well.

5.2 Suggestions

Based on the conclusion above, the writer could recommend some suggestions in this study. Firstly, for the teacher although monolingual glossary gives the benefit for the students to know the English vocabulary, the research finding shows that bilingual glossary is more effective for the students at grade VIII of SMP N 1 Pancur. It was because bilingual glossary made it easier for them to understand certain words in reading texts and helped them very well.

Secondly, for next researchers, the writer hopes other researchers can use it as one of references in conducting their research on the same field of study. They can use monolingual glossary as a method in conducting the research in Senior High School level.



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<http://www.answers.com/topic/glossary>

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Appendices

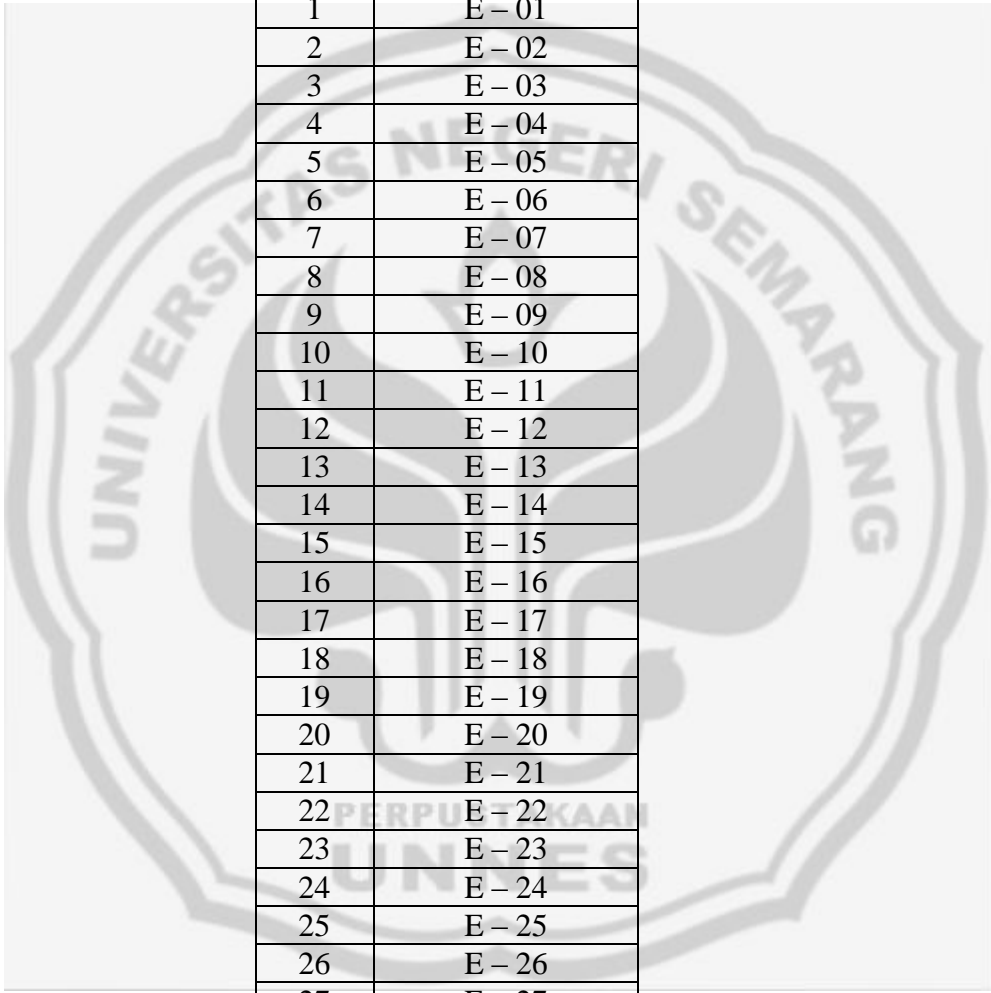


Appendix 1

The list of the Subjects of the Try Out

No.	Code
1	T – 01
2	T – 02
3	T – 03
4	T – 04
5	T – 05
6	T – 06
7	T – 07
8	T – 08
9	T – 09
10	T – 10
11	T – 11
12	T – 12
13	T – 13
14	T – 14
15	T – 15
16	T – 16
17	T – 17
18	T – 18
19	T – 19
20	T – 20
21	T – 21
22	T – 22
23	T – 23
24	T – 24
25	T – 25
26	T – 26
27	T – 27
28	T – 28
29	T – 29
30	T – 30
31	T – 31
32	T – 32

Appendix 2

The list of the Subjects of the Experimental group

No.	Code
1	E – 01
2	E – 02
3	E – 03
4	E – 04
5	E – 05
6	E – 06
7	E – 07
8	E – 08
9	E – 09
10	E – 10
11	E – 11
12	E – 12
13	E – 13
14	E – 14
15	E – 15
16	E – 16
17	E – 17
18	E – 18
19	E – 19
20	E – 20
21	E – 21
22	E – 22
23	E – 23
24	E – 24
25	E – 25
26	E – 26
27	E – 27
28	E – 28
29	E – 29
30	E – 30
31	E – 31
32	E – 32

The list of the Subjects of the Control group

No.	Code
1	C – 01
2	C – 02
3	C – 03
4	C – 04
5	C – 05
6	C – 06
7	C – 07
8	C – 08
9	C – 09
10	C – 10
11	C – 11
12	C – 12
13	C – 13
14	C – 14
15	C – 15
16	C – 16
17	C – 17
18	C – 18
19	C – 19
20	C – 20
21	C – 21
22	C – 22
23	C – 23
24	C – 24
25	C – 25
26	C – 26
27	C – 27
28	C – 28
29	C – 29
30	C – 30
31	C – 31
32	C – 32

Appendix 3

RESULT OF TRY OUT

No	Code	Number item										
		1	2	3	4	5	6	7	8	9	10	11
1	T-01	1	1	1	0	1	0	1	0	0	0	0
2	T-02	1	1	1	1	1	1	1	1	1	1	1
3	T-03	1	0	0	0	0	0	1	0	1	0	1
4	T-04	1	0	1	1	1	1	1	1	1	1	1
5	T-05	0	1	0	1	1	0	0	0	0	1	0
6	T-06	1	1	1	1	1	1	1	1	0	1	1
7	T-07	1	1	1	0	0	1	0	1	1	1	0
8	T-08	1	1	1	1	1	1	1	1	0	1	1
9	T-09	1	0	0	0	1	1	0	0	1	0	0
10	T-10	1	1	1	1	1	1	1	1	0	1	1
11	T-11	1	1	1	1	0	1	1	1	1	0	1
12	T-12	0	1	1	1	1	0	1	1	0	1	0
13	T-13	1	1	1	1	1	1	1	1	1	1	1
14	T-14	1	1	1	1	1	1	1	1	1	1	1
15	T-15	1	1	1	1	1	1	1	1	1	1	1
16	T-16	1	1	1	1	1	1	1	1	1	1	1
17	T-17	1	1	1	1	1	1	1	1	1	1	1
18	T-18	1	1	1	1	1	1	1	1	0	1	1
19	T-19	0	1	0	0	0	0	0	0	1	0	0
20	T-20	0	0	0	1	1	1	1	0	0	1	1

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1	0	1	1	0	19
1	1	1	0	1	17
1	1	0	1	0	35
0	0	0	0	1	21
0	0	1	1	1	17
1	1	0	0	1	17
1	0	0	1	0	16
0	0	0	1	1	28



Appendix 4

ITEM ANALYSIS: VALIDITY AND RELIABILITY

Case Processing Summary

		N	%
Cases	Valid	32	100.0
	Excluded ^a	0	.0
	Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

Item Statistics

	Mean	Std. Deviation	N
1	.8125	.39656	32
2	.7813	.42001	32
3	.7500	.43994	32
4	.7188	.45680	32
5	.8125	.39656	32
6	.7500	.43994	32
7	.7188	.45680	32
8	.6875	.47093	32
9	.5938	.49899	32
10	.7813	.42001	32
11	.6563	.48256	32
12	.4375	.50402	32
13	.7500	.43994	32
14	.4688	.50701	32
15	.4063	.49899	32
16	.6875	.47093	32
17	.6250	.49187	32
18	.5000	.50800	32
19	.5938	.49899	32
20	.8125	.39656	32
21	.6250	.49187	32
22	.2500	.43994	32
23	.7813	.42001	32
24	.5313	.50701	32
25	.8438	.36890	32
26	.3750	.49187	32
27	.6563	.48256	32
28	.5938	.49899	32
29	.6250	.49187	32
30	.4375	.50402	32
31	.3750	.49187	32
32	.7500	.43994	32
33	.7813	.42001	32
34	.7813	.42001	32
35	.7813	.42001	32
36	.7188	.45680	32
37	.5313	.50701	32
38	.6250	.49187	32
39	.6875	.47093	32
40	.7188	.45680	32

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1	25.0000	87.806	.495	.928
2	25.0313	89.967	.188	.930
3	25.0625	86.706	.579	.927
4	25.0938	86.668	.560	.927
5	25.0000	89.806	.223	.930
6	25.0625	85.673	.709	.926
7	25.0938	86.733	.552	.927
8	25.1250	86.952	.509	.928
9	25.2188	90.305	.115	.932
10	25.0313	87.451	.511	.928
11	25.1563	85.426	.671	.926
12	25.3750	89.726	.174	.931
13	25.0625	86.190	.644	.926
14	25.3438	84.555	.732	.925
15	25.4063	87.668	.399	.929
16	25.1250	85.403	.691	.926
17	25.1875	87.125	.465	.928
18	25.3125	86.028	.568	.927
19	25.2188	85.725	.613	.927
20	25.0000	87.871	.486	.928
21	25.1875	86.286	.560	.927
22	25.5625	89.480	.236	.930
23	25.0313	87.709	.477	.928
24	25.2813	86.015	.571	.927
25	24.9688	90.096	.201	.930
26	25.4375	86.706	.512	.928
27	25.1563	86.846	.507	.928
28	25.2188	86.951	.477	.928
29	25.1875	87.125	.465	.928
30	25.3750	87.597	.402	.929
31	25.4375	86.706	.512	.928
32	25.0625	86.319	.627	.927
33	25.0313	86.870	.587	.927
34	25.0313	87.257	.536	.927
35	25.0313	86.289	.663	.926
36	25.0938	90.410	.118	.931
37	25.2813	89.499	.197	.931
38	25.1875	85.964	.596	.927
39	25.1250	86.435	.569	.927
40	25.0938	86.604	.568	.927

Appendix 5

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.930	.930	40

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
25.8125	91.641	9.57294	40

Appendix 6

SCORE PRE TEST BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP

Experimental			Control		
No	Code	Score	No	Code	Score
1	E-01	77.00	1	C-01	67.00
2	E-02	83.00	2	C-02	73.00
3	E-03	60.00	3	C-03	77.00
4	E-04	73.00	4	C-04	63.00
5	E-05	57.00	5	C-05	57.00
6	E-06	63.00	6	C-06	67.00
7	E-07	63.00	7	C-07	80.00
8	E-08	57.00	8	C-08	63.00
9	E-09	80.00	9	C-09	80.00
10	E-10	83.00	10	C-10	50.00
11	E-11	63.00	11	C-11	67.00
12	E-12	60.00	12	C-12	57.00
13	E-13	73.00	13	C-13	67.00
14	E-14	67.00	14	C-14	80.00
15	E-15	53.00	15	C-15	53.00
16	E-16	80.00	16	C-16	60.00
17	E-17	80.00	17	C-17	70.00
18	E-18	67.00	18	C-18	67.00
19	E-19	53.00	19	C-19	60.00
20	E-20	80.00	20	C-20	70.00
21	E-21	63.00	21	C-21	53.00
22	E-22	73.00	22	C-22	77.00
23	E-23	70.00	23	C-23	60.00
24	E-24	67.00	24	C-24	70.00
25	E-25	47.00	25	C-25	63.00
26	E-26	60.00	26	C-26	63.00
27	E-27	50.00	27	C-27	60.00
28	E-28	70.00	28	C-28	57.00
29	E-29	63.00	29	C-29	67.00
30	E-30	53.00	30	C-30	50.00
31	E-31	60.00	31	C-31	63.00
32	E-32	80.00	32	C-32	67.00

