

**USING THE TEAM GAME TOURNAMENT TECHNIQUE TO IMPROVE  
GRADE VIII STUDENTS' READING ABILITIES AT SMP N 1 WONOSARI  
IN THE ACADEMIC YEAR OF 2013/ 2014**

**A Thesis**

**Presented as a Partial Fulfillment of the Requirement for the Attainment of  
*Sarjana Pendidikan* Degree in English Language Education**



**Cintiya Mradipta R. W**

**NIM 10202241045**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTA STATE UNIVERSITY**

**2014**

**USING THE TEAM GAME TOURNAMENT TECHNIQUE TO IMPROVE  
GRADE VIII STUDENTS' READING ABILITIES AT SMP N 1 WONOSARI  
IN THE ACADEMIC YEAR OF 2013/ 2014**

**A Thesis**

**Presented as a Partial Fulfillment of the Requirement for the Attainment of  
*Sarjana Pendidikan* Degree in English Language Education**



**Cintiya Mradipta R. W**

**10202241045**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTA STATE UNIVERSITY**

**2014**

**APPROVAL**

**Using the Team Game Tournament Technique to Improve Students' Reading  
Abilities at Grade VIII SMP N 1 Wonosari  
in the Academic Year of 2013/ 2014**

**A Thesis**



Dr. Agus Widyantoro, M.Pd.  
NIP 19600308 198502 1 001

**RATIFICATION**

**USING THE TEAM GAME TOURNAMENT TECHNIQUE TO IMPROVE  
GRADE VIII STUDENTS' READING ABILITIES AT SMP N 1 WONOSARI  
IN THE ACADEMIC YEAR OF 2013/ 2014**


A Thesis

**Cintiya Mradipta Rosanti Wijaya**  
10202241045

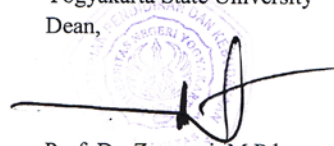
Accepted by the Board of Examiners of Faculty of Languages and Arts,  
Yogyakarta State University on October 21<sup>st</sup>, 2014 and Declared to Have Fulfilled  
the Requirements for the Attainment of the Degree of *Sarjana Pendidikan* in  
English Language Education

**BOARD EXAMINERS**

Chairperson : Jamilah, M.Pd.  
Secretary : Sukarno, M.Hum.  
Main Examiner : Dr. Margana, M.Hum. M.A.  
Second Examiner : Dr. Agus Widyantoro, M.Pd.

1.   
2.   
3.   
4. 

Yogyakarta, October 21<sup>st</sup>, 2014  
Faculty of Languages and Arts  
Yogyakarta State University  
Dean,



Prof. Dr. Zamzani, M.Pd.  
NIP 19550505 198011 1 001

## PERNYATAAN

Yang bertanda tangan di bawah ini, saya

Nama : Cintiya Mradipta Rosanti Wijaya  
NIM : 10202241045  
Prodi : Pendidikan Bahasa Inggris  
Fakultas : Bahasa dan Seni  
Judul Skripsi : *Using the Team Game Tournament Technique to Improve to Improve Grade VIII Students' Reading Abilities at SMP N 1 Wonosari in the Academic Year of 2013/2014*

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis oleh orang lain, kecuali bagian- bagian tertentu yang diambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, hal tersebut sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, October 21<sup>th</sup>, 2014

Penulis,



Cintiya Mradipta Rosanti Wijaya

## **DEDICATION**

**This thesis is dedicated to:**

*me myself*

*my husband, Ilham Yoga Pramana, S.Pd.*

*my parents,*

*Ruslan Wijaya, M.Pd. & Santi Haryani, S.Pd. AUD*

*Subarjono, Amd & Rustina*

*my sisters, Hani & Shofie*

## **MOTTO**

*Life is never without problems,  
never without difficulties,  
never without hurtful moments,  
but never without God to lead.*

## ACKNOWLEDGMENT

Alhamdulillahirobbil'alamin. I am grateful to Allah SWT the Most Gracious and the Most Merciful. Praise to Allah SWT who has blessed me with so many miracles. His blessing has empowered me to finish this thesis.

Deep gratitude and appreciation I give to my supervisor, Dr. Agus Widyanoro, M.Pd. for his support, patience, and feedback throughout the stages of thesis writing. Special thanks to Mrs. Emy Nur Rokhani, S.Pd. for her guidance from the beginning semester of my study. In addition, I would like to express my gratitude to my lecturers for the valuable knowledge and experience during my study in Yogyakarta State University.

Many thanks and appreciation are addressed to the headmaster of SMP N 1 Wonosari, Drs. Bambang Pracoyo, M.Pd. for giving permission to conduct my research. Special thanks also go to the English teacher of SMP N 1 Wonosari, Mrs. Kusdarini, S.Pd for her helps, suggestions, and motivations during the research. My thanks also go to the students of VIII G and all big families of SMP N 1 wonosari for their support and participation.

I would like to dedicate my deepest thanks and appreciation for my dearest husband, Ilham Yoga Pramana, S.Pd. for his love, supports, and helps. May Allah blessed him in every path of his. My special gratitude is also devoted to my beloved mother, Santi Haryani, S.Pd. AUD, my father , Ruslan Wijaya, MM.Pd, my sisters Hani and Shofie. I really thanks them for supporting me to finish this thesis. Also I would like to thanks my big families, HDM and Ciptomartono, for the support and excitement of life.

To my classmates, Esthi, Afi, Galih, Arini, Arintika, Hertati, Prita, Ana, Kiki, Orin, Evi, Risang, Meta, Bayu, and Natalisa, for the great togetherness, love, and friendship.

I hope that this thesis would be useful for the readers. However I realize that this thesis is far from being perfect, so any criticisms, ideas, and suggestions are warmly welcomed.

Yogyakarta, October 21<sup>th</sup>, 2014

The Writer



## TABLE OF CONTENT

TITLE.....	i
APPROVAL SHEET.....	ii
RATIFICATION.....	iii
DECLARATION.....	iv
DEDICATION.....	v
MOTTO.....	vi
ACKNOWLEDGEMENT.....	vii
TABLE OF CONTENT.....	viii
LIST OF TABLES.....	x
LIST OF FIGURE.....	xi
LIST OF APPENDICES.....	xii
ABSTRACT.....	xiii
CHAPTER I INTRODUCTION	
A. Background of the Research.....	1
B. Identification of the Problem.....	4
C. Limitation of the Problem.....	5
D. Formulation of the Problem.....	6
E. Objective of the Research.....	6
F. Significant of the Research.....	6
CHAPTER II THEORITICAL REVIEW AND CONCEPTUAL FRAMEWORK	
A. Theoritical Review.....	8
B. Review of Related Study.....	18
C. Conceptual Framework.....	19
CHAPTER III RESEARCH METHOD	
A. Type of the Research.....	20
B. Setting of the Research.....	21
C. Subject of the Research.....	22
D. Research Data Collection.....	22
E. Data Analysis Technique.....	23
F. Validity and Reliability.....	24
G. Research Procedure.....	25
CHAPTER IV RESEARCH FINDING AND DISCUSSION	
A. Reconaissance.....	28
B. The Report of Action and Discussion.....	32
1. The Implementation of the Action in Cycle 1.....	32
a. Planning.....	32

b. Action and Observation of Cycle 1.....	36
c. Reflection of Cycle 1.....	40
d. Summary of Cycle 1.....	43
2. The Implementation of the Action in Cycle 2.....	44
a. Planning.....	44
b. Action and Observation of Cycle 2.....	44
c. Final Reflection.....	47
C. Students' Score.....	50
D. Research Findings.....	50
E. Discussion.....	53
CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTION	
A. Conclusion.....	54
B. Implication.....	54
C. Suggestion.....	55
References.....	56
APPENDICES.....	58

## LIST OF TABLES

Table 1	The Field Problem Concerning to the teaching and Learning Process of Reading in the class G SMP N 1 Wonosari.....	28
Table 2	The Most Urgent Problems Related to the Teaching and Learning Process of Reading.....	30
Table 3	Problems that were Selected Based on the Feasibility Level.....	30
Table 4	The Relationship between the Field Problem and Actions.....	32
Table 5	The Selected Standard of Competence and Basic Competence.....	33
Table 6	The Schedule of Cycle 1.....	35
Table 7	The Mean Score of the Pre Test and the Post Test.....	43
Table 8	The Schedule of Cycle 2.....	45
Table 9	The Mean Score of the Pre Test, Post Test and Final Test.....	50
Table 10	The Changes after the Action Carried Out.....	52

**LIST OF FIGURE**

Figure 1 Cycle of action research..... 27

## LIST OF APPENDICES

APPENDIX A FIELD NOTE.....	58
APPENDIX B INTERVIEW TRANSCRIPT.....	72
APPENDIX C COURSE GRID.....	81
APPENDIX D LESSON PLAN.....	98
APPENDIX E PRE TEST AND POST TEST.....	117
APPENDIX F STUDENTS' SCORE.....	128
APPENDIX G ATTENDANCE LIST.....	132
APPENDIX H PHOTOGRAPH.....	134
APPENDIX I LETTER.....	137
APPENDIX J STUDENTS' WORK.....	141

**USING THE TEAM GAME TOURNAMENT TECHNIQUE TO IMPROVE  
STUDENTS' READING ABILITIES AT GRADE VIII SMP N 1  
WONOSARI IN THE ACADEMIC YEAR OF 2013/ 2014**

**Cintiya Mradipta Rosanti Wijaya  
10202241045**

**ABSTRACT**

The objective of the study was to improve students' reading abilities through the use of Team Game Tournament (TGT) technique at grade VIII SMP N 1 Wonosari in the academic year of 2013/ 2014.

The research was categorized into action research. This research was conducted collaboratively among the research team, namely the researcher, the English teacher, and the students. There were two cycles in this research. In each cycle, the researcher did the planning, implementing, observing, and reflecting of the actions. The data of this research were qualitative and were supported by quantitative data. The data were collected through observation, interview, and test. The qualitative data were organized by summarizing. Then the data was displayed. The quantitative data were analyzed in form of number to compare the students' score. To assure the validity of the data, there were five criteria of validity used. They were democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Besides, the researcher also used the time triangulation and subject triangulation to assure the truthworthiness of the data.

The research result showed that the students' reading abilities improved through the use of TGT. The improvement was shown by the ability of the students to use some reading skills such as scanning and skimming. The improvement also shown by the increasing of the mean score, 67.3 on the pre test and 84.6 on the post test. . Finally, it can be concluded that the implementation of TGT could improve students' reading abilities.

Keywords: Team Game Tournament, reading abilities

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Research**

There is no doubt that in this globalization era, English is needed as a tool to communicate since it is the most common language used worldwide. English has been playing a major role in many sectors including business, medicine, engineering, and of course education. Education becomes the sector which affected most by the use of English. At least there are three reasons why people in educational sector should master in English (Sozdinler: 2008: 76). The first one is that many literatures are written in English, therefore the more people need the information, the more people should understand English. The second reason is that using English gives people more chance to get in touch with international world. A student who has good English is more benefitted than the one who has not, for example when he wants to study aboard. The third reason is that English helps us to find a good position in our career. Since nowadays many companies prefer to hire people with good English skills both in spoken and written English, a student with high English proficiency has more chance to achieve high-quality job.

In order to mastering English, students need to possess the four language skills comprising receptive skills i.e. listening and reading, and productive skills, i.e. speaking and writing. Those skills are related one another. For example, the success of learning reading as a receptive skill will influence the success of learning writing as the productive skill.

Reading as one of the language skills plays a big role in determining the success of a language acquisition. Reading becomes the stepping stone in learning. It is a way to digest language input in form of written text. Besides, reading enriches our knowledge of language. It increases our vocabulary mastery that is important in understanding things. Therefore, the more students read, the more students gain the valuable pieces of knowledge. Educational researchers have found that there is a strong correlation between reading and academic success (Pretorius, cited in Shoebottom: 2013:27). A good reader can comprehend ideas, follow arguments, and detect implications of a piece of writing. In other words, a good reader will know more and they are relatively close to the academic success.

In Indonesia, English becomes one of the compulsory subjects tested in the National Examination. The questions in the exam can be divided into two parts which are spoken and written test. In spoken test, students are provided with some question that should be answered based on the recordings played. While in the written part, the usually students have some short text and the questions that follow. The written part has bigger portion in the exam because the number of question is about three fourth from the total questions. It is clear that reading is very important skill that should be owned by every English learner.

However, it does not mean that the process is out of problems. Based on the official presentation from the Ministry of culture and Education on the National examination result in 2013, the result of the Junior High School



National Exam in the academic year of 2012/ 2013, especially in English subject, was still poor. The result of the subject is the lowest among the four subjects tested in the exam. The national average of English subject is only 5.70 which is the lowest compared to Bahasa Indonesia 6.93, Math 5.88, and Science 5.99.

There are also still many problems concerning the reading teaching and learning process in every school as what happen in SMP N 1 Wonosari. Based on the observation that was held on the 23 of February 2013, there were some problems. The English learning process di not run smoothly. After the bell rang, the English teacher, a woman about 40 years old, entered the class with a text book. After doing the prayer, she asked the students to open a certain page and gave them some minutes to read the text. Then she pointed some students to read the text aloud and ask other students to correct their friend if he/ she made any mistakes. Yet, only some students realize their friends' mistakes. For the next activity, the teacher asked the students to answer the question related to the text which took about 25 minutes. Finishing the tasks, the students observed bored, some of them only copied their friend's answers. When the teacher asked volunteer to answer the question, there was no one willing to answer. Finally the teacher pointed the students by name to answer the questions. Until the bell rang, which indicated the time was up, the class condition remained the same, the students' participation was very low.

From the observation, the researcher thought that changes needed in the class. That is why the researcher proposes Team Game Tournament

Technique (TGT). Team game Tournament is a teaching technique in which the completion of the task is done through games. This technique can be applied in the class and hopefully improve students' participation. Why the researcher offers this technique is because contrasted to the traditional technique, this technique has some advantages. The first one is, it provides new experience for both the teacher and also the students. With games, they would not be bored with the activities that they used to do. The second reason is that games gave students challenges. This can arouse their curiosity, therefore they will be motivated to learn more in order to win the challenge. The third is games help us to create a good learning atmosphere. It is expected that with the good atmosphere the teaching and learning process will run effectively. And the important thing is that games also help students to develop their social skills, through games they learn how to cooperate and to compete.

## **B. Identification of the Problems**

Based on the observation, the researcher obtained some problems in the teaching and learning process in the class. They are described as follows.

### **1. The English Teacher**

The English teacher of the VIII Grade SMP N 1 Wonosari has only limited time to prepare the material for the students. Text books became the main source of the material, it was rare for her to use another source like internet, magazine, or newspaper. She also did not really create an environment that supports the improvement of English reading abilities. She

used the traditional method, in which she dominated the class therefore good communication between the teacher and the students little chance to exist.

## 2. Students

The students gave little responses to the teacher in the reading class. Only some of them participated in answering questions. They only nodding or shaking head to response to the teacher's question, even if they give respond, they only give yes no answer. It might be because they do not understand the material or they get bored of the learning activities.

## 3. Teaching Technique

The teacher used conventional technique, she only asked the students to read and answer the questions that follow without giving any reading tips such as scanning and skimming to make them find the answer fast and easily. The technique used also did not attract students' interest, they get bored easily because they did not find something fun in the process. They also did not find challenging activity during the class, since junior high school students still can be classified as teenagers, they still need enjoyable activity such as game.

## **C. Limitation of the Problems**

Based on some problem in the identification of the problem above, the researcher and the teacher agreed to focus the study on the efforts to improve students' reading abilities. The reason why the researcher decided to use Team Game Tournament Technique is that it is believed that the technique could improve the students reading abilities. In the light of view, the study is conducted in Class VIII G SMP N 1 Wonosari academic year of 2013/2014.

#### **D. Formulation of the Problem**

The problem of this research can be formulated as follows:

How can Team Game Tournament Technique be applied to improve the reading abilities for the Class VIII G students of SMP N 1 Wonosari in the academic year of 2013/ 2014.

#### **E. Objective of the Research**

The research is aimed at improving the reading abilities of the Class VIII G students of SMP N 1 Wonosari in the academic year of 2013/2014 through the use of Team Game Tournament Technique.

#### **F. Significance of the Research**

This research is expected to give some advantages:

1. For students: it can be an effort to improve their reading abilities in order to gain the success of acquiring English.
2. For the English teacher: it can be a useful example to know a technique that can be implemented in the reading class to improve students' reading skills.
3. For the school: it can be a reflection and reason to make improvement so that the school can continuously improve the educational quality.
4. For researcher herself: the research can be a valuable experience in conducting a research especially an action research. The technique used can also be implemented in her future career.

5. For other researchers: it can be a research reference and it can be a motivation to do the next action research related to it.

## **CHAPTER II**

### **THEORITICAL REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Theoretical Review**

##### **1. Teaching and Learning of English as a Foreign Language**

English is considered as a foreign language in Indonesia. It means that English is not used as the official language, however it has a significant role in the society proved by the use of English in many aspects including business, tourism, and education. Since English is taught as a foreign language, we come to term TEFL (Teaching English as a Foreign Language). According to Murcia and McIntoch, TEFL is English that is used in educational situation in where the other subject is not normally given in English.

Furthermore, the English teaching in Indonesia is based on the Ministry of Education and Culture statement that English became the first foreign language that should be taught starting from Junior High School up to University level. From that time, English became compulsory subject and tested in the National Examination. Students are expected to be able to at least read English text books to enrich their knowledge. Nowadays, in the globalization era, the students are not only expected to be able to read but also to communicate so that they can compete with people around the world.

## 2. Teaching Reading for Junior High School Students

### a. The Nature of Reading and Reading Comprehension

Reading is one of four skills that takes important role in English teaching and learning. Alderson (2000:3) says that reading can be defined as a process and also a product. The process of reading is the interaction between readers and the text. when the process takes place, the readers thing about the meaning of the interaction to them, the relation between the meaning and their prior knowledge and their expectation from reading a text. it is supported by Murcia (2001: 154) who state reading as an interaction process between readers and a text which leads to automacity or reading fluency.

According the definition proposed by Alderson, reading is not only dechipering codes into sounds. Readers are not learning how to dechiper the code, yet they learn how to get the content of the text presented. It is in line with the definition proposed by Urquhart and Weir (1998:22) that reading is aprocess of receiving and interpreting information encoded in language form via the medium of print. This process involves constructing and dealing with meaning from a written text.

Some reading definitions above lead to the core of reading. The core of reading is actually getting the intended meaning from a text. The ability to get the intended meaning from the text is called as reading comprehension. Grellet (1983:3) defines reading comprehension as the way the readers understand a written text. In addition, Snow (2002:11) states that to understand

a text readers do the process of extracting and constructing meaning through interaction simultaneously.

Still according to Snow (2002:11), there are several factors that affect students' reading comprehension. First factor is coming from the reader, which includes background knowledge, age, and reading skills. The second factor comes from the text. It was about the familiarity and complexity of the topic, theme and vocabulary forming the text. The third factor according to Snow is the activity. During the reading process, suitable activities can help students understand the text better.

#### b. Reading Micro skills

There are several micro skills of reading as said by Davis in Alderson (2000:7). He defines eight skills of reading, they are: recalling word meanings, drawing inferences about the meaning of a word in context, finding answer to questions answered explicitly or in paraphrase, weaving together ideas in the content, drawing inferences from the content, recognizing a writer's purpose, attitude, tone, and mood, identifying a writer's technique, and following the structure of a passage. Further, Munby in Alderson (2000: 9) distinguishes the following reading microskills: recognizing the script of a language, deducing the meaning and use of unfamiliar lexical items, understanding explicitly stated information, understanding information when not explicitly stated, understanding conceptual meaning, understanding the communicative value of sentences, understanding relations within the sentences, understanding relations between parts of text through lexical cohesion devices, understanding



cohesion between parts of a text through grammatical cohesion devices, interpreting text by going outside it, recognizing indicators in discourse, identifying the main point or important information in discourse, distinguishing the main idea from supporting details, extracting salient details to summarize (the text, an idea), extracting relevant points from a text selectively, using basic reference skills, skimming, scanning to locate specifically required information, and transcoding information to diagrammatic display.

With regard to the types of texts which must be learned by the eight grade students at junior high school in semester 2, the following presents the competences that should be mastered by the students.

- 1) identifying the topic,
- 2) predicting and guessing : after the readers have identified the topic, they make assumptions or guess the content of the text as they try and apply their schemata,
- 3) guessing meaning from the context,
- 4) reading for specific information,
- 5) reading for detailed information,
- 6) developing and use of a battery of reading strategies such as skimming and scanning.