**SCORE POST TEST BETWEEN EXPERIMENTAL GROUP
AND CONTROL GROUP**

Experimental			Control		
No	Code	Score	No	Code	Score
1	E-01	87.00	1	C-01	80.00
2	E-02	90.00	2	C-02	77.00
3	E-03	73.00	3	C-03	83.00
4	E-04	87.00	4	C-04	67.00
5	E-05	77.00	5	C-05	77.00
6	E-06	73.00	6	C-06	73.00
7	E-07	77.00	7	C-07	90.00
8	E-08	70.00	8	C-08	63.00
9	E-09	87.00	9	C-09	90.00
10	E-10	97.00	10	C-10	67.00
11	E-11	80.00	11	C-11	63.00
12	E-12	70.00	12	C-12	73.00
13	E-13	73.00	13	C-13	70.00
14	E-14	77.00	14	C-14	87.00
15	E-15	77.00	15	C-15	73.00
16	E-16	87.00	16	C-16	63.00
17	E-17	83.00	17	C-17	73.00
18	E-18	77.00	18	C-18	70.00
19	E-19	77.00	19	C-19	77.00
20	E-20	83.00	20	C-20	73.00
21	E-21	87.00	21	C-21	67.00
22	E-22	80.00	22	C-22	73.00
23	E-23	70.00	23	C-23	67.00
24	E-24	77.00	24	C-24	77.00
25	E-25	73.00	25	C-25	70.00
26	E-26	77.00	26	C-26	63.00
27	E-27	70.00	27	C-27	70.00
28	E-28	90.00	28	C-28	67.00
29	E-29	83.00	29	C-29	70.00
30	E-30	70.00	30	C-30	63.00
31	E-31	80.00	31	C-31	70.00
32	E-32	90.00	32	C-32	77.00

Appendix 7

T-Test**Group Statistics**

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre Test	Experimental	32	66.5000	10.36122	1.83162
	Control	32	64.9375	8.38562	1.48238

Independent Samples Test

		Pre Test	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F Sig.	2.388 .127	
t-test for Equality of Means	t	.663	.663
	df	62	59.418
	Sig. (2-tailed)	.510	.510
	Mean Difference	1.56250	1.56250
	Std. Error Difference	2.35633	2.35633
	95% Confidence Interval of the Difference	Lower Upper	-3.14774 6.27274
			-3.15181 6.27681

T-Test

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Post Test	Experimental	32	79.6563	7.24061	1.27997
	Control	32	72.5938	7.47408	1.32124

Independent Samples Test

		Post Test	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	.073	
	Sig.	.788	
t-test for Equality of Means	t	3.839	3.839
	df	62	61.938
	Sig. (2-tailed)	.000	.000
	Mean Difference	7.06250	7.06250
	Std. Error Difference	1.83957	1.83957
	95% Confidence Interval of the Difference	Lower Upper	3.38526 10.73974
			3.38518 10.73982

Appendix 8

LESSON PLAN

Name of School : SMP Negeri 1 Pancur
 Subject : English
 Kelas / Semester : VIII / 2
 Time allotment : 12 x 40 menit (six meeting)
 (Experimental Group)

Standar Kompetensi

- Membaca
 Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

- Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*.

Indicator

Students are able to:

- Identify the topic in the narrative text.
- Identify the communicative function of narrative text.
- Identify the main ideas of each paragraph in the narrative text.
- Identify several certain information in the narrative text.

- Identify the synonym of certain words in the narrative text.
- Make inference of events happened in the narrative text.
- Apply the use of grammar in the narrative text.

Objectives

In the end of the study, 80% of the students are able to:

- Identify the topic in the narrative text.
- Identify the communicative function of narrative text.
- Identify the main ideas of each paragraph in the narrative text.
- Identify several certain information in the narrative text.
- Identify the synonym of certain words in the narrative text
- Make inference of events happened in the narrative text.
- Apply the use of grammar in the narrative text.

Learning Material

a. Narrative text:

Example:

- Snow White
- Cinderella
- Sleeping Beauty

b. Grammar

Simple Past Tense

- Subject + Verb 2

Example:

- Once upon a time there lived a little girl named Snow White
- Then she saw a little cottage
- She went inside and fell asleep.

c. Vocabulary

Example

- Aunt
- Uncle
- Woods
- Cottage
- Dwarfs

Method of Learning

- a. Reading
- b. Question and Answer
- c. Exercise
- d. Discussion

Learning Activities

Meeting 1

1. Opening

- a. Teacher greets the students
- b. Teacher check the students' attendance list

2. Main Activities

- a. Exploration
 - Teacher asks students whether they have ever heard of Snow White story.
 - Teacher explains the students that Snow White story is belong to a narrative text.
 - Teacher tells students that they are going to discuss narrative text.
- b. Elaboration
 - Teacher gives a narrative text Snow White with bilingual glossary
 - Teacher reads a passage loudly and the students repeat after him
 - Teacher explains the topic, generic structure, and social function
 - Teacher asks them to identify the generic structure
 - Teacher asks them to mention the difficult words
 - Teacher explains the use of bilingual glossary

- Teacher gives them comprehension questions related to the text
- c. Confirmation
 - Teacher and students have discusses about the answer of the questions
 - Teacher asks students whether there is still difficulty in today's lesson
 - Teacher does reflection

3. Closing

- a. Teacher give information about what they will learning in the next meeting
- b. Teacher closes the meeting

Meeting 2

1. Opening

- a. Teacher greets the students
- b. Teacher check the students' attendance list

2. Main activities

- a. Exploration
 - Teacher reviews the previous meeting for a while especially the topic, generic structure and social function
 - Teacher asks students whether they have ever heard of Cinderella story
- b. Elaboration
 - Teacher gives a narrative text Cinderella with bilingual glossary
 - Teacher reads a passage loudly and the students repeat after him
 - Teacher explains the generic structure
 - Teacher asks them to identify the generic structure
 - Teacher asks them to mention the difficult words
 - Teacher explains the use of bilingual glossary
 - Teacher explains the main idea
 - Teacher asks them decide the main idea of each paragraph
 - Teacher gives them comprehension questions related to the text

- c. Confirmation
 - Teacher and students have discusses about the answer of the questions
 - Teacher asks students whether there is still difficulty in today's lesson
 - Teacher does reflection

3. Closing

- a. Teacher give information about what they will learning in the next meeting
- b. Teacher closes the meeting

Meeting 3

1. Opening

- a. Teacher greets the students
- b. Teacher check the students' attendance list

2. Main Activities

- a. Exploration
 - Teacher reviews the previous meeting for a while especially the main idea
 - Teacher asks the students whether they have ever heard of Sleeping Beauty story
- b. Elaboration
 - Teacher gives a narrative text Sleeping Beauty with bilingual glossary
 - Teacher reads a passage loudly and the students repeat after him
 - Teacher explains the generic structure
 - Teacher asks them to identify the generic structure
 - Teacher asks them to mention the difficult words
 - Teacher explains the use of bilingual glossary
 - Teacher explains several certain information related to the text
 - Teacher asks them to identify several certain information related to the text
 - Teacher gives them comprehension questions related to the text
- c. Confirmation
 - Teacher and students have discusses about the answer of the questions
 - Teacher asks students whether there is still difficulty in today's lesson
 - Teacher does reflection

3. Closing

- a. Teacher give information about what they will learning in the next meeting

- b. Teacher closes the meeting

Meeting 4

1. Opening

- a. Teacher greets the students
- b. Teacher check the students' attendance list

2. Main Activities

- a. Exploration
 - Teacher reviews the previous meeting for a while especially several certain information
 - Teacher asks the students whether they have ever heard of Lake of Color story
- b. Elaboration
 - Teacher gives a narrative text Lake of Color with bilingual glossary
 - Teacher reads a passage loudly and the students repeat after him
 - Teacher explains the generic structure
 - Teacher asks them to identify the generic structure
 - Teacher asks them to mention the difficult words
 - Teacher explains the use of bilingual glossary
 - Teacher asks them to predict the synonym of certain vocabulary given
 - Teacher treats them to answer such questions in finding the synonym of the words
 - Teacher gives them comprehension questions related to the text
- c. Confirmation
 - Teacher and students have discusses about the answer of the questions
 - Teacher asks students whether there is still difficulty in today's lesson
 - Teacher does reflection

3. Closing

- a. Teacher give information about what they will learning in the next meeting
- b. Teacher closes the meeting

Meeting 5

1. Opening

- a. Teacher greets the students
- b. Teacher check the students' attendance list

2. Main Activities

- a. Exploration
 - Teacher reviews the previous meeting for a while especially the synonym of certain vocabulary given
 - Teacher asks the students whether they have ever heard of The Legend of Banyuwangi story
- b. Elaboration
 - Teacher gives a narrative text The Legend of Banyuwangi with bilingual glossary
 - Teacher reads a passage loudly and the students repeat after him
 - Teacher explains the generic structure
 - Teacher asks them to identify the generic structure
 - Teacher asks them to mention the difficult words
 - Teacher explains the use of bilingual glossary
 - Teacher asks them to make inference of events happened in the text.
 - Teacher gives them comprehension questions related to the text
- c. Confirmation
 - Teacher and students have discusses about the answer of the questions
 - Teacher asks students whether there is still difficulty in today's lesson
 - Teacher does reflection

3. Closing

- a. Teacher give information about what they will learning in the next meeting
- b. Teacher closes the meeting

Meeting 6

1. Opening

- a. Teacher greets the students
- b. Teacher check the students' attendant list

2. Main Activities

- a. Exploration
 - Teacher reviews the previous meeting for a while especially the inference of events happened in the text.

- Teacher asks the students whether they have ever heard of A Beautiful Girl and The Prince story

b. Elaboration

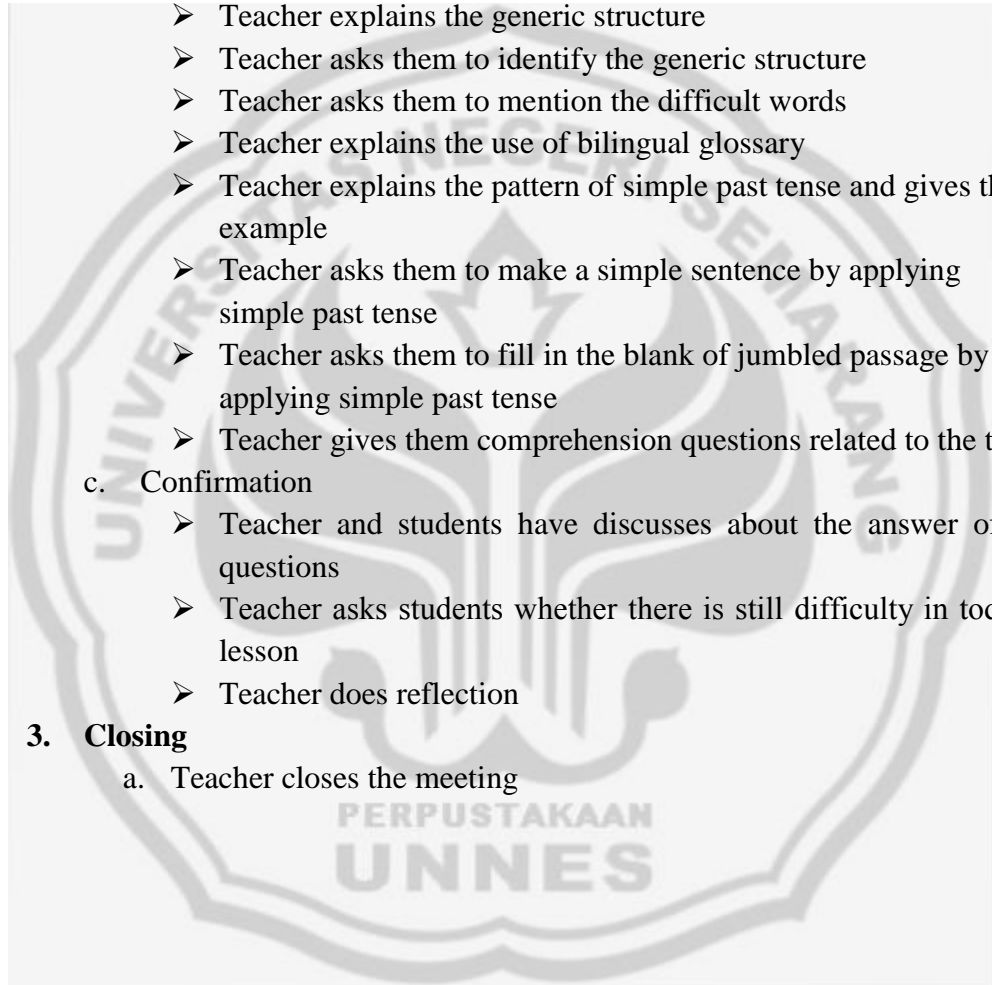
- Teacher gives a narrative text A Beautiful Girl and the Prince with bilingual glossary
- Teacher reads a passage loudly and the students repeat after him
- Teacher explains the generic structure
- Teacher asks them to identify the generic structure
- Teacher asks them to mention the difficult words
- Teacher explains the use of bilingual glossary
- Teacher explains the pattern of simple past tense and gives the example
- Teacher asks them to make a simple sentence by applying simple past tense
- Teacher asks them to fill in the blank of jumbled passage by applying simple past tense
- Teacher gives them comprehension questions related to the text

c. Confirmation

- Teacher and students have discusses about the answer of the questions
- Teacher asks students whether there is still difficulty in today's lesson
- Teacher does reflection

3. Closing

- a. Teacher closes the meeting



Evaluation

Indicator	Evaluation		
	technique	instrument	example
<ul style="list-style-type: none"> Identify the topic and main idea of the text Find the synonym of the words Identify several information and comprehension questions in the text 	<ul style="list-style-type: none"> written test written test written test 	<ul style="list-style-type: none"> Question and answer Question and answer Question and answer 	<ul style="list-style-type: none"> What is the topic of the text above? What is the main idea of first paragraph? What is the synonym of the underlined word? Where did Snow White run away? What are Cinderella's stepsisters?
<ul style="list-style-type: none"> Identify the use of past tense in the jumbled narrative 	<ul style="list-style-type: none"> written test 	<ul style="list-style-type: none"> Question, answer and discussion 	<ul style="list-style-type: none"> Fill in the blank of the jumbled narrative text below!

text			
------	--	--	--

Instrument of evaluation

Task

Read the narrative text below and answer these questions!

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

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

Snow White didn't want her Uncle and Aunt to do this, so she decided to run away. She ran into the woods. She was very tired and hungry. Then she saw a little cottage. She went inside and fell asleep.

Meanwhile, the seven dwarfs came home and found Snow White sleeping. Snow White told her story. Then, the dwarfs asked her to live with them.

Finally, they lived happily ever after.

Questions:

1. What are Cinderella's stepsisters?
 - a. Her stepsisters are very kind
 - b. Her stepsisters are greedy
 - c. Her stepsisters are bossy
 - d. Her stepsisters are arrogant
2. What is the main idea of the last paragraph?
 - a. Cinderella lived with her stepsisters
 - b. There was a party at the palace

- c. Cinderella danced with the prince
 d. Cinderella and the prince got married
3. One day there was a party at the palace. (paragraph 2)
 The synonym of the word “palace” above is...
- a. Kingdom
 b. House
 c. Cottage
 d. Hotel
4. What did Cinderella feel when her stepsisters would not let her to go with them?
 a. Happy
 b. Sad
 c. Shock
 d. Cry
5. After searching for a long time, finally, **they** came to Cinderella’s house and the shoes fit her. (paragraph 4)
 The word “they” refers to...
- a. The prince
 b. His men
 c. The prince and his men
 d. Her stepsisters

Rubric of evaluation

aspect	criteria	score
Correct answer	true	1
	false	0

Source and Media

1. Handout
2. LKS class VIII
3. Narrative text using bilingual glossary in written form

LESSON PLAN

Name of School : SMP Negeri 1 Pancur
 Subject : English
 Kelas / Semester : VIII / 2
 Time allotment : 12 x 40 menit (six meeting)
 (Control Group)

Standar Kompetensi

- Membaca
 Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

- Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*.

Indicator

Students are able to:

- Identify the topic in the narrative text.
- Identify the communicative function of narrative text.
- Identify the main ideas of each paragraph in the narrative text.
- Identify several certain information in the narrative text.
- Identify the synonym of certain words in the narrative text.
- Make inference of events happened in the narrative text.

- Apply the use of grammar in the narrative text.

Objectives

In the end of the study, 80% of the students are able to:

- Identify the topic in the narrative text.
- Identify the communicative function of narrative text.
- Identify the main ideas of each paragraph in the narrative text.
- Identify several certain information in the narrative text.
- Identify the synonyms of certain words in the narrative text
- Make inference of events happened in the narrative text.
- Apply the use of grammar in the narrative text.

Learning Material

a. Narrative text:

Example:

- Snow White
- Cinderella
- Sleeping Beauty

b. Grammar

Simple Past Tense

- Subject + Verb 2

Example:

- Once upon a time there lived a little girl named Snow White
- Then she saw a little cottage
- She went inside and fell asleep.

c. Vocabulary

Example

- Aunt
- Uncle
- Woods

-Cottage

-Dwarfs

Method of Learning

- a. Reading
- b. Question and Answer
- c. Exercise
- d. Discussion

Learning Activities

Meeting 1

1. Opening

- a. Teacher greets the students
- b. Teacher check the students' attendance list

2. Main Activities

a. Exploration

- Teacher asks students whether they have ever heard of Snow White story.
- Teacher explains the students that Snow White story is belong to a narrative text.
- Teacher tells students that they are going to discuss narrative text.

b. Elaboration

- Teacher gives a narrative text Snow White with monolingual glossary
- Teacher reads a passage loudly and the students repeat after him
- Teacher explains the topic, generic structure, and social function
- Teacher asks them to identify the generic structure
- Teacher asks them to mention the difficult words
- Teacher explains the use of bilingual glossary
- Teacher gives them comprehension questions related to the text

c. Confirmation

- Teacher and students have discusses about the answer of the questions

- Teacher asks students whether there is still difficulty in today's lesson
- Teacher does reflection

3. Closing

- a. Teacher give information about what they will learning in the next meeting
- b. Teacher closes the meeting

Meeting 2

1. Opening

- a. Teacher greets the students
- b. Teacher check the students' attendance list

2. Main activities

- a. Exploration
 - Teacher reviews the previous meeting for a while especially the topic, generic structure and social function
 - Teacher asks students whether they have ever heard of Cinderella story
- b. Elaboration
 - Teacher gives a narrative text Cinderella with monolingual glossary
 - Teacher reads a passage loudly and the students repeat after him
 - Teacher explains the generic structure
 - Teacher asks them to identify the generic structure
 - Teacher asks them to mention the difficult words
 - Teacher explains the use of bilingual glossary
 - Teacher explains the main idea
 - Teacher asks them decide the main idea of each paragraph
 - Teacher gives them comprehension questions related to the text
- c. Confirmation
 - Teacher and students have discusses about the answer of the questions
 - Teacher asks students whether there is still difficulty in today's lesson
 - Teacher does reflection

3. Closing

- c. Teacher give information about what they will learning in the next meeting
- d. Teacher closes the meeting

Meeting 3

1. Opening

- a. Teacher greets the students
- b. Teacher check the students' attendance list

2. Main Activities

- a. Exploration
 - Teacher reviews the previous meeting for a while especially the main idea
 - Teacher asks the students whether they have ever heard of Sleeping Beauty story
- b. Elaboration
 - Teacher gives a narrative text Sleeping Beauty with monolingual glossary
 - Teacher reads a passage loudly and the students repeat after him
 - Teacher explains the generic structure
 - Teacher asks them to identify the generic structure
 - Teacher asks them to mention the difficult words
 - Teacher explains the use of bilingual glossary
 - Teacher explains several certain information related to the text
 - Teacher asks them to identify several certain information related to the text
 - Teacher gives them comprehension questions related to the text
- c. Confirmation
 - Teacher and students have discusses about the answer of the questions
 - Teacher asks students whether there is still difficulty in today's lesson
 - Teacher does reflection

3. Closing

- a. Teacher give information about what they will learning in the next meeting
- b. Teacher closes the meeting

Meeting 4

1. Opening

- a. Teacher greets the students
- b. Teacher check the students' attendance list

2. Main Activities

- a. Exploration

- Teacher reviews the previous meeting for a while especially several certain information
 - Teacher asks the students whether they have ever heard of Lake of Color story
- b. Elaboration
- Teacher gives a narrative text Lake of Color with monolingual glossary
 - Teacher reads a passage loudly and the students repeat after him
 - Teacher explains the generic structure
 - Teacher asks them to identify the generic structure
 - Teacher asks them to mention the difficult words
 - Teacher explains the use of bilingual glossary
 - Teacher asks them to predict the synonym of certain vocabulary given
 - Teacher treats them to answer such questions in finding the synonym of the words
 - Teacher gives them comprehension questions related to the text
- c. Confirmation
- Teacher and students have discusses about the answer of the questions
 - Teacher asks students whether there is still difficulty in today's lesson
 - Teacher does reflection
- 3. Closing**
- a. Teacher give information about what they will learning in the next meeting
 - b. Teacher closes the meeting

Meeting 5

1. Opening

- a. Teacher greets the students
- b. Teacher check the students' attendance list

2. Main Activities

- a. Exploration
 - Teacher reviews the previous meeting for a while especially the synonym of certain vocabulary given
 - Teacher asks the students whether they have ever heard of The Legend of Banyuwangi story
- b. Elaboration

- Teacher gives a narrative text The Legend of Banyuwangi with monolingual glossary
 - Teacher reads a passage loudly and the students repeat after him
 - Teacher explains the generic structure
 - Teacher asks them to identify the generic structure
 - Teacher asks them to mention the difficult words
 - Teacher explains the use of bilingual glossary
 - Teacher asks them to make inference of events happened in the text.
 - Teacher gives them comprehension questions related to the text
- c. Confirmation
- Teacher and students have discusses about the answer of the questions
 - Teacher asks students whether there is still difficulty in today's lesson
 - Teacher does reflection

3. Closing

- a. Teacher give information about what they will learning in the next meeting
- b. Teacher closes the meeting