Therefore, based on the micro skills that have been determined, the reading techniques and the reading activities should include those reading micro skills and employ reading strategies needed by the students to help them

comprehending the text effectively and make them easier to deal with various texts.

### c. Reading Strategies

Reading cannot be done in scrambled ways. The readers should have good strategies to comprehend the texts. Reading combines the prior knowledge and the information of the text. In order to make the readers comprehend the content of the text, there are some strategies which can be used by the readers. Brown (2001:306-310) explains some strategies which can be applied while reading. The strategies are mentioned below.

#### 1) Identifying the purpose in reading

Readers need clear and exact purposes of their learning activities. When they know the aim in reading any single text, they can predict and enhance their reading motivation.

#### 2) Using graphemic rules and patterns to aid in bottom-up decoding

This is for beginning level learners. They connect the written and oral language.

#### 3) Using efficient silent reading techniques for relatively rapid comprehension

This strategy is for immediate to advance level. Readers can pay attention on the text when they read silently as they need more comprehension than graphemic rules.

#### 4) Skimming the text for main ideas

As the first strategy, the readers are expected to know the purpose in reading. Skimming the text may help the readers to find the purpose of the text because they have known the main ideas.

#### 5) Scanning the text for specific information

In this strategy, the readers have to find more specific information stated in the text. The goal of scanning the text is to help the readers correlate the information to bear a general topic.

#### 6) Using semantic mapping or clustering

The strategy of semantic mapping or grouping ideas into meaningful clusters helps the readers provide some order to the chaos.

#### 7) Guessing when the reader is not certain

Sometimes, the teachers should give opportunities for the learners to guess meanings logically when they do not know the meaning.

#### 8) Analyzing vocabulary

This is how the readers analyze the words in guessing the meaning. This makes use of linguistic knowledge.

#### 9) Distinguishing between literal and implied meanings

There will be a gap between the readers and the writer in constructing meanings of the text because of their different background knowledge. Literal meaning is stated in the text so it is easily understood by the readers. However, the readers find it difficult to construct implied meanings. They need to find the suitable discourse.

#### 10) Capitalizing on discourse markers to process relationships

Readers can get the discourse of the text by finding the discourse markers. The discourse markers guide the readers to receive the text in logic.

#### d. Types of Reading Performance

During the reading activity, there will be some clues which inform the learners' reading performance. There are some reading performances proposed by Brown (2001:312).

##### 1) Oral and silent reading

Oral reading is the first performance done by the learners. This is aimed to serve as an evaluation check on bottom-up processing skills, double as pronunciation check, and serve to add some extra student participation if the teachers want to highlight a certain short segment of a reading passage. However, practically, the learners will find it difficult to comprehend texts if they read orally. They need to read silently because the readers can rehearse the next paragraph and other readers will not lose their attention for other readers who are reading aloud.

##### 2) Intensive and extensive reading

Intensive reading attempts to focus on linguistic or semantic details. The learners will pay more attention on the surface structure details to get the literal meanings, implications, rhetorical relationships, and others. This reading is sometimes called content related reading which deals with short texts.

Extensive reading gives more concentration on the general understanding of a longer text. Extensive reading deploys to more than one

page text which may be essays, articles, technical reports, short stories, and books (Brown, 2004: 189). Although the learners read longer texts, they still have to comprehend the text as the main objective of reading. That is the reason which the teachers motivate their students to read.

### 3. Cooperative Learning

Team Game Tournament (TGT), a technique that was carried out in this research is a part of cooperative learning. Team Game Tournament is one of the team learning strategies designed by Slavin for review and mastery learning of material. According to Slavin, Team Game Tournament could increase basic skills, students' achievement, positive interaction between the students, acceptance of mainstreamed classmate and self-esteem. Having the Team Game Tournament, the students completed the work in small groups. According to O'Mahony (2006), the best amount of students in every group is 4 students. The group should be made of heterogeneous students.

There are so many definitions of cooperative learning proposed by experts. Slavin (1994) states that cooperative learning refers to instructional methods in which students work together in small groups to help each other in learning. There are some different approaches to cooperative learning, most of them set the students in groups of four in which they have different intelligence levels yet some use different numbers of group members. Usually, students are asked to cooperate with their group members and they stay in a certain period of time. They usually have some assignment to do together.

Furthermore, Lyman and Foyle (1998: 53) state cooperative learning is a teaching strategy involving students' participation in small group learning activities that promote positive interaction among them. Adding to this, they state in cooperative learning, students worked in group consists of mixed ability group members. Besides, the variety of learning activities are used to improve their understanding of a particular subject. Each member of a team is responsible not only to learning what is taught but also for helping team mates. Students work through the assignment until all groups successfully understand and complete it. From the definition above, it can be concluded that cooperative learning is a teaching method that emphasizes on the team work. It differs from other teaching approaches because students work together rather than complete the work individually.

Here are some cooperative learning activities proposed by experts (Mulani: 2012). These can be used as the game model for TGT:

a. Make a match

In this activity, the students are given some cards that should be mixed with their friends'. The teacher gives some clues or hint for the students in completing the tasks.

b. Think pair share or Think pair square

In this activity, the teacher divides the students into groups of four and gives assignments to them. Each student does it by themselves then, the students discuss in pair with one of their partner in the group.

c. Send a problem

The teacher asks each group to make questions. Then, one of the members of the group sends the question to the other groups. Each group does the question given by the other group. After having finished, the answers of each group are checked.

d. Number heads together

The teacher numbered each of the students in the team. Then the teacher prepares some questions. Each student should answer the question based on their number. The teacher called students randomly to answer the question in front of the class.

e. Two stay two stray

The teacher asked the students to work in groups. Two students of each group leave their group and visit the other groups. The other two students stay in group and share the information with their guest. The guests return to their own groups and report their findings.

f. Jigsaw

Groups with five students are set up. Each group member is assigned some certain material to learn and then each will act as an expert who is responsible to share the material to other group members.

Those kinds of cooperative learning activity will be good to be applied in the classroom in order to create a good atmosphere during the teaching learning activity. It is also good at improving their reading ability, by doing those game they are subconsciously learn something. The activity will

minimize the teacher's domination during the class discussion. All of the students have responsibility to do their own tasks. This will improve their participation in the class.

## **B. Review of Related Studies**

There are some studies related to the research about improving students' reading ability. One of them is a thesis entitled "*Improving the Quality of Teaching- Learning Process of Reading at the 8<sup>th</sup> Grade of SMP N 1 Paliyan in the Academic Year of 2011/ 2012 through the Use of Cooperative Learning*". This thesis written by Erma Adi Puspitarini aimed at improving the quality of the reading teaching and learning process by cooperative learning. To gain the aims, she applies some games in the class. The result showed that the quality of the teaching and learning process arise significantly. It is indicated by the students that willingly participate in the class discussion. The researcher also did pre test and post tests. The result of the post test is much better than the pre test. This also became the indicator of the research success.

Another research carried out by Nurulia Dwi Febriani in 2011. The purpose of her study related with reading skills improvement. With the title "*Improving Reading Comprehension through Teaching Technique*", her study resulted in improvement on the students reading ability after the actions carried out. The action emphasized on the collaboration between the teacher and the students in understanding a text. The teacher did not dominate the class. She



helped the students during the class. With assistances from the teacher, the students became more confident in participating in the class.

### **C. Conceptual Framework**

Based on the theoretical review above, the researcher arrives at the conceptual framework of this study. Learning a foreign language is different from learning the first language. To master a foreign language, students should have the four skills, including listening, speaking, reading, and writing. Reading becomes the foundation to develop the other skills. Therefore the teachers should provide appropriate and interesting activities so that the students can enjoy the learning. Naturally, young learners love games, therefore it is believed that using games can help the learners improve their reading skills. In this study, the researcher used the Team Game Tournament technique, as it is believed can improve the students' reading abilities. This study was carried out in class VIII G SMP N 1 Wonosari, where the students' reading abilities was still considered low.

## CHAPTER III

### RESEARCH METHOD

#### A. Type of Research

Burns (1990) states that action research is the application of fact finding to practical problem solving in social situation with a view to improve the quality of action in it, involving collaboration and cooperation of researchers, practitioners, and laymen. Another definition of action research proposed by Mills (2003:4). He defined this kind of research as follows:

*Action Research is any systematic inquiry conducted by teacher researchers to gather information about the ways that their particular school operates, how they teach, and how well their students learn. The information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment and on educational practices in general, and improving student outcomes.*

Grounded by those definitions, conducting the research, the researcher collaborated with the English teacher to collect the information about the English teaching and learning process especially in reading. They work together in finding out the problems that caused the failure of the teaching and learning process. Then they try to solve those problems by implementing a kind of technique, namely Team Game Tournament Technique. As the objective of the research is at enhancing the quality of English teaching and learning process, particularly reading, this research can be concluded as action research.

## **B. Setting of the Research**

This part consists of three issues. The first issue is the place of the research, then the second issue is the schedule of the research, and the last is the setting. Each will be discussed briefly below:

### **1. Place of the Research**

This research was conducted at SMP N 1 Wonosari which is located in Jalan Kolonel Sugiyono Number 35B, Wonosari, Gunungkidul. It is about 35 kilometers southeastern of Yogyakarta. The building of the school is good. It has 21 good furnished classrooms equipped with a white board, LCD and the screen, and also two fans. The school facilities are complete enough. A library, language laboratory and two science laboratories are built to support the teaching and learning process.

### **2. Schedule of the Research**

This research was carried out in the second semester of the academic year of 2013/2014. The detail schedule was adjusted with the school program.

### **3. Learning Setting**

The class targeted is class VIII G of SMP N 1 Wonosari. The class has 24 students consisting of 14 female and 10 male students. Most of them come from the middle upper economical background. The English teaching is carried out two times a week with five total class hours in the duration of 40 minutes per class hour. Based on the observation, the class has been well equipped. Each student got two English text books from the school. Some of them also bring dictionary from home with them. The students are smart

enough to follow the learning process but some observed reluctant during the class. The teacher is about 40 years. She graduated from one of state university in Yogyakarta. She has been teaching in SMP N 1 Wonosari for more than ten years.

### **C. Subject of the Research**

The Action Research was conducted collaboratively by all research members. They are the students of class VIII G of SMP N 1 Wonosari, the English teacher, and the researcher herself. In collecting the data, the researcher was accompanied by a friend from English Education Department.

### **D. Research Data Collection**

The data collected in action research is qualitative in nature. However in this research, the researcher collected the qualitative data and also the quantitative data. The use of the quantitative data is to support the qualitative data. The qualitative data were gained by doing observation and interview. Those was conducted continuously to describe the condition of the reading teaching and learning process, before the action carried out, when the action is carried out, and after the action carried out, including the changes. The data from the observation was reported in the form of field notes. Supplementing the data gained from the observation, the researcher was carried out some interviews. Interview was done with the English teacher and also some of the students. By interviewing those parties, the researcher gained detailed

information about the reading teaching and learning process. Ideas from teacher and students are good to make some plan or revise the action. The data from interview were reported in the form of interview transcripts. In collecting the qualitative data, some instruments was needed such as a recorder, a digital camera, and interview guidelines.

While the quantitative data were collected by conducting some tests before, during, and after the action carried out. It will be in form of pre-test, some quizzes, and post-test. To collect the qualitative data, the researcher prepared instruments in the form of student work sheet. The qualitative data are shown by number and percentage.

#### **E. Data Analysis Technique**

The qualitative data gained, were analyzed through several steps as proposed by Miles and Huberman (1996:65). The steps consist of data reduction, data display, and conclusion drawing/ verification. The qualitative data in form of field notes and interview transcripts was organized by giving code and summarizing. After the data being summarize, the researcher can determine the focus of the study. Then the data were displayed. To simplify the conclusion making, the data were displayed in form of table or chart.

While the quantitative data were analyzed in form of number to compare the result of the students' worksheet before and after the action takes place.

## **F. Validity and Reliability**

Burns (1999:161-162) proposed five criteria of validity. Each of them will be discussed in short as follows:

### 1. Democratic validity

Democratic validity related to the chance given to all parties involved in the research to share their opinion, ideas, and comments, about the study carried out. In doing this research, the researcher gave a chance to students, the English teacher, and the school principal to criticize the action, therefore the democratic validity can be fully filled.

### 2. Outcome validity

Outcome validity or also known as result validity refers to the result achieved by the researcher. Having the collaboration with the English teacher, the researcher analyzed the result of the action to know the success and the failure of the action.

### 3. Process validity

It means that the actions done in the research should be believable. To avoid the bias in doing the research, the researcher did triangulation technique that involved students, the English teacher, and the researcher herself.

### 4. Catalytic validity

It is related to the changes made and how the parties involved respond to the changes happening to themselves. Catalytic validity was fulfilled if the parties realize the weaknesses they have made before and then they try to

make their way better by using the knowledge they get during the action carried out.

#### 5. Dialogic validity

Dialogic validity was obtained by doing some reflection with the parties involved in which the students, English teacher, and the principal. The reflection can be done also by asking suggestion from the expert to make some improvements in the next action.

In addition to validity testing, the researcher also did the reliability testing. To test the trustworthiness of the data, she used the triangulation technique proposed by Burn (1999: 163).

##### 1. Time triangulation

The data were collected during different period of time. The researcher gave some tests for the students before, during, and after the action carried out. This also useful to know the improvement made by the students.

##### 2. Subject triangulation

To avoid the bias, the researcher asked other person to help, in this case her friend, to monitor the action. This person gave some comment and advice to the action.

### **G. Research Procedures**

The research was conducted based on the following steps as proposed Kemmis and Mc Taggart (cited in Puspitarini:2013):

### 1. Determining the Thematic Concern-Reconnaissance

To determine the thematic concern-reconnaissance, the researcher did observations, interviews, and discussions with the English teacher, the headmaster, and the students. This is beneficial to gain some information about the condition and the main problem happen in the class. After knowing the condition, it is easier for the researcher to make a plan.

### 2. Planning

The researcher made some plans to be implemented in the action research. The researcher collaborated with the students, the English teacher, and the headmaster. In this step, the researcher did some preparation such as: selecting the materials, making the media, selecting the technique (in which Team Game Tournament Technique), selecting the kind of the game that will be implemented, making the lesson plan, and preparing all the things related to the action that was done in the next step.

### 3. Action and Observation

The actions planned were implemented in two cycles. Each cycle was done in two or three meetings depend on the school program. The schedule was adjusted with school policy. The topics were adapted from the English Course book for Grade VIII. Together with the English teacher and the collaborators, the researcher observed and record the students' reactions during the activities. The researcher interviewed some students of Class VIII F SMP N 1 Wonosari and also the English teacher after the English lesson



finished as well to know their comments on the action and whether there are any suggestions from them.

#### 4. Reflection

The reflection was done every time after implement the actions. The reflection was made by all involved members of the research. The successful actions then were continued in the teaching and learning process. However, those which were not successful were modified into the more suitable actions.

#### 5. Re-planning

After doing the reflection, the researcher knew what is good and bad to be implemented. Based on the result of the reflection, the researcher made another plan to improve her first action in order to gain the success of the study, which is improvement on the students' reading ability.

Here is the cycle of action research that was done.

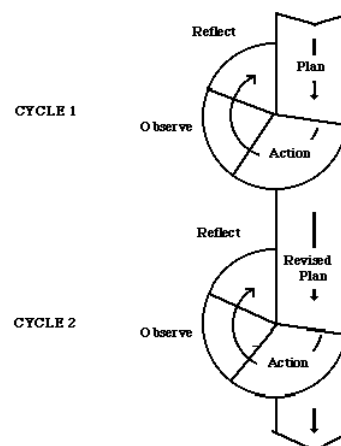


Figure 1. Cycle of action research by Kemmis and McTaggart (2010)

**CHAPTER IV**  
**RESEARCH FINDINGS AND DISCUSSION**

**A. Reconnaissance**

To start the research, the researcher did reconnaissance. In this stage, the researcher had a discussion with the English teacher and also interviewed the students. Besides, the researcher also observed the English teaching and learning process. It was aimed at finding the field problems that emerged during the teaching and learning process of reading.

Based on the observation and discussion, the researcher found some problems related to the teaching and learning process of reading. They are listed below.

**Table 1. The field problems concerning the teaching and learning process of English in the class VIII G SMP N 1 Wonosari**

No	Problems	Code
1	The students were not ready yet when the teacher entered the class.	S
2	The material used was limited.	M
3	The activity was monotonous, it was lack of interesting activity.	Tt
4	The students were lack of vocabulary.	S
5	The students missed some pronunciation	S
6	The use of the available media was not maximized yet.	M
7	The students did not actively participate in the activities.	S

(continued)

(continued)

No	Problems	Code
8	The teacher could not maintain the interaction between the students and the teacher.	T
9	Most of the tasks were done individually, yet the students tended to copy their friends' work.	S
10	The students tended to have their own business when the teacher was speaking in front of the class.	S
11	The students got difficulties in understanding the text.	S
12	The students found it was difficult to find the detailed information of a text.	S

**S: students****M: media****T: teacher****Tt: Teaching technique**

The table above shows the problems found during the teaching and learning process of reading were related to the students, the teacher, the media, and also the teaching technique. Since the research was focused on the students' reading abilities, the researcher together with the English teacher then decided to weigh the problem based on the urgency level. The result was presented on this following table.

**Table 2. The most urgent problems related to the teaching and learning process of reading**

No	Problems	Code
1	The activity was monotonous, it was lack of interesting activity.	Tt
2	The students were lack of vocabulary.	S
3	The students did not actively participate in the activities.	S
4	The teacher could not maintain the interaction between the students and the teacher.	T
5	Most of the tasks were done individually, yet the students tended to copy their friends' work.	S
6	The students got difficulties in understanding the text.	S
7	The students found it was difficult to find the detailed information of a text.	S

**S: students**

**M: media**

**T: teacher**

**Tt: Teaching technique**

After weighing problems based on the urgency level, the researcher then identified and selected those into the feasibility level in which the researcher is able to solve the problems in the class. The researcher together with the English teacher decided to solve the problems in the following table.

**Table 3. Problems that were selected based on the feasibility level**

No	Problems	Code
1	The activity was monotonous, it was lack of interesting activity.	Tt
2	The students were lack of vocabulary.	S

(continued)

(continued)

No	Problems	Code
3	The students did not actively participate in the activities.	S
4	The teacher could not maintain the interaction between the students and the teacher.	T
5	Most of the tasks were done individually, yet the students tended to copy their friends' work.	S
6	The students got difficulties in understanding the text.	S
7	The students found it was difficult to find the detailed information of a text.	S

**S: students****M: media****T: teacher****Tt: Teaching technique**

After deciding the problem that would be solved during the study, the researcher had a discussion with the English teacher. They talked about the actions that would be carried out during the research as the solution to the problems. They used Team Game Tournament as the main activity in the teaching and learning process of reading. The researcher also used picture to help the students enjoy the learning, used some reading strategies such as scanning and skimming, and sometimes asked the students to guess the meaning of new words found in the text.

**Table 4. The relationship between field problems and actions**

No	Actions	Problems
1	Using team game tournament technique as the main activity in the teaching and learning process of reading	<ul style="list-style-type: none"> <li>• The activity was monotonous, it was lack of interesting activity.</li> <li>• Most of the tasks were done individually, yet the students tended to copy their friends' work.</li> <li>• The students got difficulties in understanding the text.</li> <li>• The teacher could not maintain the interaction between the students and the teacher.</li> <li>• The students did not actively participate in the activities.</li> </ul>
2	Using skimming and scanning	<ul style="list-style-type: none"> <li>• The students found it was difficult to find the detailed information of a text.</li> </ul>
3	Asking the students to guess meaning.	<ul style="list-style-type: none"> <li>• The students were still lacking of vocabulary.</li> </ul>

## **B. The Report of Action and Discussion**

### **1. The Implementation of the Action in Cycle 1**

#### **a. Planning**

After the researcher and the English Teacher formulated the field problem and the action to solve the problems, they made some plans to be implemented in the first cycle. It was hoped that the action in the study could change the reading teaching and learning process into the following conditions:

- 1) The students have high motivation in the reading teaching and learning process.
- 2) The students are actively involved in the learning process.
- 3) The students could improve their reading comprehension.
- 4) The interaction between the teacher and the students could be improved.
- 5) The good atmosphere could be created during the teaching and learning process.

To achieve the expected situation, the researcher and the English teacher planned to implement some actions. They are presented as follows.

**1) Selecting the materials based on the standard of competence and basic competence for grade VIII students in semester 2**

Before selecting the materials, the researcher and the English teacher selected the standard competence and basic competence which would be taught. They agreed to apply the following standard competence and basic competence.