Meeting 6

1. Opening

- a. Teacher greets the students
- b. Teacher check the students' attendant list

2. Main Activities

- a. Exploration
 - Teacher reviews the previous meeting for a while especially the inference of events happened in the text.
 - Teacher asks the students whether they have ever heard of A Beautiful Girl and The Prince story
- b. Elaboration
 - Teacher gives a narrative text A Beautiful Girl and the Prince with monolingual glossary
 - Teacher reads a passage loudly and the students repeat after him
 - Teacher explains the generic structure
 - Teacher asks them to identify the generic structure
 - simple past tense
 - Teacher gives them comprehension questions related to the text

c. Confirmation

- Teacher and students have discusses about the answer of the questions
- Teacher asks students whether there is still difficulty in today's lesson
- Teacher does reflection

3. Closing

- a. Teacher closes the meeting

Evaluation

Indicator	Evaluation		
	technique	instrument	example
<ul style="list-style-type: none"> • Identify the topic and main idea of the text 	<ul style="list-style-type: none"> • written test 	<ul style="list-style-type: none"> • Question and answer 	<ul style="list-style-type: none"> • What is the topic of the text above? • What is the main idea of first paragraph?
<ul style="list-style-type: none"> • Find the synonym of the words 	<ul style="list-style-type: none"> • written test 	<ul style="list-style-type: none"> • Question and answer 	<ul style="list-style-type: none"> • What is the synonym of the underlined word?
<ul style="list-style-type: none"> • Identify several information and comprehension questions in the text 	<ul style="list-style-type: none"> • written test 	<ul style="list-style-type: none"> • Question and answer 	<ul style="list-style-type: none"> • Where did Snow White run away? • What are Cinderella's

<ul style="list-style-type: none"> • Identify the use of past tense in the jumbled narrative text 	<ul style="list-style-type: none"> • written test 	<ul style="list-style-type: none"> • Question, answer and discussion 	<p>stepsisters?</p> <ul style="list-style-type: none"> • Fill in the blank of the jumbled narrative text below!
--	--	---	--

Instrument of evaluation

Task

Read the narrative text below and answer these questions!

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

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

Snow White didn't want her Uncle and Aunt to do this, so she decided to run away. She ran into the woods. She was very tired and hungry. Then she saw a little cottage. She went inside and fell asleep.

Meanwhile, the seven dwarfs came home and found Snow White sleeping. Snow White told her story. Then, the dwarfs asked her to live with them.

Finally, they lived happily ever after.

Questions:

1. What are Cinderella's stepsisters?
 - a. Her stepsisters are very kind
 - b. Her stepsisters are greedy
 - c. Her stepsisters are bossy
 - d. Her stepsisters are arrogant
2. What is the main idea of the last paragraph?
 - a. Cinderella lived with her stepsisters
 - b. There was a party at the palace
 - c. Cinderella danced with the prince
 - d. Cinderella and the prince got married
3. One day there was a party at the palace. (paragraph 2)
The synonym of the word "palace" above is...
 - a. Kingdom
 - b. House
 - c. Cottage
 - d. Hotel
4. What did Cinderella feel when her stepsisters would not let her to go with them?
 - a. Happy
 - b. Sad
 - c. Shock
 - d. Cry
5. After searching for a long time, finally, **they** came to Cinderella's house and the shoes fit her. (paragraph 4)
The word "they" refers to...
 - a. The prince
 - b. His men
 - c. The prince and his men
 - d. Her stepsisters

Rubric of evaluation

aspect	criteria	score
Correct answer	true	1
	false	0

Source and Media

1. Handout
2. LKS class VIII
3. Narrative text using monolingual glossary in written form



Appendix 9

TREATMENT EXPERIMENTAL GROUP

Read the narrative text below to answer questions 1-4!

Text 1

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

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

Snow White didn't want her Uncle and Aunt to do this, so she decided to run away. She ran into the woods. She was very tired and hungry. Then she saw a little cottage. She went inside and fell asleep.

Meanwhile, the seven dwarfs came home and found Snow White sleeping. Snow White told her story. Then, the dwarfs asked her to live with them.

Finally, they lived happily ever after.

Bilingual glossary:

1. Died = meninggal
2. Castle = kastil / benteng
3. Woods= hutan
4. Cottage= gubuk
5. Dwarfs= kurcaci

Questions:

1. What is the suitable title for the text above?
 - a. Cinderella

- b. Snow White
 - c. Sleeping beauty
 - d. Sarah and a big melon
2. She was very tired and hungry. (paragraph 3)
The underlined word refers to...
- a. Aunt
 - b. Snow White
 - c. Dwarfs
 - d. Uncle
3. Where did Snow White run away?
- a. She run to the river
 - b. She run to the sea
 - c. She run into woods
 - d. She run to the lake
4. Which one of the sentences is TRUE based on the text above?
- a. Snow White lived with her stepsister
 - b. Snow White run away to the sea
 - c. There are eight dwarfs
 - d. Her uncle and aunt talking about leaving Snow White



Read the narrative text below to answer questions 1-5!

Text 2

Cinderella

Once upon a time there was a girl called Cinderella. She lived with her stepsisters. They were very bossy. She had to do all the housework.

One day there was a party at the palace. All were invited. Her stepsisters would not let her go with them. Cinderella was sad.

The fairy Godmather came and helped her to do to the ball. Cinderella danced with the prince. After a while, the clock stroke twelve. She left her glass shoes and went home. The next day, the prince and his men brought the glass shoes and went all over the kingdom to search for the owner.

After searching for a long time, finally, they came to Cinderella's house and the shoes fit her. The prince was very happy to find Cinderella again. They got married and lived happily ever after.

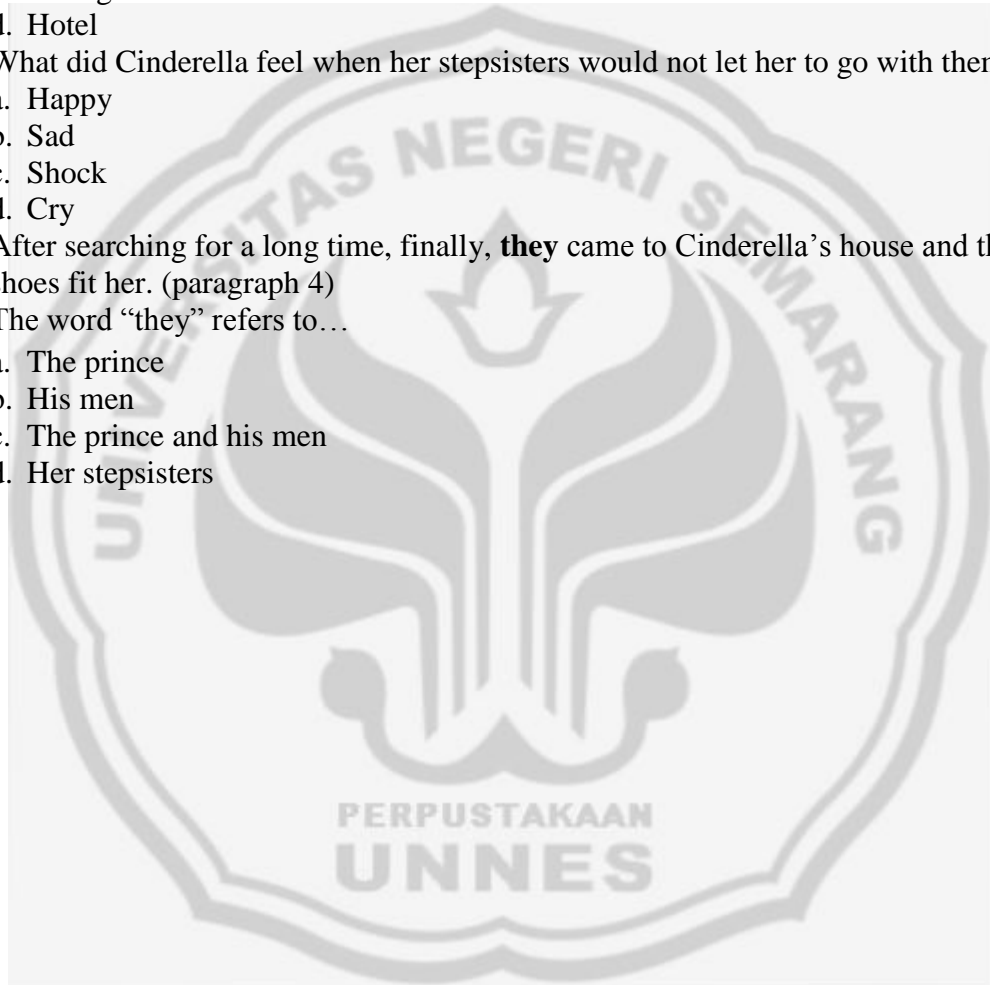
Bilingual glossary:

1. Stepsisters= kakak tiri
2. Bossy= suka memerintah
3. Palace= kerajaan
4. Sad= sedih
5. Owner= pemilik

Questions:

1. What are Cinderella's stepsisters?
 - a. Her stepsisters are very kind
 - b. Her stepsisters are greedy
 - c. Her stepsisters are bossy
 - d. Her stepsisters are arrogant
2. What is the main idea of the last paragraph?
 - a. Cinderella lived with her stepsisters
 - b. There was a party at the palace

- c. Cinderella danced with the prince
 - d. Cinderella and the prince got married
3. One day there was a party at the palace. (paragraph 2)
The synonym of the word "palace" above is...
- a. Kingdom
 - b. House
 - c. Cottage
 - d. Hotel
4. What did Cinderella feel when her stepsisters would not let her to go with them?
- a. Happy
 - b. Sad
 - c. Shock
 - d. Cry
5. After searching for a long time, finally, **they** came to Cinderella's house and the shoes fit her. (paragraph 4)
The word "they" refers to...
- a. The prince
 - b. His men
 - c. The prince and his men
 - d. Her stepsisters



Read the narrative text below to answer questions 1-6!

Text 3

Sleeping Beauty

A long time ago, a king and 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 spindle and sleep for a hundred year. Then a prince will come and she will wake up."

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

One day, she went to a part of the palace 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 so did everyone else in the palace.

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

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

Bilingual glossary:

1. Fairy= ibu peri
2. Wake up= bangun
3. Grew up= tumbuh
4. Prince= pangeran
5. Princess= putri raja

Questions:

1. The princess was called sleeping beauty because...
 - a. She was very beautiful
 - b. She was the daughter of a king
 - c. She slept for a long time
 - d. She was married with a handsome prince
2. Who had slept for a hundred years?
 - a. Everybody in the palace
 - b. The princess
 - c. The princess and everybody in the palace
 - d. The king and the queen
3. What did the princess feel when married with the prince?
 - a. Sad
 - b. Angry
 - c. Happy
 - d. Surprised
4. A hundred year later a young prince came and saw the palace among high trees. He went upstairs. (paragraph 5)
The word "he" in the sentences above refers to...
 - a. Good fairy
 - b. The king
 - c. The princess
 - d. The prince
5. The good fairy came and said...(paragraph 2)
The synonym of the word "good fairy" above is...
 - a. Angel
 - b. Evil
 - c. Girl
 - d. Prince
6. The following sentences are TRUE, except...
 - a. The king and queen had a baby girl
 - b. The princess to be a stupid girl
 - c. Sleeping Beauty went to sleep so did everyone else in the palace
 - d. The prince married Sleeping Beauty

Read the narrative text below to answer questions 1-5!

Text 4

The Lake of Color

Once upon a time, there was a kingdom. The kingdom had a kind and wise king named Prabu. He and all his people lived in happiness. There was only one thing that made Prabu and his people sad. Prabu did not have any children. There was no prince or princess in the kingdom.

One day, Prabu went to the jungle to pray God. Everyday he begged for a child. And after several time, the dream came true. The Queen got pregnant. All people in the kingdom felt happy so did Prabu and the King. Many of them sent presents to the palace.