**Table 5. The Selected Standard of Competence and Basic Competence**

<b>Standard of Competence</b>	<b>Basic Competence</b>
<i>Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar</i>	<ul style="list-style-type: none"> <li>• <i>Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</i></li> </ul>

(continued)

(continued)

Standard of Competence	Basic Competence
	<ul style="list-style-type: none"> <li>• <i>Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan nararative</i></li> </ul>

After that the researcher and the English teacher selected the indicators and the appropriate materials. Finally they agreed to teach narrative texts which are adapted from some sources provided by the researcher.

## 2) Making the media

The materials were presented in the form of students' worksheet. To enhance students' attention and to improve the variety of the media being used, some materials were presented through Power Point.

## 3) Selecting learning activities that would be implemented

After selecting the media, the researcher and the English teacher discussed some activities that would be carried out during the study. They are explained as follows:

### a) Making team

Making team was aimed at improving students' interaction and cooperation during the teaching and learning process. Working in group, the task could be done quickly and easily. They were 6 teams consisting four students from different levels of proficiency. Each team would receive some points based on performance or quizzes. The best team would be designated as the Super Team and would be given a reward.



#### b) Applying the team game

Most of the tasks would be done in groups where each member of the group should give contribution to their group. One example of the games is Captain and the Crews in which each team should point one member as a Captain and the rest would be the crews. The captain would lead the group in finishing the work.

#### **4) Selecting teaching approach**

The researcher used Genre Based approach that consists of four stages. The first one is Building Knowledge of the Field (BKOF), where the teacher activates students' prior knowledge and also presents the materials to the students. It was followed by Modeling of the Text (MOT), in which the teacher gives an example of the text to the students. The next stage is Joint Construction of the Text (JCOT), in this stage the teacher leads the students to finish some assignment in groups. The last stage is Independent Construction of the Text (ICOT), in which the students should finish the task individually. After finishing the cycle, the students did the test and the teacher gave a reward for the best team.

#### **5) Designing lesson plan**

The lesson plan was made before the action. It was all about what the teacher and the students did in the teaching and learning process. It was attached in the appendix.

## 6) Preparing the research instrument

Before conducting the actions, the researcher also made research instruments including observation guidelines, interview guideline, and some questions for pre test and the post test.

### b. Action and Observation of Cycle 1

After planning the action, the researcher and the English teacher implemented the action. It was carried out three times. The schedule can be seen in the following table.

**Table 6. The schedule of Cycle 1**

No	Day, date	Time	Material
1	Thursday, April 3 <sup>rd</sup> , 2014	09.20 – 10.00	Narrative text
2	Tuesday, April 8 <sup>th</sup> , 2014	07.00 – 09.00	Narrative text
3	Thursday, April 10 <sup>th</sup> , 2014	08.20 – 09.40	Narrative text

The following was the description of the action in cycle 1.

#### 1) Building Knowledge of the Field (BKOF)

In the BKOF stage the researcher showed the students a picture about the story “Cinderella”. All of the students were looking at the picture seriously. After showing the picture, the researcher asked some questions related to it such as “Do you know who she is?” at first, the students only kept silent, there was no one answering the question. The researcher repeat her question, and then finally some students replied the questions by saying “Cinderella *mbak*. (Cinderella Miss.)” The researcher asked another question, “Have you heard a story about her?” and one of them said, “*Yang punya sepatu kaca itu.*(A girl

with the glass shoes)” and another said “*He’e sing terus sepatune keru neng pesta.*(That’s right. It was left on the party)”.

Showing picture was done to attract the students’ attention since when the researcher came to the class the students were still busy with their activities. Besides, it was done to activate students’ prior knowledge. By showing a popular picture, it was hoped could help the students remember a material they had learn before. And it was success to help the students called their memories about narrative text. It can be seen from the interview transcript bellow.

R : *Dek, menurutmu pake gambar di awal pelajaran tadi gimana?* (What do you think about the picture in begining of the lesson?)

S : *Bagus mbak,kan jadi pada langsung merhatiin gambarnya gitu, nggak rame lagi.*(It was good Miss, it made the students paid attention, they were not noisy anymore.)

R : *Pas lihat gambar tadi kamu punya gambaran nggak apa yang mau dipelajari hari ini?* (By looking to the picture, do have any idea about the material we were going to learn?)

S: *Iya mbak, langsung kepikiran cerita gitu, narrative. Kan dulu udah pernah lihat gambar itu pas pelajaran narrative.*(Sure, I guest today we will learn narrative because I had seen the picture before in the narrative text.)

Then the researcher guided the students toward the material that they were going to learn. The material delivered that day was narrative text. The researcher then presented the material about narrative text. It was about the definition, the social function, the generic structure, and the grammatical feature. The narrative text was not a new material for the students since they were already learnt it in the previous class.

Here is the quotation of the BKOF stage.

The researcher entered the class with the English teacher. The English teacher sat in the back and asked the researcher to start the lesson. To begin the class, the researcher leads the prayer and then greeted the students. She also checked the students' attendance. After that, she showed a picture about the story of Cinderella. Then she asked to the students. "*Ada yang tau nggak ini gambar tentang cerita apa? (Do you know what picture is it?)*" At first, they students were keep silent. There was no one want to answer the question. After the researcher repeated her question, some students said "*Cinderella mbak (Cinderella Miss.)*". And then the researcher asked some questions related to the story of Cinderella. After that she talked about the material they going to learn. "*Kira- kira ada yang tahu nggak hari ini kita akan belajar tentang apa? (Do you know what we are going to learn today?)*" The students answered "*Narrative text mbak (A Narrative text Miss)*". Then the researcher said "Good. *Benar sekali, hari ini kita akan belajar tentang narrative text. (You're right, today we are going to learn about a Narrative text)*" The researcher then started presenting the material.

## 2) Modeling of the Text (MOT)

In this stage the researcher showed the students an example of a narrative text entitled "Beauty and the Beast". Together with the researcher, the students tried to analyze the text. The researcher guided the students to comprehend the characteristics of the text based on the material presented before. They also had a question and answer session to have a deep understanding about the text given. The summary of the activity was described in the following quotation. This stage was aimed at giving the students opportunity to understand the material presented by the teacher. Here, the students were work under the guidance of the researcher. Here is the quotation of the activity in the MOT stage.

The researcher distributed the materials to all of the students. It was a text entitled "Jack and the Beanstalk". In this stage, the researcher asked the students to read the text. The students read the text, there was one female students opened a dictionary to look up the meaning of a new word she found

in the text. A boy on the corner of the class did not read the text, he laid her head on the table, then the researcher came to him and warned him. After some minutes, the researcher asked the students, “*Sudah dibaca kan dek textnya?* (Have you read the text?)” All of the students replied, “*Sudah mbaak..* (Yes, we have.)” Then she asked some questions to check whether the students understand the text or not. “*Kalo udah dibaca tau dong isinya tentang apa hayo?* (If you have read it, what is it about?)”

There was a boy students answered “*Tentang si pangeran yang berubah menjadi buruk rupa* (It was about a prince who turned into a beast.) The researcher and the students talked about the content of the text. After talking the general information about the text, the researcher asked the students to analyzed the parts of the text.

### 3) Joint Construction of the Text (JCOT)

The researcher prepared some games for the activity that was done in this stage. First of all the researcher divided the class into groups. The students were divided into six groups. Each group consist of three up to four members. Every group should work together during the lesson. The best group then was rewarded in the end of the lesson.

Each group got a text from the researcher, in the given time they should find the past tense as much as possible include its meaning in Bahasa Indonesia. They were not allowed to look up the meaning in the dictionary, they should guess based on the context. This was the first game. The team then received another task to be done with another team activity. The students enjoyed the activity, it can be seen from the following interview transcript.

R: “*Gimana dek kegiatan hari ini?*” (How was the activities today?)

S: “*Asik banget mbak, tiga jam jadi nggak berasa.*” (It was great Miss, I felt that the time run very fast.)

#### **4) Independent Construction of the Text (ICOT)**

In the final stage, each student received a worksheet containing some questions. They should do it individually. This will also be considered as the post test. The result of the test was compared with their pre- test result. It was aimed at seeing whether there was an improvement or not.

#### **c. Reflection of Cycle 1**

After conducting the activities, the researcher conducted a discussion to analyze the data from the observation of the teaching and learning process, interview with the English teacher as the collaborator, and the students' opinion. To fulfill the democratic and dialogic validity, the students, the English teacher and the researcher had an equal opportunity to express their comments, opinions, feelings, and suggestions related to the implemented actions. All opinions and comments from each member were noted. The research members reflected the improvement of the teaching and learning process based on the students' post test scores. The improvement of the students' reading abilities was also reported in the reflection. The result of the reflection was presented as follows.

##### **1) Teaching process**

###### **a) Presenting new materials of reading**

Actually a narrative text is not regarded as a new material for the students since it had been taught in the previous class. What the researcher did was

giving new texts for them to reinforce their understanding about a narrative text. New texts are also useful for the them to enrich their vocabulary.

This action could be regarded successful since the students felt the advantages as mentioned before. It can be seen from the interview with the students after the action was carried out that presented bellow

R: *Gimana dek tadi materinya, bisa dipahami gak?* (“How was the material, was that undersandable?”)  
 S: *Alhamdulillah mbak, bisa.* (“Yes, it was miss. I could understand.”)

R: *Bosen nggak dek belajar narrative terus?* (“Did you felt bored learning a narrative text?”)  
 S: *Nggak mbak kan teks nya bagus, malah makin ngerti.* (“Not at all miss, I found the text was great, it made me learn more about a narrative text.”)

Another opinion also mentioned by other students about the advantages of the given material.

R: *Tadi pas pelajaran dong gak dek?* (How was the material, did you understand it?")  
 S: *Dong mbak tapi jawab soalnya ada yang susah.* (Yes, I understood, but I found some difficult questions.  
 R: *Susah bagian apanya dek?* (“In which part?”)  
 S: *Bagian new vocabulary nya mbak, jadi harus nebak- nebak kalo nggak ya buka kamus.* (“I found new vocabularies and I did not know the meaning, so I had to guess.”)  
 R: *Lah, kan berarti vocabulary nya jadi nambah to dek?* (“So, you learn new words, right?”)  
 S: *Iya juga mbak, hehe* (Yes, you are right Miss.)

#### b) Conducting reading activity

Most of the activities were done in groups, which was team game. This was different from their usual activities. Both the students and the teacher thought that the activity was more enjoyable than before. Here is the interview

transcript with the English teacher on her opinion about the activities. Followed by the opinion from a student.

R: *Bagaimana bu pendapatnya tentang aktivitas tadi?* (“What do you think about the activities Ma’am?”)  
 T: *Bagus mbak, anak- anak jadi pada ikut aktif semua.* Soalnya mereka merasa berkompetisi. (It was very good. It made all of the students participate in the activities. It was because the felt the competition.

R: *Kalo tentang activity nya gimana dek, enjoy g tadi?* (Did you enjoy the activities?)  
 S: *Banget mbak, asik. Tiga jam pelajaran jadi nggak berasa.* (Of course, the activities was enjoyable. The time flied fast.

### c) Rewarding

There was competition in the team game activity, therefore there was always a winner. To encourage them to do more in the activity, the researcher prepared to give them reward. Besides giving reward in the form of a gift, the researcher also gave compliment to the students who did good work. This is one way to make them motivated, and this can be seen from the interview transcript bellow.

R: *Gimana dek rasanya jadi pemenang dan dapat reward tadi?* (“How did you feel as the winner?”)  
 S: *Seneng mbak, usahanya jadi gak sia- sia. Jadi semangat ngerjain tugasnya.* (“I felt happy, I am motivated to finish the tasks.”)

## 2) Learning achievement

The activity that was carried out could be considered successful to improve students’ reading ability as there was some improvement in their reading score. The improvement can be seen in this table.



**Table 7. The mean score of the pre test and post test**

No	Pre- test	Post- test 1
1	67.3	72.1

**d. Summary of Cycle 1**

Based on the reflection above, there were some successful and unsuccessful actions. They can be presented as follows:

**1) The successful actions**

In implementing the action, the researcher found some successful actions. They were noted follows.

- a) The action was proven successfully in enhancing students' learning motivation.
- b) The action was successful in improving the interaction during the teaching and learning process, for both teacher and student interaction and among students interaction.
- c) The action was also proved success in raising the students' involvement during the teaching and learning process.
- d) The last but not least, the action was successful in upgrading students' comprehension especially about a narrative text.

**2) The unsuccessful actions**

Besides the successful action, the researcher also found some unsuccessful actions. They were noted below as a reflection for the next actions.

a) When the action was carried out, there were some students, especially the boys, talked out of the context that disturb other students' concentration.

b) In the first meeting the class was moved into the science laboratory as the class was used by the IX graders to take part in the try out. The class setting was different from the actual class. There are six long tables for the students. It made them got some difficulties in doing the group work. The researcher also got trouble with the LCD because it did not work.

## **2. The Implementation of the Action in Cycle 2**

### **a. Planning**

The resercher found that there were successful and unsuccessful actions in the cycle 1 that needed to be improved. Hence, the researcher had a discussion with the English teacher about the actions that were carried out in the second cycle. Then they agreed to apply the following actions:

- 1) Using Team Game Tournament as the main activity in cycle 2
- 2) Creating various narrative texts as the reading material
- 3) Using appropriate learning media to help students understand the material
- 4) Giving attempns to improve the classroom management and encouraging students to get involved in the learning activities.

### **b. Action and Observation of Cycle 2**

After planning the action, the researcher and the English teacher implemented the action. It was carried out two times. The schedule can be seen in the following table.

**Table 8. The schedule of Cycle 2**

No	Day, date	Time	Material
1	Tuesday, April 22 <sup>th</sup> , 2014	07.00 – 09.00	Narrative text
2	Thursday, April 24 <sup>th</sup> , 2014	08.20 – 09.40	Narrative text

The following was the description of the action in the cycle 2.

### **1) Building Knowledge of the Field (BKOF)**

In the BKOF stage the researcher asked the students some questions about a narrative text, such as “What narrative text is? What the social function is? What the generic structures are?” and so on. Besides activating students’ prior knowledge about the material, it is also useful in reinforcing their memory about a narrative text. To summarize the answers, the researcher asked the students to draw a mind map about the material, containing the definition, the social function, the generic structure, and the grammatical feature of a narrative text. Here is the quotation for the BKOF stage.

The researcher with the English teacher and the collaborator entered the class. After having prayer, the researcher greeted the students and called the role.

To attract the students, in the beginning of the lesson, she prepared 3 gifts for the students. She told that the gifts will go to the students who able to answer the questions. The first question is about the definition of a narrative text. a female student raised her hand and answer the question clearly, and then she rewarded with the gift. The second gift went to a boy students as he able to answer the question about the social function of a narrative text. The last gift was rrewarded to female students for her ability to answer a question about the generic structure of a narratine text.

After that the researcher asked the students to make a mind map about a narrative text.

## **2) Modeling of the Text (MOT)**

In this stage the researcher showed the students an example of a narrative text entitled “The Old Woman and the Sparrow”. After asked the students to read and understand the text, the researcher asked the students to have deeper analyzing of the text. Under her supervision, the students tried to analyze the structure of the text, the characters involved in the text, the language used, and of course the story and the moral value. The students did the task carefully, they did not find serious problem in this stage. It showed that they already comprehended the material about a narrative text.

## **3) Joint Construction of the Text (JCOT)**

Two games were prepared in this stage. In the first game, the researcher divided the class into six groups, each consisted of four students. She also prepared a text and four questions that follow. The students, in their groups, are asked to comprehend the text first, and then they should answer the questions. Each student in a group was responsible in answering one of the questions. The winner of the game was the fastest group in answering the questions.

The second game was jigsaw, in the game the class was divided into two big groups, group A and group B. Each big group consisted of three small groups A1, A2, and A3 and also B1, B2, and B3. The researcher distributed two different texts. Each of group A received a text entitled “A Clever Prisoner”, while each in group B got a text entitled “The Wolf and the Crane”. All of the group members are given ten minutes to comprehend the text well. Then the researcher pointed out two of the small group A members to move to

the small group B and vice versa. In their new group, they should answer the questions related to the text given.

#### 4) Independent Construction of the Text (ICOT)

Similar to the first cycle, in the final stage, each student received a worksheet containing some questions. The students should answer the questions individually. This was considered as the final post test. The result of the three test were compared. It was aimed at seeing whether there was an improvement or not.

#### c. Final Refection

The researcher and the English teacher did the final reflection after all actions had been carried out in five meetings. The result of the reflection was gained from the observation and interviews which are done after the meeting finished. It is described as follows:

R: *Gimana dek setelah beberapa meeting ini ada peningkatan nggak?*  
 (“Did you find some improvements after the meetings?”)  
 S: *Alhamdulillah mbak, nilaiku nambah sih. Banyak tau vocab baru juga.* (Yes, my score was improved. I also learnt new words.”)  
 R: *Sekarang gimana kalau disuruh baca lagi, udah nggak males to?*  
 (Now, do you still feel hesitant to read?”)  
 S: *Kalau kegiatannya kayak gini nggak males mbak.* (“No of course, if the activity is fun, I would not be hesitant any more.”)

An interview transcript above showed that there were changes after the researcher conducted TGT in improving students’ reading comprehension. By implementing TGT, the students could understand the text well. Besides from the interview transcript, the changes can also be seen from the result of the two

cycles. The improvement of the students' reading comprehension was also supported by this interview transcript.

R: *Kerja kelompoknya menyenangkan nggak dek?* (How was the group work, was that fun?)

S: *Jelas mbak, kan kalo kerja kelompok kita bisa tanya temen. Saling melengkapi gitu, jadinya lebih paham.* ("Of course miss. We can help one another. So it was easier to understand the material.")

Another fact was also revealed while the researcher interviewed one of the students. She said that after having TGT technique, she got more motivation in reading texts.

S: *Aku sekarang jadi senang mbaca gitu mbak, ternyata banyak banget contoh textnya ya, nggak Cuma Cinderella. Hahaha* ("Now I love to read because I got many texts, not only Cinderella, haha.")

R: *Tenane? Bagus dong.* (Sure? That's good.)

S: *Serius mbak, aku mikire baca ki marai ngantuk sih. Tapi sekarang udah nggak.* (Sure, I found reading as a new fun activity now.)

The use of TGT was successful in improving interaction among the students, and also the interaction between the students and the teacher. Giving direct feedback to the students became a good way in building the interaction between the teacher and the students. The students got opportunity to share their ideas to the teacher. The better the interaction built, the fewer the gaps occurred between the teacher and the students. On the same time, this technique allowed the students to work in groups. By having a discussion with the group members, every student can increase the interaction among them.

Students' vocabulary mastery could also be improved by using this technique. In one of the games, students should try to find the meaning of new

words found in the text. They are not allowed to open the dictionary, they should try to guess the meaning of them.

Here is an interview transcript related to the development of students' vocabulary mastery.

R: *Tadi kelompoknya paling banyak nebak katanya ya dek?* (“Your team became the winner of the guessing meaning game, how did you feel?”)  
 S : *Iya mbak, alhamdulillah. Kita coba nebak- nebak gitu. Awalnya susah, tapi kita jadi nggak gampang lupa dan nggak tergantung sama kamus lagi.* (“Praise the God. In the beginning we found it difficult miss, but we try to guess. It made us understand the meaning better, we were not depend on the dictionary.”)

Rewarding, in this study, found as another way to increase students' learning motivation. In the class discussion, each group competed to be the winner by completing the tasks given by the teacher. Students were also eager to ask questions to the teacher when they got difficulty in undersatanding the tasks. Students also willingly answers the questions given by the teacher orally. The researcher concluded that TGT can improve students' reading comprehension. Having competition and giving reward for the students were also successful in improving students' motivation during the teaching of reading process.

The reflection above was done based on the observation during the teaching and learning process and also interview that were conduted by the researcher with the English teacher, students, and the collaborator. It is in line with the concept of democratic validity where all of the research members have the same right to give their oppinions. Meanwhile, there were more than one observer in gathering the data. This is in line with the concept of the researcher

triangulation. By looking the result in the second cycle, there was an improvement in the students' reading comprehension and students' learning motivation. Therefore the researcher, the English teacher, and the collaborator decided to stop the cycle.

### **C. Students' Score**

In this part, the researcher showed the result of the students' score as performed in the pretest and the posttest. The full scores were displayed in the form of table and it was attached in the appendix. Here is the mean score from pre test, post test 1, and the post tes 2.

**Table 9. The mean score of the pre and post test**

<b>No</b>	<b>Pre- test</b>	<b>Post- test 1</b>	<b>Post- test 2</b>
1	67.3	72.1	84.6

The result of the pretest and the posttest above showed the difference between the result the pretest and the posttest. The mean of the pretest improved from 67.3 to 84.6 in the final post test. The mean was obtained from the 19 students as there were five students who did not do the posttest. Therefore the researcher did not include them in the calculation.

From the result above, it could be concluded that TGT could improve students' reading comprehension in class VIII G SMPN 1 Wonosari.

### **D. Research Findings**

The implementation of the action in this research was over. Based on the actions, observation, and refection, the findings were found as folows.



First, TGT is believed could improve students' reading comprehension. Before the action was carried out, students needed long time to understand a text. They had problems in finding the main idea and detailed information of a narrative text. By using TGT, students are taught to use reading strategies such as scanning and skimming that make them able to find the information effectively. They were also taught how to get the meaning of a new word by guessing. It was very useful in helping them understand the story of a narrative text. The improvement also showed by the improvement of the students' reading scores.

Second, the implementation of TGT gives positive effect on the interaction among the students and also between the students and the teacher. Before applying the TGT, the interaction among the students was very low. By having discussion, they were required to have good communication skills among the team mates. It is very important because each student in a team has their own responsibility. A good communication also happened when the teacher played her role as a facilitator and a motivator during the process of reading. By having TGT, the teacher would not dominate the class anymore, because the students enjoyed their role in the class discussion.

Third, TGT is believed that it can boost students' motivation in reading. Before having TGT, students found reading as an activity that easily make them bored because they were only asked to read and then answer the questions. In TGT, students are provided with many interesting activities that can increase their motivation. They read and played at the same time.

Here is the summary of the changes happened in this research.

**Table 10. The changes after the action carried out**

<b>Pre-condition</b>	<b>Cycle 1</b>	<b>Cycle 2</b>
The activity was monotonous, it was lack of interesting activity.	The activities were different from the usual activities.	The activities were varied, the students enjoyed the class.
The students were lack of vocabulary.	The students tried to not depend on the dictionary.	The students were able to guess the meaning of the new words.
The students did not actively participate in the activities.	The students participate in the discussion.	Most of the students actively participated in the class.
The teacher could not maintain the interaction between the students and the teacher.	By doing the group work, the interaction among the students could be maintained.	The interaction between the teacher and students and the interaction among the students were well maintain.
Most of the tasks were done individually, yet the students tended to copy their friends' work.	The students work in group and they were helping each other in completing the tasks.	The students participated actively in the group work. In the evaluation, they did the task individually.
The students got difficulties in understanding the text.	The students were eager to read and understand the text.	The students needed short time in understanding a simple narrative text.
The students found it was difficult to find the detailed information of a narrative text.	The students helped each other in finding the detailed information of a narrative text.	The students could find the information of a narrative text.

## **E. Discussion**

The research was focused on improving students' reading comprehension using the Team Game Tournament technique. This technique was implemented both in the first and also the second cycles. The findings of the research showed that Team Game Tournament was successful in improving students' reading comprehension. From the findings, the discussion was written as the following.

The researcher conducted the action by asking the students to work in teams/ groups. It means that Team Game Tournament allowed the students to have a group discussion and work collaboratively during the teaching and learning process. This helped students to improve their reading comprehension because in this technique they worked together with their group members and they helped one another.

By using Team Game Tournament, the students could also build a good interaction among one another. When a good interaction was built, students will have a closer relationship. It means that Team Game Tournament could help the students to live socially.

Moreover, Team Game Tournament could increase students' active involvement during the teaching and learning process. The students read the text by themselves, and then they had a discussion to understand the text.

## CHAPTER V

### CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

#### A. Conclusions

Based on the research findings in the previous chapter, the use of Team Game Tournament is believed can improve students' reading comprehension effectively. The researcher obtained some result as follows.

1. The Team Game Tournament gives opportunity for the students to be actively involved in the teaching and learning process. The interaction between the teacher and students and interaction among the students could also be improved.
2. The Team Game Tournament Technique can improve students' reading score. It was showed by the increase of the students' mean score between the pretest and the posttest.

#### B. Implications

In reference to the reserach findings of this study, the use of Team Game Tournament technique can improve students' reading comprehension. The improvement can be seen from the students' score that raised from the pre test to the final post test. This technique also helps students to improve their reading skills such as scanning and skimming. Besides, the use of Team Game Tournament could improve the class atmosphere. The students are much more enjoyed the class, they are actively involved in the class activity. They enjoyed the class discussion and willingly answer the questions proposed by the teacher.

The interaction between the teacher and the students could also be improved. It was good in improving the communication between them. With a good communication, an effective teaching and learning process could be created.

The use of Team Game Tournament has proven to be an effective way in teaching-learning reading. Therefore, using Team Game Tournament in reading class is strongly suggested.

### **C. Suggestions**

After conducting the study, the researcher offers several recommendations for the English teacher and other researchers.

1. For the English teacher, it is essential for the teachers to provide interesting activities during the lesson. By applying the suitable activities, the students would not easily get bored. Also, with the right activities, the teacher could build a good class atmosphere. In this computerized era, the teacher also could not neglect the use of media in every class, since media help the students to understand the material better. However, the use of media should be in line with the material, it should support the students in understanding the lesson. This study showed that the right activity can improve the students' involvement in the teaching learning process. They would enjoy the class and finally their scores increased.

2. For future researchers, it is necessary to follow up this research in order to find more actions to improve students' English skills. It is also possible to conduct this study in other schools in order to help the teacher and the students find the right activity for their reading teaching and learning process.

### References

- Alderson, Charles J. (2000). *Assessing Reading*. Cambridge: Cambridge University Press.
- Brown, H. Douglas. (2001). *How to Teach English: An Introduction Approach to Language Pedagogy*, 2<sup>nd</sup> Ed. San Fransisco: Addison Wesley Longman, Inc.
- (2004). *Language Assessment Principles and Classroom Practices*. San Fransisco: Addison Wesley Longman, Inc.
- Burns, A. (1999). *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- (2010). *Doing Action Research in English Language Teaching: A Guide for Practitioners*. London: Routledge.
- Departemen Pendidikan dan Kebudayaan. (1967). Keputusan Menteri No: 96 Bahasa Inggris sebagai Bahasa Asing Pertama di Indonesia dan Mata Pelajaran Wajib untuk SLTP sampai Perguruan Tinggi. Jakarta: Depdikbud.
- (2013). Kompetensi Dasar SMP/ MTs Curriculum 2013 (Draft ke empat). Jakarta: Depdikbud.
- (2013). Hasil UN SMP-Sederajat Tahun Ajaran 2012/ 2013. Jakarta: Depdikbud.
- Febriani, Nurulia Dwi. (2011). *Improving Reading Comprehension through Reciprocal Teaching Technique*. Skripsi S1. Jakarta: English Education Department, Faculty of Tarbiyah and Teachers' Training, UIN Syarif Hidayatullah.
- Firdaus, Afnan. (2009). *Teaching English Text Type by Using Pictures at Eighth Grade of SMP YMJ Ciputat Based on KTSP Syllabus*. Skripsi S1. Jakarta: English Education Department, Faculty of Tarbiyah and Teachers' Training, UIN Syarif Hidayatullah.
- Foyle, D. (1993). *Homework and Cooperative Learning: A Classroom Field Experiment*. Illinois School Research and Development, 29(3), 25–27.
- Johnson, Andrew P. (2008). *A Short Guide to Action Research*. Boston: Pearson Education Inc.
- Kagan, S. (1992). *Cooperative Learning* (8th Ed.). San Juan Capistrano, CA: Kagan Cooperative Learning.

Murcia, Marianne Celce & Lois McIntosh. (1979). *Teaching as a Second or Foreign Language*. Massachutes: Newburry House Publisher, Inc.

Puspitarini, Erma Ady. (2013). *Improving the Quality of Teaching-Learning Process of Reading at the 8<sup>th</sup> Grade of SMP N 1 Paliyan in the Academic Year of 2012/2013 through the use of Cooperative Learning*. Skripsi S1. Yogyakarta: English Education Department, FBS UNY.

Shoebottom, Paul. (2013). "The Importance of Reading", <http://esl.fis.edu/parents/advice/read.htm> retrieved on December 20<sup>th</sup> 2013.

Slavin, Robert Edward. (1994). *A Practical Guide to Cooperative Learning*. California: Allyn and Bacon.

Sozdinler, Melih. (2008). "The Important of English", <http://toeflgencligi.blogspot.com/2008/11/importance-of-english.html> retrieved on December 20<sup>th</sup> 2013.



# APPENDIX A

# FIELD NOTES

## **FIELD NOTE**

### **OBSERVATION**

Date : February 26<sup>th</sup>, 2014

Time : 10.40- 12.00

Place : Class VIII G, SMP N 1 Wonosari

The teacher entered the class followed by the researcher. After the teacher and the researcher entered the class, some of the students who were outside the classroom came after. Entering the class, they were still noisy therefore the teacher should take some minutes to wait for the students to be ready.

The teacher greeted the students by saying “good morning class, how are you today?”. Most of the students replied, yet there are some of them answer it reluctantly even did not answer at all. Before start the lesson, the teacher introduced the researcher to the students and asked her to sit in the back.

In BKOF stage, the teacher asked the students their idol, who he is, what his job is, and why they adore him. At first there was no student answering the question loudly, but when the teacher pointed at one student he will begin to talk. Most of the students talked about their idol to their friends by using Bahasa Indonesia and Javanese.

After had a little talk about what they were going to learn, which was biography, the teacher distributed student worksheet with a text entitled “Cristiano Ronaldo”. The teacher asked the students to read the text silently. While the students were reading the teacher were busy with her administration book and

paid no attention to them. As the result, some of the students did not read the text seriously and some laying their head on the table.

After some minutes, the teacher checked whether the students had read the text or not. Then they had discussion about some new words found in the text. The teacher wrote some words on the white board and asked the students to look up the meaning in the dictionary. The teacher asked the students to write their result on the whiteboard but there were only 3 students voluntarily did it. For the rest words, the teacher called 4 students' name to show their result.

For the next activity, the teacher pointed 3 students to read the text aloud. When one student was reading the text, some students were busy talking to their tablemate. Students missed some pronunciation but only few words corrected by the teacher.

The teacher asked the students to answer the questions that followed the text in pairs. While the students doing the task, the teacher was going outside. It made the students uncontrolled. There was 2 students went to the rest room. Almost of them seemed bored with the monotonous activity. Some students only copied the answer from their friend's.

The teacher entered the class and discussed the answer with the students. She pointed the students to answer the question based on the presence list. There were still some questions left when the bell rang indicate that the time was up. The teacher said that it will be discussed in the next meeting and asked the students to re- read the text in home. The teacher closed the class by saying prayer and saying good bay.

**FIELD NOTE****MEETING 1**

Date: : Thursday, April 3<sup>rd</sup>, 2014

Time : 09.20- 10.00

Place : Class VIII D, SMP N 1 Wonosari

The teacher entered the class followed by the researcher. The teacher greeted the students by saying “Good morning class.” The students replied by saying so. Then the teacher explained to the students that today they will have a test. The test will be conduct by the researcher and the teacher will leave the class. The teacher asked the students to do the test seriously. The teacher gave the researcher 40 minutes to conduct the test, and then she left the class.

The researcher explain the purpose of the test. The test was carried to know their reading comprehension. She asked the students to do the test by themselves, cheating was not allowed. The researcher also explained that the result of the test will be reported to the English teacher, therefore they should do it carefully.

After distributed the worksheets, the researcher asked the students to do the test in 30 minutes because there were only 20 questions. Most of the students took the test seriously. There were five students that did not join the test because they joined the regional competition. 5 minutes before the time ended, the

researcher warned the students. When the time was up, the researcher asked the students to submit the work.

The researcher said thank you to students for their participation today. She said that begin on Tuesday, she will be teaching the class. After that she closed the class by saying good bay, and then she left the class.

**FIELD NOTE****MEETING 2**

Date : Tuesday, April 8<sup>th</sup>, 2014

Time : 07.00 – 09.00

Place : Science Laboratory, SMP N 1 Wonosari

The teacher entered the class followed by the researcher. The students were still busy arranging their sit because that day they moved to the science laboratory, due to the try out held by the school. The teacher and the researcher helped the students in order to have a good class condition.

After everything was clear, the teacher leads the prayer and greeted the students by saying “Good morning class, how are you today?”. Most of the students replied. Then the teacher introduced the researcher to the students and told them that today the researcher will teach them then she went backward.

The researcher introduced herself to the students and talked that she will be teaching in that class for about two weeks. The students were very welcomed then. She checked the attendance list and found there was one student that did not come. After that she prepared all of the materials that would be used during the class, including the LCD. Unfortunately the LCD did not work well. Because there were some materials that would be showed by the LCD, the researcher used the camera, and the problem can be handled.

To activate students' prior knowledge about narrative, the researcher showed a picture about Cinderella. Then she asked to the students what do they know about the picture. Some students said, "Cinderella *mbak*. (Cinderella Miss)" and one of them said, "*Yang punya sepatu kaca itu*. (The one with glass shoes)" and another say "*He'e sing terus sepatune kerine neng pesta*. (Right, and it was left in the party)". She presented the material about narrative text. It was about the definition, the social function, the generic structure, and the grammatical feature.

In the next step, the researcher showed the students an example of narrative text entitled "Beauty and the Beast". Together with the researcher, the students tried to analyze the text. The researcher lead the students to comprehend the characteristics of the text based on the material presented before. She asked the students about the components of the text, which one is the orientation, and so on. The students answer it orally, they seemed understand the material presented before. All of the students did the task seriously, but some, especially boys tended to have their owned business. To cope with such condition, the researcher approached them and pointed some boys to answer the question.

After that, the researcher told the students that they will have games for the next activity. Hearing this, the students were very enthusiastic. Before playing the game the researcher divided the class into six groups, each consisted four students, one group only had three members because there was one student that did not come. Every group should work together during the lesson. The best group then will be rewarded in the end of the lesson.

The researcher distributed a text to every group. They were given ten minutes to read and understand the text entitled “The Legend of Nyi Roro Kidul”. For the first game, they should find the past tense as much as possible included its meaning in Bahasa Indonesia in ten minutes. They could not open their dictionary, they should guess the meaning based on the context. Every team was very busy with the activity, all of the students were give their contribution to their team. There was one team with all the boys members looked got difficulty in doing the game, when the researcher approached them she found that they had difficulties in guessing the meaning. After the given time was up, all of the groups submitted their work and they discussed the result. One team are given one star because they done best at the game.

Still in the same group, the researcher prepared ten questions related to the text. The team should compete to answer the questions. They did this game orally. Although one team looked dominated in answering the questions, all of the class members were enjoying the lesson.

To end the class the researcher summarized the materials that given that day, and had some reflection with the students. Then she said good bay to the students, all of them replied by saying so. After the bell rang, the researcher and the teacher left the class.



## **FIELD NOTE**

### **MEETING 3**

Date : Thursday, April 10<sup>th</sup>, 2014

Time : 08.20 – 09.40

Place : Class VIII G, SMP N 1 Wonosari

In the next meeting, the researcher entered the class with the English teacher. The researcher greeted the students, asked their condition and also called the roll. The researcher asked the students about the material they have learned previous meeting. The students seemed remember the material before. The researcher then asked the students to sit in their own group. In that day all of the students came, so that all team had four members.

The researcher talked that they would still playing games. She showed six envelopes to the students and said that each of them would receive one, yet they could not open it after the next command. She distributed the envelopes to the team, and they looked very curious about the envelope. After that the researcher asked them to open the envelope. It contained with some piece of paper. She asked the students to arrange the jumbled paragraph into a good one. The first team that finished the task would be the winner.

After all of the team could arrange it, the researcher and the students had a discussion about the text. They learned about the component and also the story of the text. The researcher also asked about the moral value they can learned from the text.

For the final stage, each student received a worksheet containing some questions that should be done individually. This will also be considered as the post test. The result of the test will be compared with their pre- test result. It was aimed at seeing whether there was an improvement or not.

Before ending the class, the researcher summarized the material and also made some reflection with the students. She also gave reward to the winner.

## **FIELD NOTE**

### **MEETING 4**

Date : Tuesday, April 22<sup>th</sup>, 2014

Time : 07.00 – 09.00

Place : Class VIII G, SMP N 1 Wonosari

The researcher entered the class. She greeted the students and leads the prayer. She also checking the attendance. There was one students who did not coming to the class because of sick.

To attract the students, in the beginning of the lesson, she prepared three gifts for the students. She told that the gifts will go to the students who able to answer the questions. The first question is about the definition of a narrative text. a female student raised her hand and answer the question clearly, and then she rewarded with the gift. The second gift went to a boy students as he able to answer the question about the social function of a narrative text. The last gift was rewarded to female students for her ability to answer a question about the generic structure of a narratine text. After that the researcher asked the students to make a mind map about a narrative text. The researcher asked the students to present their mind map. There were two students, female and male who were voluntarily presents their mind map. The students were already mastered the material about narrative text. Every student could make the mind map correctly.

The researcher then divided the class into six groups. Each group received a text entitled “The Old Woman and the Sparrow”. The researcher give them five minutes to understand the text. After five minutes, the researcher asked the

students whether they found new words in the text. She guide the students to guess the meaning based on the context.

After that the researcher explained that they will play a game. It was “Captain and the Crews Game”. Every group should choose a member as the captain. The captain was responsible to lead the team in answering the question and submit the answer to the researcher. The researcher asked the team to prepare six pieces of paper to write their answer. Afterall of the students were ready, she displayed the question one by one on the LCD. The winner of the game was the team who could answer the question correctly in the fastest time.

The time was up, before left the class the researcher asked the students to make a summary about the material today.

**FIELD NOTE****MEETING 5**

Date : Thursday, April 24<sup>th</sup>, 2014

Time : 08.20 – 09.40

Place : Class VIII G, SMP N 1 Wonosari

The researcher entered the class and then greeted the students. All of the students replied enthusiastically. The researcher then asked the students to sit in their group. She explained that today they will have another game called “Jig Saw” game. They will be divided into two big groups. Each big group consisted of three small groups. To make the big groups, the researcher asked the captain of the group to take a lottery. There was the name of the big group in the lotteries, A or B group. The A groups should sit in the right side, while the B groups should sit in the left side. However, they still sat in their small group.

Each of A group received a text entitled “ A Clever Prisoner” while each of B got a text with the title “ The Wolf and the Crane”. All group should read and comprehend every single detail of the text in ten minutes. After that the researcher took the text back. After that she distributed a paper with questions related to the text. The A groups got questions related to the text for the B groups and vice versa. The students were confuse because they could not find the answer in the text they have read. They began to make noise. The researcher tried to calm them down, and then she asked the captain to pointed out two members of their group. The pointed members were be exchanged with the other member of the other big group. Now, a group consist of two member from A group and two

students from B group. In this condition they helped each other in completing the questions. They are given fifteen minutes to answer the questions.

After fifteen minutes, she asked the members of the group to sit back in their original group. She asked the captain to submit the work. Then she displayed the two text in front of the class and asked the students to comprehend the text together. After that, she discussed the question and the answer from each text. The best group was the one who got the biggest score in that game.

The researcher asked the students to sit in their own because they will have the final test. The students said that they were tired. So the researcher gave them five minutes to relax. After the students were ready, the researcher distributed the worksheet. They did the test individually with the researcher monitoring them. While the students were doing the test, the researcher also did the correction of the students' work in the previous game.

After the test was done, the researcher announced the winner of the last two games. The winner then got a gift from the researcher. Not only the winner, all of the students were happy. The researcher then said that that day was the last day she was teaching in the class. She thanked the students and the English teacher for their participation. She left the class with the teacher and had an interview session.