The queen gave birth of a beautiful princess and Prabu and all his people got happier. Many of people sent presents to the palace. Everyone in the kingdom loved her. So did the King and the Queen. Everything she wanted must be realized. She became a spoiled girl. Her 17th birthday was coming and Prabu prepared a beautiful necklace as her birthday present. The party was so crowded and all people in the kingdom came and attendant the party. And then, Prabu presented the necklace to his beloved daughter and said that the beautiful necklace was presented by all people in the kingdom. Suddenly, the princess threw the necklace and said that she did not like the necklace. She said that she did not want accept that necklace.

All people, including Prabu and Queen, were sad and begin to cry. Then, there was a miracle. Suddenly, the earth was crying. It made a pool of water. The palace was getting full. Soon, the palace became a big lake. The lake sank the entire kingdom and became Telaga Warna (Lake of Color)

Bilingual glossary:

1. Lake = danau
2. Kingdom = kerajaan
3. Begged = meminta
4. Spoiled = manja
5. Necklace = kalung

Questions:

1. What is the main idea of paragraph 1?
 - a. The kingdom has a wise king
 - b. Prabu everyday begged for a child
 - c. Prabu and his people sad because did not have any children
 - d. The queen gave birth of a beautiful princess
2. What did the princess do with the necklace given by the king?
 - a. She threw it out
 - b. She accepted it
 - c. She gave it to the people of the kingdom
 - d. She kept it and thanked the king
3. Why did people in the kingdom send gifts to the palace?
 - a. They paid tax to the kingdom
 - b. They were forced to do so
 - c. They were very happy with the birth of their princess
 - d. They wanted to meet Prabu
4. Many of them sent presents to the palace. (paragraph 2)
The underlined word refers to...
 - a. The queen
 - b. The king
 - c. The princess
 - d. All people
5. Every day he begged for a child.
The synonym of word "begged" is...
 - a. Rejected
 - b. Asked
 - c. Leaved
 - d. Cared

Read the narrative text below to answer questions 1-5!

Text 5

The Legend of Banyuwangi

Once upon a time, there was a local ruler named King Sulahkromo. The king had a Prime Minister named Raden Sidopekto. The Prime Minister had a wife named Sri Tanjung. She was so beautiful that the King wanted her to be his wife.

One day, the King sent his Prime Minister to a long mission. While the Prime minister was away, the King tried to get Sri Tanjung. However he failed. He was very angry. Thus, when Sidopekto went back, the King told him that his wife was unfaithful to him. The Prime Minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekto said that he would kill her. He brought her to the river bank. Before he kill her and threw her into the river, she said that her innocence would be proven.

After Sidopekto killed her, he threw her dead body into the dirty river. The river immediately became clean and began to spread a wonderful fragrance. Sidopekto said, “Banyu... Wangi... Banyuwangi. This means “fragrance water”. Banyuwangi was born from the proof of noble and sacred love.

Bilingual glossary:

1. Wife= istri
2. Failed= gagal
3. River= sungai
4. Threw= melempar
5. Fragrance= harum

Questions:

1. Who was Sri Tanjung?
 - a. Raden Sidopekto’s wife

- b. Raden Sidopekto's attendant
 - c. The king's wife
 - d. The king's attendant
2. What did the king feel when he failed to get Sri Tanjung?
- a. Very happy
 - b. Very disappointed
 - c. Very sad
 - d. Very angry
3. One day the king sent his Prime Minister to a long mission. The underlined word refers to...
- a. King Sulahkromo
 - b. Raden Sidopekto
 - c. Sri Tanjung
 - d. The king's guard
4. What is the main idea of paragraph 2?
- a. The prime minister very angry with his wife
 - b. The king failed to get Sri Tanjung
 - c. Raden Sidopekto would kill his wife
 - d. Raden Sidopekto brought his wife to the river bank
5. How did Raden Sidopekto kill his wife?
- a. He shoot her
 - b. He bump her
 - c. He threw her into the river
 - d. He gave her the poison
6. What is the means of Banyuwangi?
- a. Clean water
 - b. Dirty water
 - c. Clear water
 - d. Fragrance water



Read the jumbled narrative text below and choose the appropriate form of verb (simple past) to answer questions 1-4!

Text 6

A Beautiful Girl and the Prince

Once upon a time there was a beautiful girl called Sarah, who (1)... with her stepmother. Her stepmother was very bossy, greedy, and arrogant. She hated Sarah a lot.

One day when her father was working outside, the stepmother hit Sarah and expelled her from the house. She went outside and (2)... far away from the house. Suddenly she saw a big melon farm and went in it. After that she hide in a big melon. She used to go out of the melon and get her food.

One day a prince visited the farm and saw the big melon. ‘ Cut this melon I want to eat it,’ the prince said. The prince’s guards started to cut the melon but they (3)... a voice from it. Sarah said ‘ Don’t cut me please !’ They were all surprised at this situation. The prince said ‘ Who are you ? Calm down, please come out.’ After that she came out. He fell in love with her.

She (4)... him the story so the prince decided to marry her and they lived happily ever after.

Bilingual glossary :

1. Greedy = rakus
2. Arrogant = sombong
3. Expelled = mengusir
4. Saw = melihat
5. Cut = memotong

Questions :

1. a. live
b. lived
c. lives
d. living

2. a. walking
b. walks
c. walk
d. walked

3. a. heard
b. hear
c. hears
d. hearing

4. a. tell
b. tells
c. telling
d. told



Appendix 10

TREATMENT CONTROL GROUP

Read the narrative text below to answer questions 1-4!

Text 1

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

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

Snow White didn't want her Uncle and Aunt to do this, so she decided to run away. She ran into the woods. She was very tired and hungry. Then she saw a little cottage. She went inside and fell asleep.

Meanwhile, the seven dwarfs came home and found Snow White sleeping. Snow White told her story. Then, the dwarfs asked her to live with them.

Finally, they lived happily ever after.

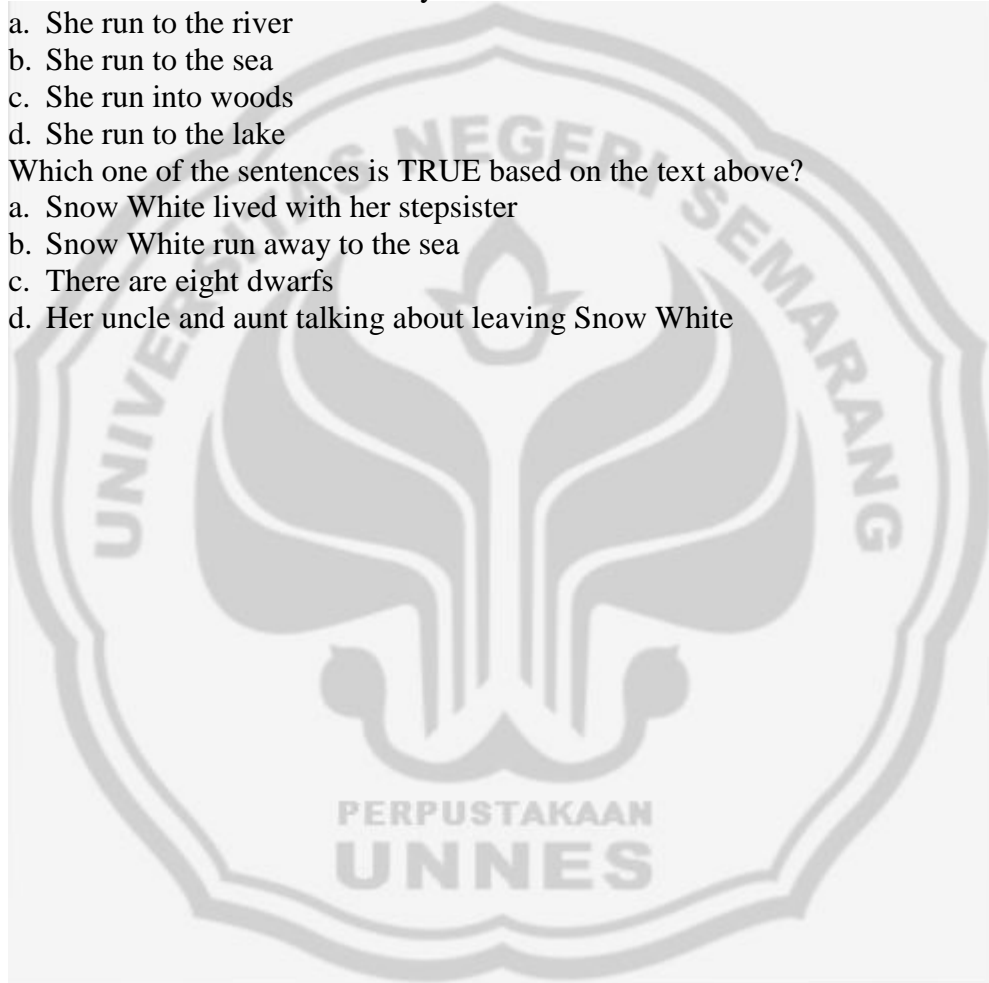
Monolingual glossary:

1. Died= to stop living or existing
2. Castle= a large strong building
3. Woods= a hard substance which forms the branches and trunks of trees
4. Cottage= a small house, usually in the countryside
5. Dwarfs= a creature like a little man with magical powers

Questions:

1. What is the suitable title for the text above?
 - a. Cinderella
 - b. Snow White
 - c. Sleeping beauty
 - d. Sarah and a big melon

2. She was very tired and hungry. (paragraph 3)
The underlined word refers to...
 - a. Aunt
 - b. Snow White
 - c. Dwarfs
 - d. Uncle
3. Where did Snow White run away?
 - a. She run to the river
 - b. She run to the sea
 - c. She run into woods
 - d. She run to the lake
4. Which one of the sentences is TRUE based on the text above?
 - a. Snow White lived with her stepsister
 - b. Snow White run away to the sea
 - c. There are eight dwarfs
 - d. Her uncle and aunt talking about leaving Snow White



Read the narrative text below to answer questions 1-5!

Text 2

Cinderella

Once upon a time there was a girl called Cinderella. She lived with her stepsisters. They were very bossy. She had to do all the housework.

One day there was a party at the palace. All were invited. Her stepsisters would not let her go with them. Cinderella was sad.

The fairy Godmather came and helped her to do to the ball. Cinderella danced with the prince. After a while, the clock stroke twelve. She left her glass shoes and went home. The next day, the prince and his men brought the glass shoes and went all over the kingdom to search for the owner.

After searching for a long time, finally, they came to Cinderella's house and the shoes fit her. The prince was very happy to find Cinderella again. They got married and lived happily ever after.