APPENDIX B  
INTERVIEW  
TRANSCRIPTS

## 1. Interview with the English teacher after the observation

Teacher (T)

Researcher (R)

R : *Bu, tadi saya lihat kemampuan Bahasa Inggris anak-anak sudah cukup bagus ya, kalau menurut Ibu bagaimana kemampuan Bahasa Inggris mereka? ( I think that the students already have good English school, what do you think about their ability Ma'am)*

T : *Ya lumayan mbak, kalo dibandingkan sekolah lain di sini hlo ya tapi. Kalo sama yang di jogja ya masih jauh.(Compared to the school in Gunungkidul they are the best, but if it compared to the students in Jogja their ability is still low)*

R : *Kalau untuk kemampuan readinga bagaimana bu? (How about their reading abilites Ma'am?)*

T : *Sudah lumayan juga. Tapi mereka kurang di vocabnya. Kalau dikasih teks baru suka pada ngeluh.(So so, they are lack in vocab, if I give them textsthey usually complain.)*

R : *Lalu, bagaimana bu untuk mengatasinya? (Then, how to handle it Ma'am)*

T : *Ya saya kasih teks yang beda-beda terus mbak, untuk persiapan pas ujian. (I constantly give the many texts, for their examination preparation.)*

R : *Kalau biasanya pas ngajar reading itu Ibu memakai teknik apa bu? (What technique you usually used in teaching reading Ma'am?)*

T : *Biasanya PPP mbak, tapi kalo pas dikelas biasanya langsung impromptu. (I usually used PPP)*

R : *Kalau materinya bu?(How abou the material Ma'am?)*

T : *Ini, saya pake EOS sama English in Focus mbak. Lumayan ini teksnya. (I used these, EOS and English in Focus.)*

R : *Kalo dalam mengerjakan soal gitu biasanya individu apa kelompok bu? (They usually do the task individually or in group Ma'am?)*

T : *Ya kadang kelompok, kadang individu. Kalo kelompok itu kadang yang*



*kerja ya itu itu aja mbak soalnya.* ( SometimesI asked them work individually and sometimes in group too.)

R : *O iya bu, rencananya saya mau menggunakan teknik game bu untuk ngajar reading kedepanya.* (I plan to use game in my research Ma'am. What do you think?)

T : *Bagus itu mbak. Anak-anak juga sering minta game, hla tapi saya gak ada waktu buat persiapannya e mbak..* (That's good, they aksed me to play game but I had no time to prepare.)

R : *Terimakasih ya bu waktunya, saya mohon bimbingannya.* (Ok Ma'am, thanks for the time. I ask your guidance.)

T : *Pasti mbak, semoga berhasil. Besok sms saja kalo butuh bantuan.*(For sure, good luck. Just text me for any help.)

R : *Ya bu terimakasih. Assalamualaikum..*(Thank you very much Ma'am.)

T : *Hati- hati mbak, waalaikumsalam..*(You're welcome, take care)

## 2. Interview with the students after the observation

Student : S

Researcher : R

R : *Kamu seneng gak pelajaran bahasa inggris?* (Do you like English subject?)

S1 : *Aku sih tergantung gurunya mbak. Kalo gurune enak ya seneng-seneng aja.* (It depends on the teacher Miss. If the teacher is good I will enjoy it.)

R : *Maksudnya gimana tu guru enak apa nggak?* (What "good" means?)

S1 : *Ya yang baik, gak galak gitu mbak.* (I mean the kindhearted teacher Miss.)

R : *Berarti kamu seneng dong sama bahasa inggris wong tadi gurunya kan gak galak.* (So you like your teacher, she is kindhearted. Is she?)

S1 : *Iya mbak, gurunya gak galak sih. Tapi kegiatannya kurang variatif.* (Yes, she is. I just don't like the activity, it was monotonous.)

- R : *Emang biasanya kalo pas reading gurunya ngajarnya gimana dek?*  
(What she usually did in reading class?)
- S1 : *Ya suruh baca, jawab soal gitu- gitu aja mbak.* (We are only asked to read and then answer the question.)
- R : *Kalo pas reading susahnya tu bagian apanya dek?* (What difficulties do you usually find in reading?)
- S1 : *Bagian males bacanya mbak, terus vocab gitu.* (I don't like reading. I also have trouble in vocabulary.)
- R : *Terus kalo gak tau vocabnya kamu gimana?* (so, what did you do to solve your problem?)
- S1 : *Ya tanya temen, buka kamus, gitu- gitu mbak.*(I asked friends, I also used the dictionary.)
- R : *O iya dek, mbak kan rencananya mau pake game untuk penelitian di sini. Pendapat kamu gimana?*(I planned to have game in my research here, what do you think?)
- S1 : *Setuju banget mbak biar nggak bosen pas pelajaran.* (i agree Miss, we won't be bored again in the class.)
- R : *Ok deh, kalo gitu mbak tak tanya- tanya yang lain dulu. Makasih ya waktunya.* (Ok, I will ask other students. Thanks for the time.)
- S1 : *Iya mbak sama- sama.* (You're welcome)

Researcher : R

Student 2 : S2

- R : *Pelajaran bahasa ingris tu susah nggak menurut kamu?* (What do you think about English lesson?)
- S2 : *Susah mbak. Aku nggak suka bahasa inggris soalnya.* (It is hard Miss, I don't like English.)
- R : *Hlo, kenapa emang dek kok nggak suka?* (Why you don't like English?)
- S2 : *Nggak tau mbak, kurang suka aja.* (I don't know Miss, I just don't like it.)

- R : *Besok tu mbak mau ngajarnya pake game jadi seru kelasnya. Moga-moga kamu suka ya. (The next meeting will be with me, but don't worry I will use many games. Hope you like it.)*
- S2 : *Wah, asik dong mbak. Nggak monoton pelajarannya. Kapan mbak mulai ngajarnya? (It will be good Miss, it will not be monotonous. When it will begin Miss? )*
- R : *Insya allah sih setelah mid mbak udah mulai ngajar. O iya dek, katanya kan belajar bahasa inggris itu susah, susahnya tu dibagian apa sih? (Hopefully next week I will be teaching here. Btw, what difficulties do you usually find in English?)*
- S2 : *Apa ya mbak, sebenere sih nggak susah mbak pelajarane. Yang susah tu jaga moodnya itu hlo. Hehe (Actually it is not really hard, but the hardest thing was how to keep my mood on.)*
- R : *Hehe gitu ya, ya moga- moga besok pas mbak ngajar nggak pada ngantuk deh ya. Yaudah, mbak Tanya- Tanya yang lain dulu ya, makasih waktunya. (Hopefully my teaching will not be bored, and keep your mood on. Ok, thank you for the time.)*
- S2 : *Sama- sama mbak. ( You're welcome Miss)*

Researcher : R

Student 3 : S3

- R : *Dek menurut kamu pelajaran bahasa inggris sama ibunya tu gimana? (How did you feel in the English class with Miss Kus?)*
- S3 : *Ya kalo dari pengalaman pas kelas satu dulu gurunya sabar yang sekarang mbak, nggak pernah marah. (She is very kindhearted Miss.)*
- R : *Asik dong ya punya guru sabar?(Mm.. that's good)*
- S3 : *Iya mbak, tapi kadang bikin ngantuk. Tadi aku sampe ijin cuci muka mbak. (Yes, but sometimes it makes me sleepy Miss. I often ask permission to go to the rest room.)*
- R : *Emang ibunya kalo ngajar gimana dek? (How did she usually teach?)*
- S3 : *Ya seringnya gitu mbak mbak, baca, jawab soal, dibahas, udah thok.*

*Jadi yo bosen.* (Usually we're asked to read a text and then answer the question then we discuss the answer. It was boring to me. )

R : *Mm.. padahal kamu maunya gimana dek pas pelajaran tu?*(What do you want in English class?)

S3 : *Yayang asik lah mbak, biar seneng pas pelajaran, biar mudeng juga.*(The enjoyable one Miss, that makes us cheer up and understand the lesson.)

R : *Kalo besok pas ngajar mbak pake game gitu gimana?* (How about using game? I plan to use it.)

S3 : *Bagus mbak, biar nggak monoton kegiatannya.* (That's good miss.)

### **3. Interview with the English teacher after the actions**

Teacher (T)

Researcher (R)

R: *Bagaimana bu pendapatnya tentang aktivitas tadi?* (“What do you think about the activities Ma’am?”)

T: *Bagus mbak, anak- anak jadi pada ikut aktif semua. Soalnya mereka merasa berkompetisi.* (It was very good. It made all of the students participate in the activities. It was because they felt the competition.)

R: *Untuk text nya bagaimana Bu.* (How about the texts Ma’am?)

T: *bagus mbak, variatif teks nya. Memang kita harus memberi banyak input mbak.* (They were good. You should give them many texts.)

R: *Untuk selanjutnya saya berencana mengganti kelompoknya bu. Bagaimana ya?* (In the second cycle I plan to change the group Ma’am. Is that a good idea?)

T: *Ya nggak papa mbak, malah mereka bisa latihan kerjasama dengan yang lain.* (Yes, it is good to give them new experience in collaborating with other students.)

#### 4. Interview with the students after the actions

Student

Researcher : R

Student 1 : S1

R : *Dek, menurutmu pake gambar di awal pelajaran tadi gimana? (What do you think about the picture in beginning of the lesson?)*

S : *Bagus mbak,kan jadi pada langsung merhatiin gambarnya gitu, nggak rame lagi.(It was good Miss, it made the students paid attention, they were not noisy anymore.)*

R : *Pas lihat gambar tadi kamu punya gambaran nggak apa yang mau dipelajari hari ini? (By looking to the picture, do have any idea about the material we were going to learn?)*

S: *Iya mbak, langsung kepikiran cerita gitu, narrative. Kan dulu udah pernah lihat gambar itu pas pelajaran narrative.(Sure, I guesst today we will learn narrative because I had seen the picture before in the narrative text.)*

R: *Setelah beberapa meeting ini ada peningkatan nggak? (“Did you find some improvements after the meetings?”)*

S: *Alhamdulillah mbak, nilaiku nambah sih. Banyak tau vocab baru juga. (Yes, my score was improved. I also learnt new words.”)*

R: *Sekarang gimana kalau disuruh baca lagi, udah nggak males to? (Now, do you still feel hesitant to read?”)*

S: *Kalau kegiatannya kayak gini nggak males mbak. (“No of course, if the activity is fun, I would not be hesitant any more.”)*

Researcher : R

Student 2 : S2

R: "*Gimana dek kegiatan hari ini?*" (How was the activities today?)

S: "*Asik banget mbak, tiga jam jadi nggak berasa.*" (It was great Miss, I felt that the time run very fast.)

R: *Tadi pas pelajaran dong gak dek?* (How was the material, did you understand it?")

S: *Dong mbak tapi jawab soalnya ada yang susah.* (Yes, I understood, but I found some difficult questions.

R: *Susah bagian apanya dek?*("In which part?")

S: *Bagian new vocabulary nya mbak, jadi harus nebak- nebak kalo nggak ya buka kamus.* ("I found new vocabularies and I did not know the meaning, so I had to guess.")

R: *Lah, kan berarti vocabulary nya jadi nambah to dek?*("So, you learn new words, right?")

S: *Iya juga mbak, hehe* (Yes, you are right Miss.) *Aku sekarang jadi senang mbaca gitu mbak, ternyata banyak banget contoh textnya ya, nggak Cuma Cinderella. Hahaha* ("Now I love to read because I got many texts, not only Cinderella, haha.")

R: *Tenane? Bagus dong.* (Sure? That's good.")

S: *Serius mbak, aku mikire baca ki marai ngantuk sih. Tapi sekarang udah nggak.* (Sure, I found reading as a new fun activity now.")

Researcher : R

Student 3 : S3

R: *Gimana dek tadi materinya, bisa dipahami gak?* (“How was the material, was that understandable?”)

S: *Alhamdulillah mbak, bisa.* (“Yes, it was miss. I could understand.”)

R: *Bosen nggak dek belajar narrative terus?* (“Did you felt bored learning a narrative text?”)

S: *Nggak mbak kan teks nya bagus, malah makin ngerti.* (“Not at all miss, I found the text was great, it made me learn more about a narrative text.”)

R: *Kerja kelompoknya menyenangkan nggak dek?* (How was the group work, was that fun?)

S: *Jelas mbak, kan kalo kerja kelompok kita bisa tanya temen. Saling melengkapi gitu, jadinya lebih paham.* (“Of course miss. We can help one another. So it was easier to understand the material.”)

R: *Gimana dek rasanya jadi pemenang dan dapat reward tadi?* (“How did you feel as the winner”)

S: *Seneng mbak, usahanya jadi gak sia- sia. Jadi semangat ngerjain tugasnya.* (“I felt happy, I am motivated to finish the tasks.”)

# APPENDIX C

# COURSE GRIDS



**THE COURSE GRID OF THE TEACHING AND LEARNING PROCESS OF THE VIII GRADE STUDENTS  
OF SMP N 1 WONOSARI IN THE ACADEMIC YEAR OF 2013/2014**

**School** : SMP N 1 Wonosari  
**Grade** : VIII  
**Subject** : English  
**Semester** : 2

**Standard of Competence:**

Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

**Basic Competence:**

- Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar
- Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

Learning objective	Indicators	Learning activities	Charac ter building	Lear ning material	Teac hing aid	Input text	Evaluation			
							Tech nique	Instru ment	The example of instru ments	Alloca ted time
In the end of the lesson, students are able to understand meaning of	Answering question related to narrative text  Identify the social	Students begin the class by praying.  Students remember the material through a picture of	Cooperation , tolerance, curiosity, confidence	Narra tive text  Definitio n: a text that tells	Pictu re, LCD	Attached	Writt en	Atta ched	Atta ched	5 x 40 minutes

<p>simple functional text in the form of narrative accurately to communicate with other.</p>	<p>function of a narrative text</p> <p>Identify the components of a narrative text</p>	<p>Cinderella story.</p> <p>Students read a narrative text entitled Beauty and the Beast.</p> <p>Students listen to the teacher's explanation about narrative text.</p> <p>Students are divided into six small groups</p> <p>In group, they read a new example of narrative text and then identify the past tense completed with its Indonesian meaning.</p> <p>Students discuss the answer with the teacher</p>		<p>story</p> <p>Social function: to entertain and give moral value</p> <p>Generic structure : title, orientation, complication, resolution</p> <p>Grammar focus: past tense</p>						
--	--	--	--	---	--	--	--	--	--	--

		<p>Students answering the questions related to the text in groups.</p> <p>Students arranging the jumbled paragraph into a good narrative text.</p> <p>Students are given feedback from the teacher.</p> <p>Students doing the test individually.</p> <p>Students end the class.</p>								
--	--	---	--	--	--	--	--	--	--	--

## **LAMPIRAN**

### **Exercise 1**

**Read the text carefully and then analyze the components of the text.**

#### **Beauty and the Beast**

Once upon a time there was a prince. He was good looking and very rich. He lived in a beautiful castle together with his staffs and servants.

One rainy dark night, a woman came to his castle. She was old and ugly. The prince didn't like her and sent her away. After he sent the woman away, she turned into a beautiful fairy. She cast a spell over the prince and his castle. The prince became a beast. He was no longer good looking. He looked very ugly instead and all his servants turned into furniture.

One day an old man named Maurice was travelling past the castle. It was raining so hard that he decided to enter the castle. When the beast saw him, he captured him.

After some time, Maurice's daughter, Belle, began to worry about him.

She started to look for him. Finally she arrived in the castle and she found her father there. She asked the Beast to let her father go but he refused. Belle, then, agreed to stay in the castle so that her father could go home.

While Belle was staying at the castle, the Beast slowly changed. He was not mean anymore. Belle began to like him and finally they fell in love with each other. Right after she declared her love to him the spell was broken. The Beast and his servants became human again. Then, the Beast and Belle got married. They lived happily ever after.

## **Exercise 2**

**Read the text and find the past tenses. Try to find the Indonesian meaning. You are not allowed to use your dictionary.**

### **The Legend of Nyi Roro Kidul (The Queen of South Ocean)**

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

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

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

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

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

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

### **Exercise 3**

**Based on the text “The Legend of Nyi Roro Kidul”, answer the following questions.**

1. Why was Kadita called Dewi Srengenge?
2. Who was Kadita’s step mother?
3. Why did Dewi Mutiara asked the King to send away?
4. What did the black magician do?
5. What did the King do to keep his daughter from being a rumour?
6. What happened to Kadita when she jumped into the ocean?

### **Exercise 4**

**Arrange this jumbled paragraph into a good narrative text.**

When their first son was born, the man drowned the child in the river. His wife could not do anything to help the child. When the second child was born, the man did the same. The same thing happened to their third and fourth child.

Finally, the sound of the crying woman made the man mad. He grabbed a knife and jumped into the river to kill her. Unfortunately the poor man did not know how to swim. The current swept him away and he drowned. From that day the spirit of La Llorona still haunts the waters and lakes.

When the fifth son was born, the man took him to the river. This time, his wife followed him although she was still weak and bleeding from giving birth. When he threw the child in the river, the woman jumped into the river to catch her son. Unfortunately, she could not swim. The woman and her baby were swept away by the current and they booth drowned.

Once, there was a poor man who married a beautiful woman. They lived happily. However, the man insisted that they were too poor to have any children. When he found out his wife was pregnant, the man was very angry. He told the woman that they could not keep the child.

The next night, the woman's spirit returned to the river beside her home. She was crying and searching for the son. At first, the poor man was terrified by the spirit of his wife. He begged her to return to the spirit realm. But she did not hear him.

**THE COURSE GRID OF THE TEACHING AND LEARNING PROCESS OF THE VIII GRADE STUDENTS  
OF SMP N 1 WONOSARI IN THE ACADEMIC YEAR OF 2013/2014**

**School** : SMP N 1 Wonosari  
**Grade** : VIII  
**Subject** : English  
**Semester** : 2

**Standard of Competence:**

Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

**Basic Competence:**

- Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar
- Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

Learning objective	Indicators	Learning activities	Charac ter building	Lear ning material	Teac hing aid	Input text	Evaluation			
							Tech nique	Instru ment	The example of instru ments	Alloca ted time
In the end of the lesson, students are able to understand meaning of	Answering question related to narrative text  Identify the social	Students begin the class by praying.  Students remember the material through questions from the	Cooperation , tolerance, curiosity, confidence	Narra tive text  Definitio n: a text that tells	Mind map, LCD	Attached	Writt en	Atta ched	Atta ched	5 x 40 minutes



<p>simple functional text in the form of narrative accurately to communicate with other.</p>	<p>function of a narrative text</p> <p>Identify the components of a narrative text</p>	<p>teacher.</p> <p>Students make a mind map about narrative text.</p> <p>Students present their mind map.</p> <p>Students listen to the teacher's explanation about narrative.</p> <p>Students are divided into six groups, in group they play Captain and the Crews Game.</p> <p>Students discuss the answer with the teacher</p> <p>Students play jigsaw game</p>		<p>story</p> <p>Social function: to entertain and give moral value</p> <p>Generic structure : title, orientation, complication, resolution</p> <p>Grammar focus: past tense</p>						
--	--	---	--	---	--	--	--	--	--	--

		<p>Students are given feedback from the teacher.</p> <p>Students doing the test individually.</p> <p>Students end the class.</p>								
--	--	--	--	--	--	--	--	--	--	--

## **LAMPIRAN**

### **Exercise 1**

**Read the text, analyze the components, then answer the questions.**

#### **The Old Woman and the Sparrow**

Once upon a time in Spain, there lived a kind hearted man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there was an ill-tempered old woman who didn't like the sparrow. She was very cruel and evil. Her name was Leona. She cut the sparrow's tongue. That's why the bird flew away to its previous nest.

Knowing that their sparrow flew away, the kind man and his wife looked for the sparrow. They walked a long way, crossed the bridges, climbed the mountains and passed the woods.

At last, they could find the sparrow's nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow brought two baskets; one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose only one. They chose the small and that was the best choice. There were many rolls of silk and piles of gold in it.

Being jealous, the ill-tempered old woman did the same thing as the kind man and his wife did. She chose the big basket which actually contained wasps and venomous crawlers, such as scorpions, centipedes, and other horrible creatures. Finally, they stung and bit her to death.

#### **Questions:**

1. What is the story about?
2. Where was the story located?
3. Describe the behavior of the ill-tempered women.

4. What did the sparrow do to the man and his wife at the sparrow's nest?
5. What was the content of the small basket?

## **Exercise 2**

**Read the text and then answer the questions.**

### **The Cowardly Lion**

Dorothy and her friends were walking through the forest when they heard a terrible roar. The next moment, a great Lion ran onto the road. Dorothy and her friends were very frightened, but little Toto ran ahead and barked at a huge beast.

When the Lion saw the little dog, he opened up his mouth as if to bite him. Dorothy became so angry at this that she came forward and slapped the Lion on the nose.

“Don't you dare bit Toto!” she shouted.

“You ought to be ashamed of yourself, a big Lion like you, trying to bite a little dog!”

“I didn't bite him,” said the Lion, as he rubbed his nose with his big paw.

“No, but you tried to,” Dorothy answered. “You are nothing but a coward!”

The Lion felt very ashamed. He told Dorothy and her friends that although he was the King of the Beasts, he was actually a coward. He was afraid of almost everything and everybody.

The Scarecrow scratched his straw head. Then he said, “Maybe Oz could give you courage.”

“If only I had courage, then I could truly be King of the Beasts.” said the Lion.

So Dorothy, the Scarecrow and the Tinman invited the Lion to join them on their journey to the Emerald City. The Lion agreed, and the friends continued to follow the Yellow Brick Road toward the home of the Great Oz.

## Questions

1. What is the purpose of the text?
2. How many characters are there? What are they like?
3. Were there any complications in the story?
4. Were there any solutions at the end of the story?
5. Where they actually want to go?

## Exercise 3

Read the text and then answer the questions.

### The Wolf and the Crane

A wolf was one day eating his dinner. He was very greedy. He ate so quickly that a bone stuck in his throat. He tried hard to get it out but all was in vain. Then he went to the crane and said, "Good morning, Crane. Will you help me to do something?"

"What can I help do you?" asked the crane.

"I have a bone stuck in my throat. You have a long bill, and so you can draw it out", said the wolf. "If you do that for me, I will give you a reward."

"Let me try," said the crane. "It is not difficult for me to do so."

The wolf opened his mouth wide. The crane put her bill in and drew out the bone. "Now will you give me the reward, please?" the crane asked the wolf.

"Reward?" said the wolf. "Don't talk about that. You should be thankful to me. Although you put your head into my mouth, I did not bite you. What more do you want?"



**A. Write T if the statement is True and F if it is False.**

- \_\_\_ 1. The wolf was very greedy.
- \_\_\_ 2. The wolf ate so slowly that a bone got stuck in his throat.
- \_\_\_ 3. He could not draw the bone out.
- \_\_\_ 4. He asked a crane to draw the bone out.
- \_\_\_ 5. The crane got a reward for helping the wolf.

**B. Answer the following questions based on the text above.**

1. What happened when the wolf was eating greedily?
2. What got stuck in the wolf's throat?
3. When did the wolf go to the crane?
4. Why did the wolf go to the crane?
5. What did the wolf say when he came to the crane?
6. What did the wolf say to the crane if the crane helped him?
7. How did the crane draw out the bone in the wolf's throat?
8. Did the crane get the reward from the wolf?

### A Clever Prisoner



A potato farmer was sent to prison just at the time when he should have dug the ground for planting potatoes. He knew that his wife was not strong enough to do the digging, although she could manage to do the planting. He also knew that none of his friends or neighbours would be willing to do the digging for him. So he wrote a letter to his wife saying, "Please do not dig the potato field. I hid the money and the gun there."

Ten days later, he got a letter from his wife saying, "I think somebody must have read your letter before it left the prison. Some policemen came two days ago and dug up the entire potato field. What should I do now?"

The prisoner wrote back at once, "Plant the potatoes, of course."

#### A. Write T if the statement is True and F if it is False.

1. There was some money and a gun hidden in the potato field.
2. The potato farmer's friends and neighbours were willing to help planting potatoes.
3. The farmer wrote a letter to his wife.
4. Some friends and neighbours came and dug up the entire potato field.
5. The farmer was smart.

**B. Answer the questions below.**

1. Who is the "prisoner" ?
2. When was the potato farmer sent to prison?
3. Would his wife be strong enough to do the digging?
4. Was she strong enough to do the planting?
5. How were their friends and neighbours?
6. What did the farmer say in his letter to his wife?
7. When did the farmer get a reply letter from his wife?
8. Who actually dug the potato field for his wife?



# APPENDIX D

# LESSON PLANS

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

<b>Satuan Pendidikan</b>	<b>: SMP N 1 Wonosari</b>
<b>Kelas</b>	<b>: VIII (delapan)</b>
<b>Semester</b>	<b>: 2 (dua)</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Jenis Teks</b>	<b>: <i>Narrative</i></b>
<b>Keterampilan</b>	<b>: <i>Reading</i></b>
<b>Alokasi Waktu</b>	<b>: 5 x 40 menit (2 x pertemuan)</b>

---

### A. Standar Kompetensi

Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

### B. Kompetensi Dasar

- Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar
- Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

### C. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat memahami makna dalam teks fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, dan lancar untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative*.

### D. Indikator

Peserta didik dapat :

1. Menjawab pertanyaan tentang teks *narrative*
2. Mengidentifikasi fungsi sosial teks fungsional pendek berbentuk *narrative*.
3. Mengidentifikasi komponen- komponen teks fungsional pendek berbentuk *narrative* dengan tepat.

**E. Karakter:** kerjasama, saling menghargai, percaya diri, toleransi, rasa ingin tahu.

## F. Materi Ajar

### Beauty and the Beast

Once upon a time there was a prince. He was good looking and very rich. He lived in a beautiful castle together with his staffs and servants.

One rainy dark night, a woman came to his castle. She was old and ugly. The prince didn't like her and sent her away. After he sent the woman away, she turned into a beautiful fairy. She cast a spell over the prince and his castle. The prince became a beast. He was no longer good looking. He looked very ugly instead and all his servants turned into furniture.

One day an old man named Maurice was travelling past the castle. It was raining so hard that he decided to enter the castle. When the beast saw him, he captured him.

After some time, Maurice's daughter, Belle, began to worry about him.

She started to look for him. Finally she arrived in the castle and she found her father there. She asked the Beast to let her father go but he refused. Belle, then, agreed to stay in the castle so that her father could go home.

While Belle was staying at the castle, the Beast slowly changed. He was not mean anymore. Belle began to like him and finally they fell in love with each other. Right after she declared her love to him the spell was broken. The Beast and his servants became human again. Then, the Beast and Belle got married. They lived happily ever after.

→ Title

→ Orientation

→ Complication

→ Resolution

**Social function:** to entertain the readers or the listeners with our story.

**Grammar focus:** narrative texts usually use past tense.

### Vocabularies related to the topic

- beast : binatang buas
- castle : istana
- curse : kutukan
- prince : pangeran
- fairy : peri
- servant : pelayan

### G. Metode Pembelajaran

*Genre based approach*

### H. Kegiatan Pembelajaran

#### 1. Pendahuluan

- a. *Greeting, praying, dan calling the roll.*
- b. Peserta didik menyiapkan diri untuk belajar.

#### 2. Inti

Stage	Guru	Peserta Didik
<b>BKOF</b>	Guru menggali pengalaman peserta didik yang telah didapat sebelumnya tentang teks <i>narrative</i> dengan menggunakan gambar yang berhubungan dengan <i>narrative text</i> .	Peserta didik mengingat kembali materi yang sudah dipelajari sebelumnya melalui gambar yang ditunjukkan guru.
<b>MOT</b>	Guru memberikan contoh teks <i>narrative</i> dan meminta peserta didik untuk membaca contoh teks <i>narrative</i> tersebut.	Peserta didik membaca contoh teks <i>narrative</i> .
	Guru menjelaskan fungsi social dan komponen-komponen yang terdapat dalam contoh teks <i>narrative</i> .	Peserta didik mendengarkan penjelasan guru
<b>JCOT</b>	Guru membagi siswa menjadi enam kelompok kecil dan meminta tiap kelompok untuk	Peserta didik mengidentifikasi past tense dan artinya dalam kelompok kecil.

	menemukan past tense dalam sebuah teks dan artinya dalam bahasa Indonesia.	
	Guru dan peserta didik bersama-sama mendiskusikan jawaban peserta didik.	
	Guru meminta peserta didik untuk menjawab pertanyaan yang menyertai teks.	Peserta didik menjawab pertanyaan dalam kelompok.
	Guru memberikan contoh teks <i>narrative</i> berupa penggalan-penggalan kalimat dan meminta siswa untuk mengurutkan berdasarkan jalan ceritanya.	Siswa mengurutkan penggalan-penggalan teks <i>narrative</i> menjadi bacaan yang padu
	Guru memberikan feedback kepada peserta didik.	
<b>ICOT</b>	Guru membagikan soal kepada peserta didik untuk dikerjakan secara individu.	Peserta didik mengerjakan soal secara individu.

### 3. Penutup

- a. Peserta didik bersama guru membuat simpulan pembelajaran.
- b. Peserta didik bersama guru melakukan refleksi sederhana terhadap kegiatan yang telah dilaksanakan.
- c. Guru memberikan penguatan terhadap proses dan hasil pembelajaran.
- d. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

### I. Sumber Belajar

- EOS ( Mukarto, dkk. 2007. *English on Sky, for Junior High School year VIII*. Jakarta. Erlangga.)
- Website [http:// www.funenglishwithmissaliya.wordpress.com](http://www.funenglishwithmissaliya.wordpress.com)

### J. Penilaian.

No.	Indikator Pencapaian Kompetensi	Teknik	Bentuk Instrumen	Instrumen	Contoh
1	Mengidentifikasi berbagai informasi dalam teks berbentuk <i>narrative</i>	Tes tertulis	Respon secara tertulis	Attached	Attached
2	Mengidentifikasi fungsi sosial teks berbentuk <i>narrative</i> .	Tes tertulis	Respon secara tertulis	Attached	Attached
3	Mengidentifikasi komponen-komponen teks berbentuk <i>narrative</i> dengan tepat.	Tes tertulis	Respon secara tertulis	Attached	Attached

## Rubrik Penilaian

<b>Penjelasan</b>	<b>Skor</b>
Setiap jawaban benar	1
Setiap jawaban salah	0

Mengetahui,  
Guru Bahasa Inggris ,

Kusdarini,S.Pd  
NIP 19600623 198103 2 008

Yogyakarta, 2 April 2014  
Mahasiswa,

Cintiya Mradipta R.W.  
NIM. 10202241045

**LAMPIRAN****Exercise 1**

**Read the text carefully and then analyze the components of the text.**

**Beauty and the Beast**

Once upon a time there was a prince. He was good looking and very rich. He lived in a beautiful castle together with his staffs and servants.

One rainy dark night, a woman came to his castle. She was old and ugly. The prince didn't like her and sent her away. After he sent the woman away, she turned into a beautiful fairy. She cast a spell over the prince and his castle. The prince became a beast. He was no longer good looking. He looked very ugly instead and all his servants turned into furniture.

One day an old man named Maurice was travelling past the castle. It was raining so hard that he decided to enter the castle. When the beast saw him, he captured him.

After some time, Maurice's daughter, Belle, began to worry about him.

She started to look for him. Finally she arrived in the castle and she found her father there. She asked the Beast to let her father go but he refused. Belle, then, agreed to stay in the castle so that her father could go home.

While Belle was staying at the castle, the Beast slowly changed. He was not mean anymore. Belle began to like him and finally they fell in love with each other. Right after she declared her love to him the spell was broken. The Beast and his servants became human again. Then, the Beast and Belle got married. They lived happily ever after.



**Exercise 2**

**Read the text and then find the past tenses. Try to find the Indonesian meaning. You are not allowed to use your dictionary.**

**The Legend of Nyi Roro Kidul (The Queen of South Ocean)**

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

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

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

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

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

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

**Exercise 3**

**Based on the text “The Legend of Nyi Roro Kidul”, answer the following questions.**

1. Why was Kadita called Dewi Srengenge?
2. Who was Kadita’s step mother?
3. Why did Dewi Mutiara asked the King to send away?
4. What did the black magician do?
5. What did the King do to keep his daughter from being a rumour?
6. What happened to Kadita when she jumped into the ocean?

**Exercise 4**

**Arrange this jumbled paragraph into a good narrative text.**

When their first son was born, the man drowned the child in the river. His wife could not do anything to help the child. When the second child was born, the man did the same. The same thing happened to their third and fourth child.

Finally, the sound of the crying woman made the man mad. He grabbed a knife and jumped into the river to kill her. Unfortunately the poor man did not know how to swim. The current swept him away and he drowned. From that day the spirit of La Llorona still haunts the waters and lakes.

When the fifth son was born, the man took him to the river. This time, his wife followed him although she was still weak and bleeding from giving birth. When he threw the child in the river, the woman jumped into the river to catch her son. Unfortunately, she could not swim. The woman and her baby were swept away by the current and they booth drowned.

Once, there was a poor man who married a beautiful woman. They lived happily. However, the man insisted that they were too poor to have any children. When he found out his wife was pregnant, the man was very angry. He told the woman that they could not keep the child.

The next night, the woman’s spirit returned to the river beside her home. She was crying and searching for the son. At first, the poor man was terrified by the spirit of his wife. He begged her to return to the spirit realm. But she did not hear him.

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

<b>Satuan Pendidikan</b>	<b>: SMP N 1 Wonosari</b>
<b>Kelas</b>	<b>: VIII (delapan)</b>
<b>Semester</b>	<b>: 2 (dua)</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Jenis Teks</b>	<b>: <i>Narrative</i></b>
<b>Keterampilan</b>	<b>: <i>Reading</i></b>
<b>Alokasi Waktu</b>	<b>: 5 x 40 menit (2 x pertemuan)</b>

---

**A. Standar Kompetensi**

Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

**B. Kompetensi Dasar**

- Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar
- Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

**C. Tujuan Pembelajaran**

Pada akhir pembelajaran, peserta didik dapat memahami makna dalam teks fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, dan lancar untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative*.

**D. Indikator**

Peserta didik dapat :

1. Menjawab pertanyaan tentang teks *narrative*
2. Mengidentifikasi fungsi sosial teks fungsional pendek berbentuk *narrative*.
3. Mengidentifikasi komponen- komponen teks fungsional pendek berbentuk *narrative* dengan tepat.

**E. Karakter:** kerjasama, saling menghargai, percaya diri, toleransi, rasa ingin tahu.

**F. Materi Ajar**

### NARRATIVE TEXT

**Definition:** a text that tells story.

**Social function:** to entertain the readers or the listeners with our story.

**Grammar focus:** narrative texts usually use past tense.

**G. Metode Pembelajaran**

*Genre based approach*

**H. Kegiatan Pembelajaran**

#### **Pendahuluan**

*Greeting,praying, dan calling the roll.*

Peserta didik menyiapkan diri untuk belajar.

#### **Inti**

Stage	Guru	Peserta Didik
<b>BKOF</b>	Guru menggali pengalaman peserta didik yang telah didapat sebelumnya tentang teks <i>narrative</i> dengan memberi beberapa pertanyaan terkait <i>narrative</i> teks.	Peserta didik mengingat kembali materi yang sudah dipelajari sebelumnya melalui pertanyaan yang diberikan oleh guru
	Guru meminta peserta didik untuk membuat mind map tentang <i>narrative</i> teks. Kemudian mempresentasikannya di depan kelas.	Peserta didik membuat mind map tentang teks <i>narrative</i> .
<b>MOT</b>	Guru memberikan contoh teks <i>narrative</i> dan meminta peserta didik untuk membaca contoh	Peserta didik membaca contoh teks <i>narrative</i> .

	teks <i>narrative</i> tersebut.	
	Guru menjelaskan fungsi social dan komponen-komponen yang terdapat dalam contoh teks <i>narrative</i> .	Peserta didik mendengarkan penjelasan guru
<b>JCOT</b>	Guru membagi siswa menjadi enam kelompok kecil dan meminta tiap kelompok untuk menjawab pertanyaan yang diberikan guru melalui LCD (Captain and the Crews Game)	Peserta didik menjawab pertanyaan dalam kelompok kecil.
	Guru dan peserta didik bersama-sama mendiskusikan jawaban peserta didik.	
	Guru mengelompokkan kelompok kecil dalam dua kelompok besar untuk memainkan Jig saw game.	Peserta didik memainkan jigsaw game.
	Guru memberikan feedback kepada peserta didik.	
<b>ICOT</b>	Guru membagikan soal kepada peserta didik untuk dikerjakan secara individu.	Peserta didik mengerjakan soal secara individu.

### Penutup

1. Peserta didik bersama guru membuat simpulan pembelajaran.
2. Peserta didik bersama guru melakukan refleksi sederhana terhadap kegiatan yang telah dilaksanakan.
3. Guru memberikan penguatan terhadap proses dan hasil pembelajaran.

4. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

**I. Sumber Belajar**

- EOS ( Mukarto, dkk. 2007. *English on Sky, for Junior High School year VIII*. Jakarta. Erlangga.)
- Website [http:// www.funenglishwithmissaliya.wordpress.com](http://www.funenglishwithmissaliya.wordpress.com)

**J. Penilaian.**

No.	Indikator Pencapaian Kompetensi	Teknik	Bentuk Instrumen	Instrumen	Contoh
1	Mengidentifikasi berbagai informasi dalam teks berbentuk <i>narrative</i>	Tes tertulis	Respon secara tertulis	Attached	Attached
2	Mengidentifikasi fungsi sosial teks berbentuk <i>narrative</i> .	Tes tertulis	Respon secara tertulis	Attached	Attached
3	Mengidentifikasi komponen-komponen teks berbentuk <i>narrative</i> dengan tepat.	Tes tertulis	Respon secara tertulis	Attached	Attached

## Rubrik Penilaian

<b>Penjelasan</b>	<b>Skor</b>
Setiap jawaban benar	1
Setiap jawaban salah	0

Mengetahui,  
Guru Bahasa Inggris ,

Yogyakarta, 20 April 2014  
Mahasiswa,

Kusdarini,S.Pd  
NIP 19600623 198103 2 008

Cintiya Mradipta R.W.  
NIM. 10202241045

## LAMPIRAN

### Exercise 1

Read the text, analyze the components, then answer the questions.

#### The Old Woman and the Sparrow

Once upon a time in Spain, there lived a kind hearted man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there was an ill-tempered old woman who didn't like the sparrow. She was very cruel and evil. Her name was Leona. She cut the sparrow's tongue. That's why the bird flew away to its previous nest.

Knowing that their sparrow flew away, the kind man and his wife looked for the sparrow. They walked a long way, crossed the bridges, climbed the mountains and passed the woods.

At last, they could find the sparrow's nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow brought two baskets; one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose only one. They chose the small and that was the best choice. There were many rolls of silk and piles of gold in it.

Being jealous, the ill-tempered old woman did the same thing as the kind man and his wife did. She chose the big basket which actually contained wasps and venomous crawlers, such as scorpions, centipedes, and other horrible creatures. Finally, they stung and bit her to death.

#### Questions:

1. What is the story about?
2. Where was the story located?
3. Describe the behavior of the ill-tempered women.
4. What did the sparrow do to the man and his wife at the sparrow's nest?
5. What was the content of the small basket?



**Exercise 2**

**Read the text and then answer the questions.**

**The Cowardly Lion**

Dorothy and her friends were walking through the forest when they heard a terrible roar. The next moment, a great Lion ran onto the road. Dorothy and her friends were very frightened, but little Toto ran ahead and barked at a huge beast.

When the Lion saw the little dog, he opened up his mouth as if to bite him. Dorothy became so angry at this that she came forward and slapped the Lion on the nose.

“Don’t you dare bit Toto!” she shouted.

“You ought to be ashamed of yourself, a big Lion like you, trying to bite a little dog!”

“I didn’t bite him,” said the Lion, as he rubbed his nose with his big paw.

“No, but you tried to,” Dorothy answered. “You are nothing but a coward!”

The Lion felt very ashamed. He told Dorothy and her friends that although he was the King of the Beasts, he was actually a coward. He was afraid of almost everything and everybody.

The Scarecrow scratched his straw head. Then he said, “Maybe Oz could give you courage.”

“If only I had courage, then I could truly be King of the Beasts.” said the Lion.

So Dorothy, the Scarecrow and the Tinman invited the Lion to join them on their journey to the Emerald City. The Lion agreed, and the friends continued to follow the Yellow Brick Road toward the home of the Great Oz.

**Questions**

2. What is the purpose of the text?
3. How many characters are they? What are they like?
4. Were there any complications in the story?
5. Were there any solutions at the end of the story?
6. Where they actually want to go?

### Exercise 3

Read the text and then answer the questions.

#### The Wolf and the Crane

A wolf was one day eating his dinner. He was very greedy. He ate so quickly that a bone stuck in his throat. He tried hard to get it out but all was in vain. Then he went to the crane and said, "Good morning, Crane. Will you help me to do something?"

"What can I help do you?" asked the crane.

"I have a bone stuck in my throat. You have a long bill, and so you can draw it out", said the wolf. "If you do that for me, I will give you a reward."

"Let me try," said the crane. "It is not difficult for me to do so."

The wolf opened his mouth wide. The crane put her bill in and drew out the bone.

"Now will you give me the reward, please?" the crane asked the wolf.

"Reward?" said the wolf. "Don't talk about that. You should be thankful to me. Although you put your head into my mouth, I did not bite you. What more do you want?"



#### A. Write T if the statement is True and F if it is False.

- \_\_\_ 1. The wolf was very greedy.
- \_\_\_ 2. The wolf ate so slowly that a bone got stuck in his throat.
- \_\_\_ 3. He could not draw the bone out.
- \_\_\_ 4. He asked a crane to draw the bone out.
- \_\_\_ 5. The crane got a reward for helping the wolf.