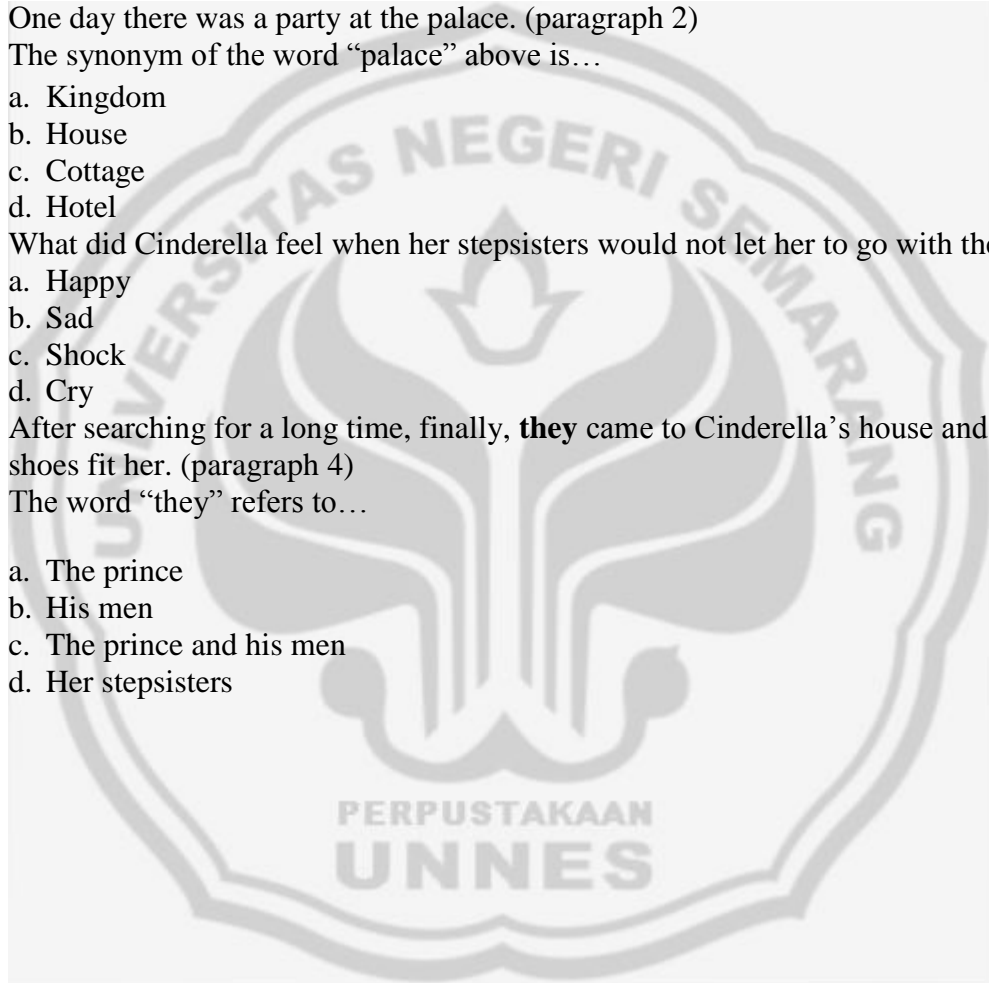
Monolingual glossary:

1. Stepsisters= not your parents' daughter, but the daughter of a person one of your parents has married
2. Bossy= describes someone who is always telling people what to do
3. Palace= a large house that is the official home of a king and queen
4. Sad= unhappy
5. Owner= someone who owns something

Questions:

1. What are Cinderella's stepsisters?
 - a. Her stepsisters are very kind
 - b. Her stepsisters are greedy

- c. Her stepsisters are bossy
 - d. Her stepsisters are arrogant
2. What is the main idea of the last paragraph?
- a. Cinderella lived with her stepsisters
 - b. There was a party at the palace
 - c. Cinderella danced with the prince
 - d. Cinderella and the prince got married
3. One day there was a party at the palace. (paragraph 2)
The synonym of the word “palace” above is...
- a. Kingdom
 - b. House
 - c. Cottage
 - d. Hotel
4. What did Cinderella feel when her stepsisters would not let her to go with them?
- a. Happy
 - b. Sad
 - c. Shock
 - d. Cry
5. After searching for a long time, finally, **they** came to Cinderella’s house and the shoes fit her. (paragraph 4)
The word “they” refers to...
- a. The prince
 - b. His men
 - c. The prince and his men
 - d. Her stepsisters



Read the narrative text below to answer questions 1-6!

Text 3

Sleeping Beauty

A long time ago, a king and 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 spindle and sleep for a hundred year. Then a prince will come and she will wake up.”

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

One day, she went to a part of the palace 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 so did everyone else in the palace.

A hundred year later a young prince came and saw the palace among high trees. He went upstairs. The prince came to a room and found the princess sleeping. He kneeled beside her and said, “Wake up Sleeping Beauty.”

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

Monolingual glossary:

1. Fairy= an imaginary creature with magical powers, usually represented as a very small person with wings
2. Wake up= become awake and conscious after sleeping
3. Grew up= to gradually become an adult
4. Prince= a son of the king and queen

5. Princess= a daughter of a king and queen

Questions:

1. The princess was called sleeping beauty because...
 - a. She was very beautiful
 - b. She was the daughter of a king
 - c. She slept for a long time
 - d. She was married with a handsome prince
2. Who had slept for a hundred years?
 - a. Everybody in the palace
 - b. The princess
 - c. The princess and everybody in the palace
 - d. The king and the queen
3. What did the princess feel when married with the prince?
 - a. Sad
 - b. Angry
 - c. Happy
 - d. Surprised
4. A hundred year later a young prince came and saw the palace among high trees. He went upstairs. (paragraph 5)
The word "he" in the sentences above refers to...
 - a. Good fairy
 - b. The king
 - c. The princess
 - d. The prince
5. The good fairy came and said...(paragraph 2)
The synonym of the word "good fairy" above is...
 - a. Angel
 - b. Evil
 - c. Girl
 - d. Prince
6. The following sentences are TRUE, except...
 - a. The king and queen had a baby girl
 - b. The princess to be a stupid girl
 - c. Sleeping Beauty went to sleep so did everyone else in the palace
 - d. The prince married Sleeping Beauty

Read the narrative text below to answer questions 1-5!

Text 4

The Lake of Color

Once upon a time, there was a kingdom. The kingdom had a kind and wise king named Prabu. He and all his people lived in happiness. There was only one thing that made Prabu and his people sad. Prabu did not have any children. There was no prince or princess in the kingdom.

One day, Prabu went to the jungle to pray God. Everyday he begged for a child. And after several time, the dream came true. The Queen got pregnant. All people in the kingdom felt happy so did Prabu and the King. Many of them sent presents to the palace.

The queen gave birth of a beautiful princess and Prabu and all his people got happier. Many of people sent presents to the palace. Everyone in the kingdom loved her. So did the King and the Queen. Everything she wanted must be realized. She became a spoiled girl. Her 17th birthday was coming and Prabu prepared a beautiful necklace as her birthday present. The party was so crowded and all people in the kingdom came and attendant the party. And then, Prabu presented the necklace to his beloved daughter and said that the beautiful necklace was presented by all people in the kingdom. Suddenly, the princess threw the necklace and said that she did not like the necklace. She said that she did not want accept that necklace.

All people, including Prabu and Queen, were sad and begin to cry. Then, there was a miracle. Suddenly, the earth was crying. It made a pool of water. The palace was getting full. Soon, the palace became a big lake. The lake sank the entire kingdom and became Telaga Warna (Lake of Color)

Monolingual glossary:

1. Lake = a large area of water that is surrounded by land
2. Kingdom = a country ruled by a king or queen
3. Begged = to ask for something because you want it very much
4. Spoiled = bad character
5. Necklace = a piece of jewellery

Questions:

1. What is the main idea of paragraph 1?
 - a. The kingdom has a wise king
 - b. Prabu everyday begged for a child
 - c. Prabu and his people sad because did not have any children
 - d. The queen gave birth of a beautiful princess
2. What did the princess do with the necklace given by the king?
 - a. She threw it out
 - b. She accepted it
 - c. She gave it to the people of the kingdom
 - d. She kept it and thanked the king
3. Why did people in the kingdom send gifts to the palace?
 - a. They paid tax to the kingdom
 - b. They were forced to do so
 - c. They were very happy with the birth of their princess
 - d. They wanted to meet Prabu
4. Many of them sent presents to the palace. (paragraph 2)
The underlined word refers to...
 - a. The queen
 - b. The king
 - c. The princess
 - d. All people
5. Every day he begged for a child.
The synonym of word "begged" is...
 - a. Rejected
 - b. Asked
 - c. Leaved
 - d. Cared



Read the narrative text below to answer questions 1-6!

Text 5

The Legend of Banyuwangi

Once upon a time, there was a local ruler named King Sulahkromo. The king had a Prime Minister named Raden Sidopekto. The Prime Minister had a wife named Sri Tanjung. She was so beautiful that the King wanted her to be his wife.

One day, the King sent his Prime Minister to a long mission. While the Prime minister was away, the King tried to get Sri Tanjung. However he failed. He was very angry. Thus, when Sidopekto went back, the King told him that his wife was unfaithful to him. The Prime Minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekto said that he would kill her. He brought her to the river bank. Before he kill her and threw her into the river, she said that her innocence would be proven.

After Sidopekto killed her, he threw her dead body into the dirty river. The river immediately became clean and began to spread a wonderful fragrance. Sidopekto said, “Banyu... Wangi... Banyuwangi. This means “fragrance water”. Banyuwangi was born from the proof of noble and sacred love.

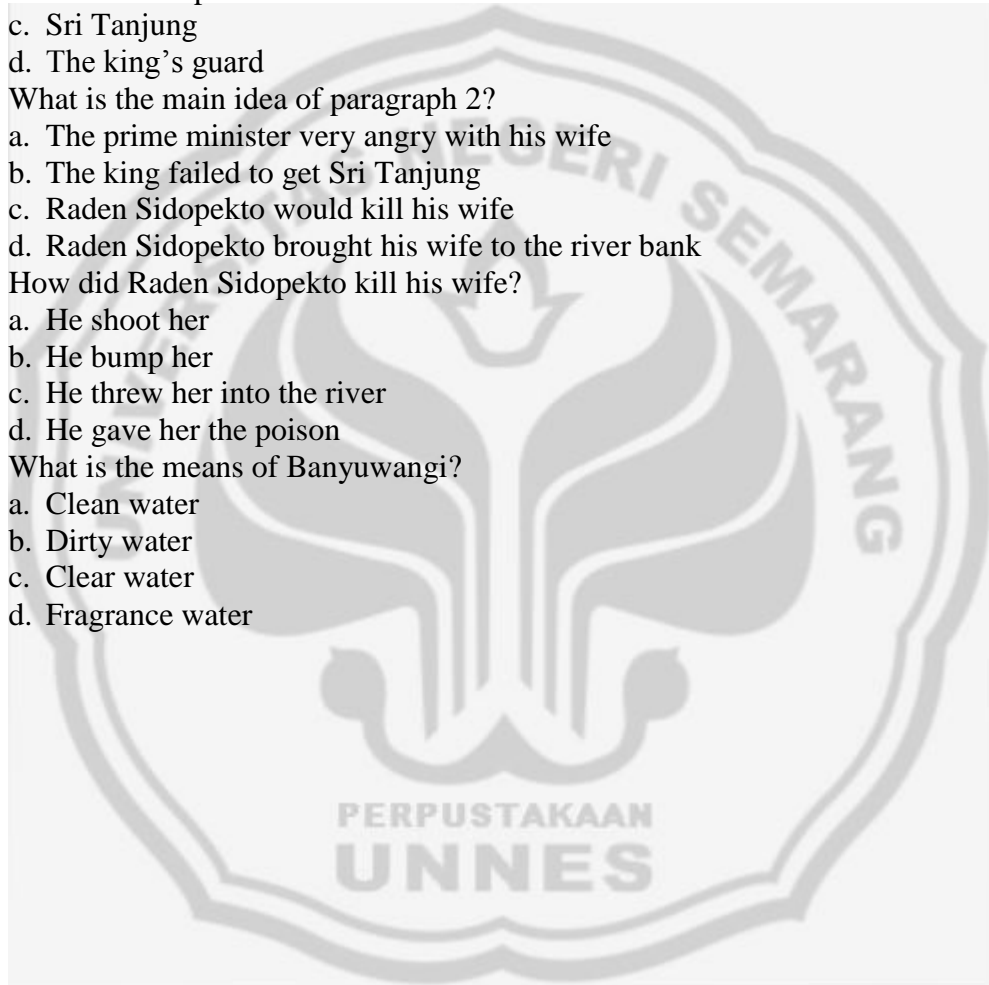
Monolingual glossary:

1. Wife= the woman a man is married to
2. Failed= having not succeeded
3. River= a natural wide flow of fresh water across the land into the sea
4. Threw= to do something actively and enthusiastically
5. Fragrance= a sweet smell

Questions:

1. Who was Sri Tanjung?
 - a. Raden Sidopekto’s wife
 - b. Raden Sidopekto’s attendant
 - c. The king’s wife
 - d. The king’s attendant
2. What did the king feel when he failed to get Sri Tanjung?
 - a. Very happy

- b. Very disappointed
 - c. Very sad
 - d. Very angry
3. One day the king sent his Prime Minister to a long mission.
The underlined word refers to...
- a. King Sulahkromo
 - b. Raden Sidopekto
 - c. Sri Tanjung
 - d. The king's guard
4. What is the main idea of paragraph 2?
- a. The prime minister very angry with his wife
 - b. The king failed to get Sri Tanjung
 - c. Raden Sidopekto would kill his wife
 - d. Raden Sidopekto brought his wife to the river bank
5. How did Raden Sidopekto kill his wife?
- a. He shoot her
 - b. He bump her
 - c. He threw her into the river
 - d. He gave her the poison
6. What is the means of Banyuwangi?
- a. Clean water
 - b. Dirty water
 - c. Clear water
 - d. Fragrance water



Read the jumbled narrative text below and choose the appropriate form of verb (simple past) to answer questions 1-4!

Text 6

A Beautiful Girl and the Prince

Once upon a time there was a beautiful girl called Sarah, who (1)... with her stepmother. Her stepmother was very bossy, greedy, and arrogant. She hated Sarah a lot.

One day when her father was working outside, the stepmother hit Sarah and expelled her from the house. She went outside and (2)... far away from the house. Suddenly she saw a big melon farm and went in it. After that she hide in a big melon. She used to go out of the melon and get her food.

One day a prince visited the farm and saw the big melon. ‘ Cut this melon I want to eat it,’ the prince said. The prince’s guards started to cut the melon but they (3)... a voice from it. Sarah said ‘ Don’t cut me please !’ They were all surprised at this situation. The prince said ‘ Who are you ? Calm down, please come out.’ After that she came out. He fell in love with her.

She (4)... him the story so the prince decided to marry her and they lived happily ever after.

Monolingual glossary :

1. Greedy = wanting a lot more food, money
2. Arrogant = behaving as if you are more important and know more than other people
3. Expelled = to force someone to leave from a place
4. Saw = to be conscious of what is around you by using your eyes
5. Cut = divide or make something smaller using a knife

Questions:

1. a. live
b. lived
c. lives
d. living

2. a. walking
b. walks
c. walk
d. walked

3. a. heard
b. hear
c. hears
d. hearing

4. a. tell
b. tells
c. telling
d. told



Appendix 11

Try Out**Try Out of Reading Comprehension**

Read the narrative text below to answer questions 1-6!

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

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

Snow White didn't want her Uncle and Aunt to do this, so she decided to run away. She ran into the woods. She was very tired and hungry. Then she saw a little cottage. She went inside and fell asleep.

Meanwhile, the seven dwarfs came home and found Snow White sleeping. Snow White told her story. Then, the dwarfs asked her to live with them.

Finally, they lived happily ever after.

Questions:

1. What is the suitable title for the text above?
 - a. Cinderella
 - b. Snow White
 - c. Sleeping beauty
 - d. Sarah and a big melon
2. What did her aunt and uncle talking about?
 - a. They are talking about going to America
 - b. They are talking about running away
 - c. They are talking about having no enough money
 - d. They are talking about leaving Snow White

3. She was very tired and hungry. (paragraph 3)
The underlined word refers to...
 - a. Aunt
 - b. Snow White
 - c. Dwarfs
 - d. Uncle
4. Where did Snow White run away?
 - a. She run to the river
 - b. She run to the sea
 - c. She run into woods
 - d. She run to the lake
5. What is the main idea of paragraph 4?
 - a. Snow White lived the dwarfs
 - b. Snow White lived with her aunt and uncle
 - c. Snow White decided to run away
 - d. Snow White saw a little cottage
6. Which one of the sentences is TRUE based on the text above?
 - a. Snow White lived with her stepsister
 - b. Snow White run away to the sea
 - c. There are eight dwarfs
 - d. Her uncle and aunt talking about leaving Snow White

Read the narrative text below to answer questions 7-13!

Cinderella

Once upon a time there was a girl called Cinderella. She lived with her stepsisters. They were very bossy. She had to do all the housework.

One day there was a party at the palace. All were invited. Her stepsisters would not let her go with them. Cinderella was sad.

The fairy Godmather came and helped her to do to the ball. Cinderella danced with the prince. After a while, the clock stroke twelve. She left her glass shoes and went home. The next day, the prince and his men brought the glass shoes and went all over the kingdom to search for the owner.

After searching for a long time, finally, they came to Cinderella's house and the shoes fit her. The prince was very happy to find Cinderella again. They got married and lived happily ever after.

Questions:

7. What are Cinderella's stepsisters?
 - a. Her stepsisters are very kind
 - b. Her stepsisters are greedy
 - c. Her stepsisters are bossy
 - d. Her stepsisters are arrogant
8. What is the main idea of the last paragraph?
 - a. Cinderella lived with her stepsisters
 - b. There was a party at the palace
 - c. Cinderella danced with the prince
 - d. Cinderella and the prince got married
9. What did Cinderella do when the clock stroke twelve?
 - a. She stayed at the palace
 - b. She left her glass shoes and when home
 - c. She danced with the prince
 - d. She had to do all the housework
10. One day there was a party at the palace. (paragraph 2)
The synonym of the word "palace" above is...
 - a. Kingdom
 - b. House
 - c. Cottage
 - d. Hotel
11. What did Cinderella feel when her stepsisters would not let her to go with them?
 - a. Happy
 - b. Sad
 - c. Shock
 - d. Cry
12. Which one of the sentences is TRUE based on the text above?
 - a. The prince find Cinderella again
 - b. Her stepsisters let her to go with them
 - c. Her stepsister was very kind
 - d. The prince unhappy to find Cinderella again
13. After searching for a long time, finally, **they** came to Cinderella's house and the shoes fit her. (paragraph 4)
The word "they" refers to...

- a. The prince
- b. His men
- c. The prince and his men
- d. Her stepsisters

Read the narrative text below to answer questions 14-19!

Sleeping Beauty

A long time ago, a king and 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 spindle and sleep for a hundred year. Then a prince will come and she will wake up.”

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

One day, she went to a part of the palace 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 so did everyone else in the palace.

A hundred year later a young prince came and saw the palace among high trees. He went upstairs. The prince came to a room and found the princess sleeping. He kneeled beside her and said, “Wake up Sleeping Beauty.”

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

Questions:

14. The princess was called sleeping beauty because...

- a. She was very beautiful
 - b. She was the daughter of a king
 - c. She slept for a long time
 - d. She was married with a handsome prince
15. Who had slept for a hundred years?
- a. Everybody in the palace
 - b. The princess
 - c. The princess and everybody in the palace
 - d. The king and the queen
16. What did the princess feel when married with the prince?
- a. Sad
 - b. Angry
 - c. Happy
 - d. Surprised
17. A hundred year later a young prince came and saw the palace among high trees. He went upstairs. (paragraph 5)
The word “he” in the sentences above refers to...
- a. Good fairy
 - b. The king
 - c. The princess
 - d. The prince
18. The good fairy came and said...(paragraph 2)
The synonym of the word “good fairy” above is...
- a. Angel
 - b. Evil
 - c. Girl
 - d. Prince
19. The following sentences are TRUE, except...
- a. The king and queen had a baby girl
 - b. The princess to be a stupid girl
 - c. Sleeping Beauty went to sleep so did everyone else in the palace
 - d. The prince married Sleeping Beauty

Read the narrative text below to answer questions 20-26!

Once upon a time, there was a kingdom. The kingdom had a kind and wise king named Prabu. He and all his people lived in happiness. There was only one thing that made Prabu and his people sad. Prabu did not have any children. There was no prince or princess in the kingdom.

One day, Prabu went to the jungle to pray God. Everyday he begged for a child. And after several time, the dream came true. The Queen got pregnant. All people in the kingdom felt happy so did Prabu and the King. Many of them sent presents to the palace.

The queen gave birth of a beautiful princess and Prabu and all his people got happier. Many of people sent presents to the palace. Everyone in the kingdom loved her. So did the King and the Queen. Everything she wanted must be realized. She became a spoiled girl. Her 17th birthday was coming and Prabu prepared a beautiful necklace as her birthday present. The party was so crowded and all people in the kingdom came and attendant the party. And then, Prabu presented the necklace to his beloved daughter and said that the beautiful necklace was presented by all people in the kingdom. Suddenly, the princess threw the necklace and said that she did not like the necklace. She said that she did not want accept that necklace.

All people, including Prabu and Queen, were sad and begin to cry. Then, there was a miracle. Suddenly, the earth was crying. It made a pool of water. The palace was getting full. Soon, the palace became a big lake. The lake sank the entire kingdom and became Telaga Warna (Lake of Color)

Questions:

20. What is the main idea of paragraph 1?
- The kingdom has a wise king
 - Prabu everyday begged for a child

- c. Prabu and his people sad because did not have any children
d. The queen gave birth of a beautiful princess
21. What did the princess do with the necklace given by the king?
a. She threw it out
b. She accepted it
c. She gave it to the people of the kingdom
d. She kept it and thanked the king
22. What is the most suitable title for the text above?
a. The king did not have any children
b. The spoiled girl
c. The lake sank the entire kingdom
d. The lake of color
23. Why did people in the kingdom send gifts to the palace?
a. They paid tax to the kingdom
b. They were forced to do so
c. They were very happy with the birth of their princess
d. They wanted to meet Prabu
24. Many of them sent presents to the palace. (paragraph 2)
The underlined word refers to...
a. The queen
b. The king
c. The princess
d. All people
25. What did Prabu and Queen feel when the princess did not want accept that necklace?
a. They were angry
b. They were disappointed
c. They were touchy
d. They were sad and begin to cry
26. Every day he begged for a child.
The synonym of word "begged" is...
a. Rejected
b. Asked
c. Leaved
d. Cared

Read the narrative text below to answer questions 27-33!

The Legend of Banyuwangi

Once upon a time, there was a local ruler named King Sulahkromo. The king had a Prime Minister named Raden Sidopekto. The Prime Minister had a wife named Sri Tanjung. She was so beautiful that the King wanted her to be his wife.

One day, the King sent his Prime Minister to a long mission. While the Prime minister was away, the King tried to get Sri Tanjung. However he failed. He was very angry. Thus, when Sidopekto went back, the King told him that his wife was unfaithful to him. The Prime Minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekto said that he would kill her. He brought her to the river bank. Before he kill her and threw her into the river, she said that her innocence would be proven.

After Sidopekto killed her, he threw her dead body into the dirty river. The river immediately became clean and began to spread a wonderful fragrance. Sidopekto said, “Banyu... Wangi... Banyuwangi. This means “fragrance water”. Banyuwangi was born from the proof of noble and sacred love.

Questions:

27. Who was Sri Tanjung?
 - a. Raden Sidopekto’s wife
 - b. Raden Sidopekto’s attendant
 - c. The king’s wife
 - d. The king’s attendant
28. What did the king feel when he failed to get Sri Tanjung?
 - a. Very happy
 - b. Very disappointed
 - c. Very sad
 - d. Very angry
29. One day the king sent his Prime Minister to a long mission. The underlined word refers to...