#### B. Answer the following questions based on the text above.

1. What happened when the wolf was eating greedily?
2. What got stuck in the wolf's throat?
3. When did the wolf go to the crane?
4. Why did the wolf go to the crane?
5. What did the wolf say when he came to the crane?
6. What did the wolf say to the crane if the crane helped him?
7. How did the crane draw out the bone in the wolf's throat?
8. Did the crane get the reward from the wolf?



### A Clever Prisoner

A potato farmer was sent to prison just at the time when he should have dug the ground for planting potatoes. He knew that his wife was not strong enough to do the digging, although she could manage to do the planting. He also knew that none of his friends or neighbours would be willing to do the digging for him. So he wrote a letter to his wife saying, "Please do not dig the potato field. I hid the money and the gun there."

Ten days later, he got a letter from his wife saying, "I think somebody must have read your letter before it left the prison. Some policemen came two days ago and dug up the entire potato field. What should I do now?" The prisoner wrote back at once, "Plant the potatoes, of course."

#### A. Write T if the statement is True and F if it is False.

- \_\_\_\_\_ 1. There was some money and a gun hidden in the potato field.
- \_\_\_\_\_ 2. The potato farmer's friends and neighbours were willing to help planting potatoes.
- \_\_\_\_\_ 3. The farmer wrote a letter to his wife.
- \_\_\_\_\_ 4. Some friends and neighbours came and dug up the entire potato field.
- \_\_\_\_\_ 5. The farmer was smart.

#### B. Answer the questions below.

1. Who is the "prisoner" ?
2. When was the potato farmer sent to prison?
3. Would his wife be strong enough to do the digging?
4. Was she strong enough to do the planting?
5. How were their friends and neighbours?
6. What did the farmer say in his letter to his wife?
7. When did the farmer get a reply letter from his wife?
8. Who actually dug the potato field for his wife?

APPENDIX E  
PRE TEST AND POST TEST

Name:

Student's Number:

**PART 1****Jack and The Beanstalk**

Once upon a time there was a boy called Jack. He lived with his mother. They were very poor. All they had was a cow.

One morning, Jack's mother told Jack to take their cow to market and sell her. On the way, Jack met a man. He gave Jack some magic beans for the cow. Jack took the beans and went back home. When Jack's mother saw the beans she was very angry. She threw the beans out of the window.

The next morning, Jack looked out of the window. There was a giant beanstalk. He went outside and started to climb the beanstalk. He climbed up to the sky through the clouds. Jack saw a beautiful castle. He went inside. Jack heard a voice.

"Fee, Fi, Fo, Fum!" Jack ran into a cupboard.

An enormous giant came into the room and sat down. On the table there was a hen and a golden harp.

"Lay!" said the giant.

The hen laid an egg. It was made of gold.

"Sing!" said the giant.

The harp began to sing. Soon the giant was asleep. Jack jumped out of the cupboard. He took the hen and the harp.

Suddenly, the harp sang, "Help, master!"

The giant woke up and shouted, "Fee, Fi, Fo, Fum!"

Jack ran and started climbing down the beanstalk. The giant came down after him.

Jack shouted, "Mother, help!"

Jack's mother took an axe and hopped down the beanstalk.

The giant fell and crashed to the ground. Nobody ever saw him again. With the golden eggs and the magic harp, Jack and his mother lived happily ever after.

**Choose the right answer by crossing the word a, b, c, or d.**

1. What does the text tell us about?
 

a. Jack and a butcher	c. Jack and the beanstalk
b. A poor widow and her son	d. Jack and the Giant
2. Where did Jack sell his cow?
 

a. at a castle	c. at the giant's house
b. at the market	d. on the way to market
3. Jack's mother looked very furious when he told that ....
  - a. the beans were precious
  - b. he traded his cow for the beans
  - c. the butcher bought his cow
  - d. he met a butcher on the way to the market
4. *It* was made of gold. (paragraph 4) The word "*It*" above refers to . . . .
 

a. <i>The hen</i>	b. <i>The egg</i>
-------------------	-------------------



- c. Monkey
3. What can we learn from the text?
- a. We may not get easily angry to ourselves.
- b. We may not dishonest of ourselves.
4. From the story above we know that ....
- a. A tiger was the greatest and strongest animal
- b. All of the animals were afraid of the tiger
- d. Deer
- c. We may not be silly of ourselves.
- d. We may not be boastful.
- c. The elephant was stronger than the tiger
- d. The tiger was afraid to the elephant

**Read the text to answer questions 5 to 8!**

Long, long time ago there lived two brothers. They had completely different characters. The big brother was very stingy and greedy. He never shared his wealth with poor people. The little brother was exactly the opposite. He was generous and kind to poor people. He even had no money left because he had shared it with the poor.

One day the generous brother was sitting in his garden when suddenly a little bird fell on his lap. It was wounded. He took care of it, fed it, and put it in a nice cage. After the bird was healthy, the generous brother let it fly. After some time the bird returned to him and gave him a watermelon seed.

The generous brother, then, planted the seed and watered it until it grew into a good watermelon plant. Yet, the plant was very strange. It had only one fruit; a big and heavy one. When the watermelon was ripe enough, the generous brother picked it and cut it into two. How surprised he was. The watermelon was full of gold.

The generous brother sold the gold and became very rich. He built a big house and bought very large field. Still he never forgot to share the wealth with the poor.

5. What does the text mainly talk about?
- a. The poor people and the healthy bird
- b. The stingy and the generous
- c. The kind and the generous
- d. The stingy and the greedy
6. What does the main idea of the last paragraph?
- a. The young brother became poor
- b. The big brother built a big house
- c. The young brother became very rich
- d. The young brother planted the watermelon
7. How did the generous brother get the watermelon seed?
- a. Finding it in the field
- b. Curing a wounded bird
- c. Planting the watermelon
- d. Asking for the seed to his brother
8. "He even had no money left because he had shared it with the poor". (par 1)  
What does the underlined means?
- a. Lent
- b. Used
- c. Gave
- d. Returned

**Read the text below to answer question 9 to 10!**

**The Wolf and the Goat**

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner.

“My dear friend,” said the wolf in his sweetest voice, “aren’t you afraid you will fall down from the cliff? Come down here and graze on this fine grass beside me on safe, level ground.”

“No, thank you,” said the goat.

“Well then,” said the wolf, “aren’t you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area.”

“No, thank you,” said the goat.

“But the grass tastes better down here!” said the exasperated wolf, “Why dine alone?”

“My dear wolf,” the goat finally said, “are you quite sure that it is my dinner you are worrying about and not your own?”

9. “Aren’t you cold up there in the wind?”

The word ‘there’ refers to .....

- a. A high cliff
- b. A sheltered area
- c. Grass
- d. Ground

10. 10. What can we learn from the story above?

- a. Don’t look down to other creatures
- b. Don’t easily believe in well behaved creatures
- c. Don’t judge others by their appearance
- d. Don’t easily beat other creatures



Name	:
Student' No	:

**Read the text and answer the question by crossing a, b, c, or d.**

Once upon a time there were four little rabbits. Their names were Flopsy, Mopsy, Cotton-tail and Peter. One morning they were allowed to play outside. Their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there.

Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. But Peter was naughty. He ran straight away to Mr. McGregor's garden. He ate some lettuces, French beans, and radishes. Suddenly, he met Mr. McGregor. Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running. Peter never stopped running or looked behind him till he got home. During the evening, he was sick because he was so tired. He had to drink some medicine while three of his brother had bread, mild and blackberries for supper.

1. Who was the naughtiest rabbit ?
  - a. Flopsy
  - b. Mopsy
  - c. Cotton-tail
  - d. Peter
2. What did Flopsy, Mopsy and Cotton-tail eat?
  - a. carrot
  - b. blackberries
  - c. lettuce
  - d. French beans
3. What did Peter lose while he was running?
  - a. one of his shoes
4. Why did Peter get sick? Because ....
  - a. He was so tired
  - b. He caught a cold
  - c. He was eating too much
  - d. He was naughty
5. Whom did Peter meet at the garden?
  - a. his mother
  - b. Mr. McGregor
  - c. Mrs. McGregor
  - d. His father

An ant went to the river to get a drink. The water rushed so fast that he was washed off from the bank into the river.

"I shall drown" he cried. "Help! Help! Help!", but his voice was so tiny that it couldn't be heard.

A dove was sitting on the tree hanging over the water. She saw the ant struggling and quickly

nipped off a leaf and let it fall into the water. The ant climbed upon it and floated down the river until the leaf was washed upon the bank of the river.

The ant called out in its tiny voice. "Thank you, kind dove, you have saved my life", but of course the dove couldn't hear him.

Several days after ward, the dove was again sitting on the tree, a hunter crept carefully up to the tree. His gun was pointed at the dove and he was about to shoot, when he was bitten in the leg by an ant.

He cried out with pain and dropped his gun. This frightened the dove, and she flew away. " thank you, kind ant" cooed the dove. The ant heard it and happy that he could help her.

6. Why did the hunter cry out with pain?

- a. His gun was dropped down.
- b. His gun was exploded.
- c. His leg was bitten by the ant.
- d. His head was bitten by the dove.

8. What does the text (generally) tell us about?

- a. The ant and the dove.
- b. The ant near the river.
- c. The dove on the tree.
- d. The hunter and the dove.

7. What is the main idea of the fourth paragraph?

- a. The dove saved the ant's life.
- b. The ant called the dove.
- c. The ant was thankful to the dove.
- d. The dove couldn't hear the ant.

9. What can we learn from the story?

- a. Thanking each other for kindness is dangerous.
- b. Helping each other is the best way in life.
- c. Supporting each other in the crime.
- d. Sharing each other, making wealthy life.

Two frogs had lived in a village all their lives. They thought they would like to go and see the big city that was about ten miles away.

They talked about it for a long time and at last they set off to the city.

It was a hot day, and they soon began to feel tired. They had only gone a little way when one said to the other, "we must be nearly there, can you see the city?"

"No," said the other frog, "but if I climb on your back I might be able to see it."

So he climbed up on the back of the other frog to see the city.

Now when the frog put up his head, his eyes could only see what was behind. And not what was in the front. So he saw the village they had just left.

"Can you see the city?" asked the frog who was below.

"Yes," answered the frog who had climbed up. " I can see it. It looks just like our village."

Then the frogs thought that it was not worthwhile going any further. They went back and told the frogs in the village that they had seen the city, and it was just like theirs.

10. What did they feel on their way to find a big city?

- a. Happy.
- b. Glad.

- c. Sad.
- d. Tired.

11. Why did one of the frogs climb on the other's back?

- a. It felt tired.
- b. It was a hot day.
- c. It could not see the city.
- d. It thought it was worthwhile.

12. "...at last they set off to see the city." (Paragraph 2)

The underlined word means ....

- a. left
- b. gave up
- c. decided
- d. stopped

13. What is the moral value of the text?

- a. Never do something useless with your friends.
- b. Never trust within a single opinion without other evidences.
- c. We have to accept whatever information we receive.
- d. We can always ask someone's opinions for anything.

Once a farmer owned a donkey and a lapdog. The donkey worked hard all day, hauling heavy loads. The lapdog stayed with his master all day, and lived in the house with him. He did not work, but was allowed to sit on the master's lap. The donkey grew jealous of the lapdog.

Perhaps if I behave like the dog, like wag my tail and jump on the master, the master will start loving me as much as he does the dog. So the donkey decided to wait for his chance.

One day, when he was left unattended, the donkey broke his halter and ran into the farmhouse kitchen. There the farmer sat at table. The donkey rushed up to him and began wagging his tail vigorously, and knocked off all the china from the table. He then started jumping around and frolicking like a little dog, and finally plonked himself down on the farmer's lap. The shocked farmer yelled for help. The farmhands came running in and dragged the donkey off to his stable, and gave him a beating he did not forget for the rest of his life.

14. What made the donkey jealous of the dog?

- a. The halter that he has to wear.
- b. The beating that he has.
- c. The farmer's care to the dog.
- d. The chance to stay inside the house.

15. What is the main idea of paragraph 3?

- a. The donkey wanted to be loved by its master.
- b. The way the farmer treated the donkey.

- c. The things done by the donkey to be loved.
- d. The dog's habit is liked by the master.

16. The best title for the text is?

- a. The farmer and his dog.
- b. The donkey and the lapdog.
- c. The farmer and the donkey.
- d. The dog and it's master.

17. What can we learn from the text?

- a. It is good to share things with others.
- b. It is not good to help others.
- c. It is not good to be envious to others.
- d. It is good to keep your promise.

Long ago, there were two brothers called Akomi and Ombah. They were ambitious and winning. Akomi, the elder brother, said, "If we become the King's employees, we can make laws to collect more money from the people. We will become very rich."

They went to see King Aruya. Akomi said, "Your Majesty, let us be your ministers. We will make good laws. All your subjects will be happy. I am wise and clever. I know everything."

King Aruya said angrily, "That is not true! Nobody knows everything. For example, do you know how many stars there are in the sky? Guards! Throw this liar into the river of crocodiles!"

Ombah's hands trembled. Then he thought to himself, "King Aruya will also punish me if I say the wrong thing. My brother said he knew everything and his answer was wrong. So if I say the opposite, my answer will be right." Ombah then said, to King Aruya, "Your majesty, I know nothing."

King Aruya said, "That is also a lie. Nobody knows nothing, truly! Everybody knows at least something. For example, you know your father's name, don't you? Guards! Throw him into the river of crocodiles, too!"

18. The two brother's ambition was to .....
- a. become rich
  - b. become ministers
  - c. help the King make good laws
  - d. make the King's subjects happy
19. King Aruya called Akomi a liar because Akomi .....
- a. knew everything
  - b. made him angry
  - c. did not tell the truth
  - d. wanted to collect money
20. Ombah said I know nothing because he .....
- a. did not want to lie to King Aruya
  - b. wanted to see the crocodiles
  - c. did not know how many stars there were
  - d. thought that the answer would be right
21. Ombah's hands trembled because he...
- a. was afraid
  - b. knew nothing
  - c. was thinking hard
  - d. had the right answer
22. From the story, we can see that King Aruya .....
- a. kept many crocodiles
  - b. could make good laws
  - c. did not need any ministers
  - d. disliked people who told lies

Once upon a time, there was a small village in Baghdad. Its population was very small. In this village everybody knew each other and knew every little or big problems that went on in the village. In this small village there was a bakery that was popular for its delicious bread.

One day a poor old man was walking in the street passing the bakery and he stopped to smell the scent of the bread which was spreading out of the bakery.

Suddenly, the baker caught the old man and shouted at him demanding the price of bread's scent. He almost dragged him to the police.

A very famous wise man named Juhha heard the baker shouting. So he went to him and asked about the problem. Juhha stood calmly listening to the baker and he thought for a solution.

After a few minutes Juhha's eyes glistened and an amused smile was on his face. He asked the baker "How much money do you want?". The baker and poor man were astonished, but the baker answered "3 dinars". Juhha took the money out of his wallet and put it in his pocket and shook the money. "Did you hear the sound of the money?" Juhha asked. "Yes, I did", the baker replied, and with big smile Juhha said "Well then, this is the price of your bread's scent!"

23. Who stopped to smell the scent of the bread?

- a. The baker.
- b. The police.
- c. The old poor man.
- d. Juhha, the wise man.

24. What did the baker do to the old man?

- a. He wanted to hear the sound of the old man money.
- b. He demanded the old man to pay for the scent.
- c. He shouted his problem to the old man.
- d. He gave the old man some solution.

25. " ....., which was popular for its delicious bread" (paragraph 1)

What does the word "delicious" mean?

- a. Sour
- b. Tasty
- c. Bitter
- d. Unpleasant

# APPENDIX F

## STUDENTS' SCORE

**The result of the pre test**

<b>Ss' no</b>	<b>Score</b>
1	75
2	70
3	55
4	60
5	65
6	85
7	55
8	65
9	60
10	-
11	60
12	80
13	55
14	90
15	70
16	50
17	75
18	-
19	-
20	55
21	85
22	60
23	-
24	-
<b>Avg</b>	<b>67,3</b>

**The result of the pre and post test (Cycle 1)**

<b>Ss' no</b>	<b>Pre- test</b>	<b>Post- test</b>
1	75	83.3
2	70	66.7
3	55	66.7
4	60	60.0
5	65	73.3
6	85	73.3
7	55	73.3
8	65	73.3
9	60	46.7
10	-	73.3
11	60	73.3
12	80	66.7
13	55	66.7
14	90	100.0
15	70	73.3
16	50	53.3
17	75	73.3
18	-	86.7
19	-	73.3
20	55	80.0
21	85	80.0
22	60	73.3
23	-	66.7
24	-	73.3
<b>Avg</b>	<b>67,3</b>	<b>72,1</b>



**The result of the pre test and post test 1 and post test (Cycle 2)**

<b>Ss' no</b>	<b>Pre- test</b>	<b>Post- test 1</b>	<b>Post- test 2</b>
1	75	83.3	86
2	70	66.7	80
3	55	66.7	76
4	60	60.0	74
5	65	73.3	84
6	85	73.3	84
7	55	73.3	76
8	65	73.3	84
9	60	46.7	80
10	-	73.3	90
11	60	73.3	74
12	80	66.7	88
13	55	66.7	82
14	90	100.0	98
15	70	73.3	82
16	50	53.3	78
17	75	73.3	82
18	-	86.7	88
19	-	73.3	94
20	55	80.0	86
21	85	80.0	94
22	60	73.3	88
23	-	66.7	98
24	-	73.3	84
<b>Avg</b>	<b>67,3</b>	<b>72,1</b>	<b>84,6</b>

# APPENDIX G

## ATTENDANCE LISTS

**The Attendance List of Class VIII G SMP N 1 Wonosari**

No	Name	Date				
		3/ 04	8/ 04	10/ 04	22/04	24/04
1.	Amalia Rachma A.	.	.	.	.	.
2.	Amalia Widasari	.	.	.	.	.
3.	Christian Dewi R.	.	.	.	.	.
4.	Dava Rahma S. W.	.	.	.	.	.
5.	Dwi Ayu Rahmadani	.	.	.	.	.
6.	Dwi Indah M.B.	.	.	.	.	.
7.	Dwi Mulyana Ardi	.	.	.	.	.
8.	Esa Maharani D.	.	.	.	.	.
9.	Fakhri Gigih S.	.	.	.	.	.
10.	Philip Patrisius A.	i	.	.	.	.
11.	Jesyca Sekar P.	.	.	.	.	.
12.	Karunia Adinda	.	.	.	.	.
13.	Lagung Prasetya N.	.	.	.	.	.
14.	Luthfi Damarjati	.	.	.	.	.
15.	Luthfyy Fauziyah	.	.	.	.	.
16.	Manuel Benedicth I. S.	.	s	.	.	.
17.	Nadila Ayunda Putri	.	.	.	.	.
18.	Putri Maulita I	i	.	.	.	.
19.	Rahmanita Mardain	i	.	.	.	.
20.	Rian Galuh W.	.	.	.	.	.
21.	Riza Firsty E.	.	.	.	.	.
22.	Rofi'i Zuhdi A.	.	.	.	.	.
23.	Trisna Cahyani	i	.	.	s	.
24.	Yoga Bayu Kurniawan	i	.	.	.	.