- a. King Sulahkromo
 - b. Raden Sidopekto
 - c. Sri Tanjung
 - d. The king's guard
30. What is the main idea of paragraph 2?
- a. The prime minister very angry with his wife
 - b. The king failed to get Sri Tanjung
 - c. Raden Sidopekto would kill his wife
 - d. Raden Sidopekto brought his wife to the river bank
31. How did Raden Sidopekto kill his wife?
- a. He shoot her
 - b. He bump her
 - c. He threw her into the river
 - d. He gave her the poison
32. What is the means of Banyuwangi?
- a. Clean water
 - b. Dirty water
 - c. Clear water
 - d. Fragrance water
33. What was finally proven in this story?
- a. The river immediately became dirty
 - b. The river immediately became smelly
 - c. The river immediately became dirty and smelly
 - d. The river immediately became clean and began to spread a wonderful fragrance

Read the jumbled narrative text below and choose the appropriate form of verb (simple past) to answer questions 34-40!

A Beautiful girl and the Prince

Once upon a time there was a beautiful girl called Sarah, who (34)... with her stepmother. Her stepmother was very bossy, greedy, and arrogant. She hated Sarah a lot.

One day when her father was working outside, the stepmother hit Sarah and expelled her from the house. She went outside and (35)... far away from the house. Suddenly she saw a big melon farm and went in it. After that she hide in a big melon. She used to go out of the melon and get her food.

One day a prince (36)... the farm and saw the big melon. ‘ Cut this melon I want to eat it,’ the prince said. The prince’s guards (37)... to cut the melon but they (38)... a voice from it. Sarah said ‘ Don’t cut me please !’ They were all surprised at this situation. The prince said ‘ Who are you ? Calm down, please come out.’ After that she came out. He fell in love with her.

She (39)... him the story so the prince (40)... to marry her and they lived happily ever after.

Questions :

34. a. live
b. lived
c. lives
d. living
35. a. walking
b. walks
c. walk
d. walked
36. a. visits
b. visit
c. visited
d. visiting
37. a. started
b. starts
c. start
d. starting
38. a. heard
b. hear
c. hears
d. hearing
39. a. tell

- b. tells
- c. telling
- d. told

40. a. decide
b. decided
c. deciding
d. decides



Appendix 12

Pre-test and Post-test of Reading Comprehension

Read the narrative text below to answer questions 1-4!

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

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

Snow White didn't want her Uncle and Aunt to do this, so she decided to run away. She ran into the woods. She was very tired and hungry. Then she saw a little cottage. She went inside and fell asleep.

Meanwhile, the seven dwarfs came home and found Snow White sleeping. Snow White told her story. Then, the dwarfs asked her to live with them.

Finally, they lived happily ever after.

Questions:

1. What is the suitable title for the text above?
 - a. Cinderella
 - b. Snow White
 - c. Sleeping beauty
 - d. Sarah and a big melon
2. She was very tired and hungry. (paragraph 3)
The underlined word refers to...
 - a. Aunt
 - b. Snow White
 - c. Dwarfs

- d. Uncle
- 3. Where did Snow White run away?
 - a. She run to the river
 - b. She run to the sea
 - c. She run into woods
 - d. She run to the lake
- 4. Which one of the sentences is TRUE based on the text above?
 - a. Snow White lived with her stepsister
 - b. Snow White run away to the sea
 - c. There are eight dwarfs
 - d. Her uncle and aunt talking about leaving Snow White

Read the narrative text below to answer questions 5-9!

Cinderella

Once upon a time there was a girl called Cinderella. She lived with her stepsisters. They were very bossy. She had to do all the housework.

One day there was a party at the palace. All were invited. Her stepsisters would not let her go with them. Cinderella was sad.

The fairy Godmather came and helped her to do to the ball. Cinderella danced with the prince. After a while, the clock stroke twelve. She left her glass shoes and went home. The next day, the prince and his men brought the glass shoes and went all over the kingdom to search for the owner.

After searching for a long time, finally, they came to Cinderella's house and the shoes fit her. The prince was very happy to find Cinderella again. They got married and lived happily ever after.

Questions:

- 5. What are Cinderella's stepsisters?
 - a. Her stepsisters are very kind
 - b. Her stepsisters are greedy
 - c. Her stepsisters are bossy
 - d. Her stepsisters are arrogant

6. What is the main idea of the last paragraph?
 - a. Cinderella lived with her stepsisters
 - b. There was a party at the palace
 - c. Cinderella danced with the prince
 - d. Cinderella and the prince got married
7. One day there was a party at the palace. (paragraph 2)
The synonym of the word "palace" above is...
 - a. Kingdom
 - b. House
 - c. Cottage
 - d. Hotel
8. What did Cinderella feel when her stepsisters would not let her to go with them?
 - a. Happy
 - b. Sad
 - c. Shock
 - d. Cry
9. After searching for a long time, finally, **they** came to Cinderella's house and the shoes fit her. (paragraph 4)
The word "they" refers to...
 - a. The prince
 - b. His men
 - c. The prince and his men
 - d. Her stepsisters

Read the narrative text below to answer questions 10-15!

Sleeping Beauty

A long time ago, a king and 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 spindle and sleep for a hundred year. Then a prince will come and she will wake up."

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

One day, she went to a part of the palace 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 so did everyone else in the palace.

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

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

Questions:

10. The princess was called sleeping beauty because...
 - a. She was very beautiful
 - b. She was the daughter of a king
 - c. She slept for a long time
 - d. She was married with a handsome prince
11. Who had slept for a hundred years?
 - a. Everybody in the palace
 - b. The princess
 - c. The princess and everybody in the palace
 - d. The king and the queen
12. What did the princess feel when married with the prince?
 - a. Sad
 - b. Angry
 - c. Happy
 - d. Surprised
13. A hundred year later a young prince came and saw the palace among high tress. He went upstairs. (paragraph 5)
The word "he" in the sentences above refers to...
 - a. Good fairy
 - b. The king
 - c. The princess

- d. The prince
14. The good fairy came and said...(paragraph 2)
The synonym of the word “good fairy” above is...
- Angel
 - Evil
 - Girl
 - Prince
15. The following sentences are TRUE, except...
- The king and queen had a baby girl
 - The princess to be a stupid girl
 - Sleeping Beauty went to sleep so did everyone else in the palace
 - The prince married Sleeping Beauty

Read the narrative text below to answer questions 16-20!

Once upon a time, there was a kingdom. The kingdom had a kind and wise king named Prabu. He and all his people lived in happiness. There was only one thing that made Prabu and his people sad. Prabu did not have any children. There was no prince or princess in the kingdom.

One day, Prabu went to the jungle to pray God. Everyday he begged for a child. And after several time, the dream came true. The Queen got pregnant. All people in the kingdom felt happy so did Prabu and the King. Many of them sent presents to the palace.

The queen gave birth of a beautiful princess and Prabu and all his people got happier. Many of people sent presents to the palace. Everyone in the kingdom loved her. So did the King and the Queen. Everything she wanted must be realized. She became a spoiled girl. Her 17th birthday was coming and Prabu prepared a beautiful necklace as her birthday present. The party was so crowded and all people in the kingdom came and attendant the party. And then, Prabu presented the necklace to his beloved daughter and said that the beautiful necklace was presented by all people in

the kingdom. Suddenly, the princess threw the necklace and said that she did not like the necklace. She said that she did not want accept that necklace.

All people, including Prabu and Queen, were sad and begin to cry. Then, there was a miracle. Suddenly, the earth was crying. It made a pool of water. The palace was getting full. Soon, the palace became a big lake. The lake sank the entire kingdom and became Telaga Warna (Lake of Color)

Questions:

16. What is the main idea of paragraph 1?
 - a. The kingdom has a wise king
 - b. Prabu everyday begged for a child
 - c. Prabu and his people sad because did not have any children
 - d. The queen gave birth of a beautiful princess
17. What did the princess do with the necklace given by the king?
 - a. She threw it out
 - b. She accepted it
 - c. She gave it to the people of the kingdom
 - d. She kept it and thanked the king
18. Why did people in the kingdom send gifts to the palace?
 - a. They paid tax to the kingdom
 - b. They were forced to do so
 - c. They were very happy with the birth of their princess
 - d. They wanted to meet Prabu
19. Many of them sent presents to the palace. (paragraph 2)
The underlined word refers to...
 - a. The queen
 - b. The king
 - c. The princess
 - d. All people
20. Every day he begged for a child.
The synonym of word "begged" is...
 - a. Rejected
 - b. Asked
 - c. Leaved
 - d. Cared

Read the narrative text below to answer questions 21-26!

The Legend of Banyuwangi

Once upon a time, there was a local ruler named King Sulahkromo. The king had a Prime Minister named Raden Sidopekto. The Prime Minister had a wife named Sri Tanjung. She was so beautiful that the King wanted her to be his wife.

One day, the King sent his Prime Minister to a long mission. While the Prime minister was away, the King tried to get Sri Tanjung. However he failed. He was very angry. Thus, when Sidopekto went back, the King told him that his wife was unfaithful to him. The Prime Minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekto said that he would kill her. He brought her to the river bank. Before he kill her and threw her into the river, she said that her innocence would be proven.

After Sidopekto killed her, he threw her dead body into the dirty river. The river immediately became clean and began to spread a wonderful fragrance. Sidopekto said, “Banyu... Wangi... Banyuwangi. This means “fragrance water”. Banyuwangi was born from the proof of noble and sacred love.

Questions:

21. Who was Sri Tanjung?
 - a. Raden Sidopekto’s wife
 - b. Raden Sidopekto’s attendant
 - c. The king’s wife
 - d. The king’s attendant
22. What did the king feel when he failed to get Sri Tanjung?
 - a. Very happy
 - b. Very disappointed
 - c. Very sad
 - d. Very angry
23. One day the king sent his Prime Minister to a long mission. The underlined word refers to...

- a. King Sulahkromo
 - b. Raden Sidopekto
 - c. Sri Tanjung
 - d. The king's guard
24. What is the main idea of paragraph 2?
- a. The prime minister very angry with his wife
 - b. The king failed to get Sri Tanjung
 - c. Raden Sidopekto would kill his wife
 - d. Raden Sidopekto brought his wife to the river bank
25. How did Raden Sidopekto kill his wife?
- a. He shoot her
 - b. He bump her
 - c. He threw her into the river
 - d. He gave her the poison
26. What is the means of Banyuwangi?
- a. Clean water
 - b. Dirty water
 - c. Clear water
 - d. Fragrance water

Read the jumbled narrative text below and choose the appropriate form of verb (simple past) to answer questions 27-30!

A Beautiful Girl and the Prince

Once upon a time there was a beautiful girl called Sarah, who (27)... with her stepmother. Her stepmother was very bossy, greedy, and arrogant. She hated Sarah a lot.

One day when her father was working outside, the stepmother hit Sarah and expelled her from the house. She went outside and (28)... far away from the house. Suddenly she saw a big melon farm and went in it. After that she hide in a big melon. She used to go out of the melon and get her food.

One day a prince visited the farm and saw the big melon. ‘ Cut this melon I want to eat it,’ the prince said. The prince's guards startedto cut the melon but they (29)... a voice from it. Sarah said ‘ Don't cut me please !’ They were all surprised at

this situation. The prince said ‘ Who are you ? Calm down, please come out.’ After that she came out. He fell in love with her.

She (30)... him the story so the prince decided to marry her and they lived happily ever after.

Questions :

27. a. live
b. lived
c. lives
d. living
28. a. walking
b. walks
c. walk
d. walked
29. a. heard
b. hear
c. hears
d. hearing
30. a. tell
b. tells
c. telling
d. told