# APPENDIX H

# PHOTOGRAPHS

**The students are doing the group work**



**The sre doing the individual work**



**The students are doing the evaluation**



**The researcher are giving a gift to the winner**



# APPENDIX I

# LETTERS



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA**  
**SEKRETARIAT DAERAH**  
 Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
 YOGYAKARTA 55213

operator@yahoo.com

**SURAT KETERANGAN / IJIN**

070/REGV/122/4/2014

Membaca Surat : **KASUBBAG PENDIDIKAN FBS** Nomor : **391D/UN.34.12/DT/III/2014**  
 Tanggal : **2 APRIL 2014** Perihal : **IJIN PENELITIAN/RISET**

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;  
 2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;  
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.  
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

**DIJINKAN** untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **CINTIYA MRADIPTA ROSANTI WIJAYA** NIP/NIM : **10202241045**  
 Alamat : **FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA**  
 Judul : **USING TEAM GAME TURNAMENT TECHNIQUE TO IMPROVE STUDENTS READING ABILITIES AT GRADE VIII SMP N 1 WONOSARI IN THE ACADEMY YEAR OF 2013/2014**  
 Lokasi : **DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY**  
 Waktu : **3 APRIL 2014 s/d 3 JULI 2014**

**Dengan Ketentuan**

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website [adbang.jogjaprovo.go.id](http://adbang.jogjaprovo.go.id) dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website [adbang.jogjaprovo.go.id](http://adbang.jogjaprovo.go.id);
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta  
 Pada tanggal **3 APRIL 2014**  
 A.n Sekretaris Daerah  
 Asisten Perekonomian dan Pembangunan  
 Ub.  
 Kepala Biro Administrasi Pembangunan



**Tembusan :**

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. BUPATI GUNUNGKIDUL C.Q KPPTSP GUNUNGKIDUL
3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
4. KASUBBAG PENDIDIKAN FBS, UNIVERSITAS NEGERI YOGYAKARTA
5. YANG BERSANGKUTAN





**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
FAKULTAS BAHASA DAN SENI**

- Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
http://www.fbs.uny.ac.id//

FRM/FBS/33-01  
10 Jan 2011

Nomor : 0188h/UN.34.12/DT/II/2014  
Lampiran : -  
Hal : Permohonan Izin Observasi

13 Februari 2014

**Kepada Yth.  
Kepala SMP Negeri 1 Wonosari**

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Observasi** untuk memperoleh data awal guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

***Using Team game Tournament Technique to Improve Students Reading Ability in Grade VIII SMP Negeri 1 Wonosari in the Academic Year of 2013/2014***

Mahasiswa dimaksud adalah :

Nama : CINTIYA MRADIPTA ROSANTI WIJAYA  
NIM : 10202241045  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Februari 2014  
Lokasi Observasi : SMP Negeri 1 Wonosari

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.



a.n. Dekan  
Kasubag Pendidikan FBS,

Indun Frobo Utami, S.E.  
NIP 19670704 199312 2 001



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
http://www.fbs.uny.ac.id/

FRMFBS/33-01  
10 Jan 2011

Nomor : 391d/UN.34.12/DT/III/2014  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Penelitian

2 April 2014

**Kepada Yth.**

**Gubernur Daerah Istimewa Yogyakarta  
c.q. Kepala Biro Administrasi Pembangunan  
Sekretariat Daerah Provinsi DIY  
Kompleks Kepatihan-Danurejan, Yogyakarta  
55213**

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

**USING TEAM GAME TOURNAMENT TECHNIQUE TO IMPROVE STUDENTS READING ABILITIES  
AT GRADE VIII SMP N 1 WONOSARI IN THE ACADEMIC YEAR OF 2013/2014**

Mahasiswa dimaksud adalah :

Nama : CINTIYA MRADIPTA ROSANTI WIJAYA  
NIM : 10202241045  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : April – Mei 2014  
Lokasi Penelitian : SMP N 1 Wonosari

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
Kasubbag Pendidikan FBS,  
  
Indun Probo Utami, S.E.  
NIP 19670704 199312 2 001

Tembusan:

1. Kepala SMP N 1 Wonosari



## PEMERINTAH KABUPATEN GUNUNGKIDUL

## KANTOR PENANAMAN MODAL DAN PELAYANAN TERPADU

Alamat : Jl. Brigjen. Katamso No.1 Wonosari Telp. 391942 Kode Pos : 55812

SURAT KETERANGAN / IJIN

Nomor : 232/KPTS/IV/2014

Membaca : Surat dari Setda DIY, Nomor : 070/REG/V/122/4/2014, hal : Izin Penelitian  
Mengingat : 1. Keputusan Menteri dalam Negeri Nomor 9 Tahun 1983 tentang Pedoman Pendataan Sumber dan Potensi Daerah;  
2. Keputusan Menteri dalam Negeri Nomor 61 Tahun 1983 tentang Pedoman Penyelenggaraan Pelaksanaan Penelitian dan Pengembangan di lingkungan Departemen Dalam Negeri;  
3. Surat Keputusan Gubernur Daerah Istimewa Yogyakarta Nomor 38/12/2004 tentang Pemberian Izin Penelitian di Provinsi Daerah Istimewa Yogyakarta;

Dijinkan kepada :  
Nama : **CINTIYA MRADIPTA ROSANTI WIJAYA NIM : 10202241045**  
Fakultas/Instansi : Bahasa dan Seni / Universitas Negeri Yogyakarta  
Alamat Instansi : Karangmalang, Yogyakarta  
Alamat Rumah : Nglindur Wetan 04/02, Nglindur, Girisubo, Gunungkidul  
Keperluan : Ijin Penelitian dengan Judul : "USING TEAM GAME TOURNAMENT TECHNIQUE TO IMPROVE STUDENTS READING ABILITIES AT GRADE VIII SMP N 1 WONOSARI 2013/2014"

Lokasi Penelitian : SMP N 1 Wonosari Kabupaten Gunungkidul  
Dosen Pembimbing : Drs. Agus Widyantoro M.Pd  
Waktunya : Mulai tanggal : 04/04/2014 sd. 31/05/2014  
Dengan ketentuan :

Terlebih dahulu memenuhi/melaporkan diri kepada Pejabat setempat (Camat, Lurah/Kepala Desa, Kepala Instansi) untuk mendapat petunjuk seperlunya.

1. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
2. Wajib memberi laporan hasil penelitiannya kepada Bupati Gunungkidul (cq. BAPPEDA Kab. Gunungkidul).
3. Ijin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintah dan hanya diperlukan untuk keperluan ilmiah.
4. Surat ijin ini dapat diajukan lagi untuk mendapat perpanjangan bila diperlukan.
5. Surat ijin ini dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan tersebut diatas. Kemudian kepada para Pejabat Pemerintah setempat diharapkan dapat memberikan bantuan seperlunya.

Dikeluarkan di : Wonosari

Pada Tanggal : 04 April 2014

An. Bupati Gunungkidul

Drs. AZIS SAIBANI  
NIP. 196006031986021002Tembusan disampaikan kepada Yth.

1. Bupati Kab. Gunungkidul (Sebagai Laporan);
2. Kepala BAPPEDA Kab. Gunungkidul;
3. Kepala Kantor KESBANGPOL Kab. Gunungkidul;
4. Kepala Dinas Pendidikan Pemuda dan Olahraga Kab. Gunungkidul;
5. Kepala SMP N 1 Wonosari Kab. Gunungkidul;
6. Arsip;

APPENDIX J  
STUDENTS'  
WORK

# 3

### The Legend of Nyi Roro Kidul (The Queen of South Ocean)

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

**Complication** { The King decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The King did not agree. Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita's body was full of ulcer. It smelled bad. The beautiful princess cried.

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

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

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

1. Why was Kadita called Dewi Srengenge?
2. Who was Kadita's step mother?
3. Why did Dewi Mutiara asked the King to send away?
4. What did the black magician do?
5. What did the King do to keep his daughter from being a rumour?
6. What happened to Kadita when she jumped into the ocean?

ivama : ) Dwi Indah MB 86 / 06  
 Dwi Ayu R 86 / 05  
 Christian Dewi R 86 / 03  
 Nadila Agunda P 86 / 17

1. Kadita called Dewi Srengenge because of her beauty.
2. Kadita's step mother is Dewi Mutiara
3. Dewi Mutiara asked the King to send away because Dewi Mutiara wanted her son to become a king in the future.
4. The black magician to curse Kadita
5. To keep his daughter from being a rumour The king sent his daughter away.
6. There was a miracle, the ocean water cured her illness. She became more beautiful than before.

#2

No. \_\_\_\_\_  
Date: \_\_\_\_\_ 5

<input type="checkbox"/>	Nama : Christian Dewi R (03 / VIII G)
<input type="checkbox"/>	Dwi Ayu R (05 / VIII G)
<input type="checkbox"/>	Dwi Indah Mayang B (06 / VIII G)
<input type="checkbox"/>	Nadila Ayunda P (17 / VIII G)
<input type="checkbox"/>	
<input type="checkbox"/>	Past Tense :
1.	Named => nama
2.	Called => panggilan
3.	Had => mempunyai
4.	Expected => mengharapkan
5.	Wanted => ingin
6.	Cried => menangis
7.	Asked => meminta
8.	Could => dapat
9.	Sent => mengusir
10.	Walked => berjalan
11.	Came => datang, tiba
12.	Jumped => melompat
13.	Cured => menyembuhkan
14.	Decided => memutuskan
15.	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

You'll never know till you have tried



### A Clever Prisoner



A potato farmer was sent to prison just at the time when he should have dug the ground for planting potatoes. He knew that his wife was not strong enough to do the digging, although she could manage to do the planting. He also knew that none of his friends or neighbours would be willing to do the digging for him. So he wrote a letter to his wife saying, "Please do not dig the potato field. I hid the money and the gun there."

Ten days later, he got a letter from his wife saying, "I think somebody must have read your letter before it left the prison. Some policemen came two days ago and dug up the entire potato field. What should I do now?" The prisoner wrote back at once, "Plant the potatoes, of course."

#### A. Write T if the statement is True and F if it is False.

- 12
- T   1. There was some money and a gun hidden in the potato field.
  - F   2. The potato farmer's friends and neighbours were willing to help planting potatoes.
  - T   3. The farmer wrote a letter to his wife.
  - F   4. Some friends and neighbours came and dug up the entire potato field.
  - T   5. The farmer was smart.

#### B. Answer the questions below.

1. Who is the "prisoner"? The "prisoner" was the potato farmer's
2. When was the potato farmer sent to prison? The potato farmer sent to prison ten days before he get a reply letter from his wife.
3. Would his wife be strong enough to do the digging? No.
4. Was she strong enough to do the planting? Yes.
5. How were their friends and neighbours? They wouldn't willing to help the potato farmer's.
6. What did the farmer say in his letter to his wife? He said to ~~the~~ his wife to not dig
7. When did the farmer get a reply letter from his wife? Ten days after he sent to the prison. ground.
8. Who actually dug the potato field for his wife? The policeman.

kompek 5

### The Wolf and the Crane

A wolf was one day eating his dinner. He was very greedy. He ate so quickly that a bone stuck in his throat. He tried hard to get it out but all was in vain. Then he went to the crane and said, "Good morning, Crane. Will you help me to do something?"

"What can I help do you?" asked the crane.

"I have a bone stuck in my throat. You have a long bill, and so you can draw it out", said the wolf. "If you do that for me, I will give you a reward."

"Let me try," said the crane. "It is not difficult for me to do so."

The wolf opened his mouth wide. The crane put her bill in and drew out the bone. "Now will you give me the reward, please?" the crane asked the wolf.

"Reward?" said the wolf. "Don't talk about that. You should be thankful to me. Although you put your head into my mouth, I did not bite you. What more do you want?"



kelompok 3

#### A. Write T if the statement is True and F if it is False.

- 13
- T 1. The wolf was very greedy.
  - F 2. The wolf ate so slowly that a bone got stuck in his throat.
  - T 3. He could not draw the bone out.
  - T 4. He asked a crane to draw the bone out.
  - F 5. The crane got a reward for helping the wolf.

#### B. Answer the following questions based on the text above.

1. What happened when the wolf was eating greedily? *When the wolf was eating greedily, a bone got stuck in his throat.*
2. What got stuck in the wolf's throat? *A bone got stuck in the wolf's throat.*
3. When did the wolf go to the crane? *The wolf go to the crane in the morning.*
4. Why did the wolf go to the crane? *The wolf go to the crane to ask a crane to draw the bone out.*
5. What did the wolf say when he came to the crane? *"Good morning, Crane, Will you help me to do some thing?"*
6. What did the wolf say to the crane if the crane helped him? *"If you do that for me, I will give you a reward."*
7. How did the crane draw out the bone in the wolf's throat? *The crane put her bill in to the wolf's throat and drew out the bone.*
8. Did the crane get the reward from the wolf?

*The crane did not get the reward from the wolf*



1

Once, there was a poor man who married a beautiful woman. They lived happily. However, the man insisted that they were too poor to have any children. When he found out his wife was pregnant, the man was very angry. He told the woman that they could not keep the child.

2

When their first son was born, the man drowned the child in the river. His wife could not do anything to help the child. When the second child was born, the man did the same. The same thing happened to their third and fourth child.

3

When the fifth son was born, the man took him to the river. This time, his wife followed him although she was still weak and bleeding from giving birth. When he threw the child in the river, the woman jumped into the river to catch her son. Unfortunately, she could not swim. The woman and her baby were swept away by the current and they both drowned.

4

The next night, the woman's spirit returned to the river beside her home. She was crying and searching for the son. At first, the poor man was terrified by the spirit of his wife. He begged her to return to the spirit realm. But she did not hear him.

5

Finally, the sound of the crying woman made the man mad. He grabbed a knife and jumped into the river to kill her. Unfortunately the poor man did not know how to swim. The current swept him away and he drowned. From that day the spirit of La Llorona still haunts the waters and lakes.

Name: Rofiq Zohir K

Student's Number: 8872

## PART 1

## Jack and The Beanstalk

Once upon a time there was a boy called Jack. He lived with his mother. They were very poor. All they had was a cow.

One morning, Jack's mother told Jack to take their cow to market and sell her. On the way, Jack met a man. He gave Jack some magic beans for the cow. Jack took the beans and went back home. When Jack's mother saw the beans she was very angry. She threw the beans out of the window.

The next morning, Jack looked out of the window. There was a giant beanstalk. He went outside and started to climb the beanstalk. He climbed up to the sky through the clouds. Jack saw a beautiful castle. He went inside. Jack heard a voice.

"Fee, Fi, Fo, Fum!" Jack ran into a cupboard.

An enormous giant came into the room and sat down. On the table there was a hen and a golden harp.

"Lay!" said the giant.

The hen laid an egg. It was made of gold.

"Sing!" said the giant.

The harp began to sing. Soon the giant was asleep. Jack jumped out of the cupboard. He took the hen and the harp.

Suddenly, the harp sang, "Help, master!"

The giant woke up and shouted, "Fee, Fi, Fo, Fum!"

Jack ran and started climbing down the beanstalk. The giant came down after him.

Jack shouted, "Mother, help!"

Jack's mother took an axe and hopped down the beanstalk.

The giant fell and crashed to the ground. Nobody ever saw him again. With the golden eggs and the magic harp, Jack and his mother lived happily ever after.

Choose the right answer by crossing the word a, b, c, or d.

- What does the text tell us about?
 

a. Jack and a butcher	<input checked="" type="checkbox"/> d. Jack and the beanstalk
b. A poor widow and her son	d. Jack and the Giant
- Where did Jack sell his cow?
 

a. at a castle	c. at the giant's house
<input checked="" type="checkbox"/> d. at the market	d. on the way to market
- Jack's mother looked very furious when he told that ...
 

<input checked="" type="checkbox"/> a. the beans were precious	
<input checked="" type="checkbox"/> b. he traded his cow for the beans	
c. the butcher bought his cow	
d. he met a butcher on the way to the market	
- It was made of gold. (paragraph 4) The word "It" above refers to ...
 

a. The hen	c. The giant
<input checked="" type="checkbox"/> d. The egg	d. jack
- An enormous giant came into ... The synonym of the underlined word is ...
 

<input checked="" type="checkbox"/> a. huge	d. short
b. tiny	
c. small	

State whether the statement is true or false by putting a tick on the suitable column.

No	Statement	True	False
1	Jack had sold the horse to an old man for some magic beans.		✓
2	A big tree grew from the magic beans.		✓
3	The giant lived on the castle with a magic hen and a magic harp.	✓	
4	Jack's mother cut down the beanstalk and the giant crashed to the ground.	✓	
5	Jack's mother took the magic hen and harp, and ran home.		✓

## PART 2

Read the text to answer questions 1 to 4!

One morning there was a tiger who woke up and just felt great. He felt so good, he went out and concerned a small monkey and roared at him. "Who is the mightiest of all the jungle animals?" The poor little monkey replied, "You are of course, no one is mightiest than you".

A little while later, this tiger confronted a deer and bellowed out, "Who is the greatest and strongest of all the jungle animals?" The deer was shaking so hard it almost could not speak, but managed to say, "Oh great tiger, you are by far the mightiest animal in the jungle".

The tiger walked proudly to an elephant that was quietly eating some weeds and roared at the top of his voice, "Who is the mightiest of all the animals in the jungle?"

Then this elephant grabbed the tiger with his trunk, pick him up, slammed him down, pick him up again and shook him until the tiger was just a blur of orange and black. Finally, the elephant threw him violently into a nearby tree. The tiger staggered to his feet and looked at the elephant and said, "Man, just because you don't know the answer, you don't have to get so angry!"

- What did the elephant do to the tiger with his trunk?
  - Grabbed him.
  - Answered his question.
  - Disturbed him.
  - Confronted him.
- "...picked him up again and shook ..." (paragraph 4)  
The underlined word refers to ....
  - Elephant
  - Tiger
  - Monkey
  - Deer
- What can we learn from the text?
  - We may not get easily angry to ourselves.
  - We may not dishonest of ourselves.
  - We may not be silly of ourselves.
  - We may not be boastful.
- From the story above we know that ....
  - A tiger was the greatest and strongest animal
  - All of the animals were afraid of the tiger
  - The elephant was stronger than the tiger
  - The tiger was afraid to the elephant

Read the text to answer questions 5 to 8!

Long, long time ago there lived two brothers. They had completely different characters. The big brother was very stingy and greedy. He never shared his wealth with poor people. The little brother was exactly the opposite. He was generous and kind to poor people. He even had no money left because he had shared it with the poor.

One day the generous brother was sitting in his garden when suddenly a little bird fell on his lap. It was wounded. He took care of it, fed it, and put it in a nice cage. After the bird was healthy, the generous brother let it fly. After some time the bird returned to him and gave him a watermelon seed.

The generous brother, then, planted the seed and watered it until it grew into a good watermelon plant. Yet, the plant was very strange. It had only one fruit; a big and heavy one. When the watermelon was ripe enough, the generous brother picked it and cut it into two. How surprised he was. The watermelon was full of gold.

The generous brother sold the gold and became very rich. He built a big house and bought very large field. Still he never forgot to share the wealth with the poor.

5. What does the text mainly talk about?
- |   |  |
|---|--|
| a. The poor people and the healthy bird | c. The kind and the generous                                     |
| b. The stingy and the generous          | <input checked="" type="checkbox"/> d. The stingy and the greedy |
6. What does the main idea of the last paragraph?
- |  |   |
|--|---|
| a. The young brother became poor   | d. The young brother planted the watermelon |
| <input checked="" type="checkbox"/> b. The big brother built a big house |   |
| <del>c. The young brother became very rich</del>                         |   |
7. How did the generous brother get the watermelon seed?
- |                            |  |
|----------------------------|--|
| a. Finding it in the field | <input checked="" type="checkbox"/> c. Planting the watermelon |
| b. Curing a wounded bird   | d. Asking for the seed to his brother                          |
8. "He even had no money left because he had shared it with the poor". (par 1)  
What does the underlined means?
- |         |   |
|---------|---|
| a. Lent | <input checked="" type="checkbox"/> c. Gave |
| b. Used | d. Returned                                 |

Read the text below to answer question 9 to 10!

#### The Wolf and the Goat

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner.

"My dear friend," said the wolf in his sweetest voice, "aren't you afraid you will fall down from the cliff? Come down here and graze on this fine grass beside me on safe, level ground."

"No, thank you," said the goat.

"Well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area."

"No, thank you," said the goat.

"But the grass tastes better down here!" said the exasperated wolf, "Why dine alone?"

"My dear wolf," the goat finally said, "are you quite sure that it is my dinner you are worrying about and not your own?"

9. "Aren't you cold up there in the wind?"  
The word 'there' refers to .....
- |   |  |
|---|--|
| a. A high cliff   | <input checked="" type="checkbox"/> c. Grass |
| <input checked="" type="checkbox"/> b. A sheltered area | d. Ground                                    |
10. What can we learn from the story above?
- |  |
|--|
| a. Don't look down to other creatures                                    |
| b. Don't easily believe in well behaved creatures                        |
| c. Don't judge others by their appearance                                |
| <input checked="" type="checkbox"/> d. Don't easily beat other creatures |

25

Name	: ROP/1 2-10
Student' No	: 86 122

Read the text and answer the question by crossing a, b, c, or d.

Once upon a time there were four little rabbits. Their names were Flopsy, Mopsy, Cotton-tail and Peter. One morning they were allowed to play outside. Their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there.

Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. But Peter was naughty. He ran straight away to Mr. McGregor's garden. He ate some lettuces, French beans, and radishes. Suddenly, he met Mr. McGregor. Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running. Peter never stopped running or looked behind him till he got home. During the evening, he was sick because he was so tired. He had to drink some medicine while three of his brother had bread, mild and blackberries for supper.

- Who was the naughtiest rabbit ?
  - Flopsy
  - Mopsy
  - Cotton-tail
  - Peter
- What did Flopsy, Mopsy and Cotton-tail eat?
  - carrot
  - blackberries
  - lettuce
  - French beans
- What did Peter lose while he was running?
  - one of his shoes
  - vegetable
  - medicine
  - a pair of shoes
- Why did Peter get sick? Because ....
  - He was so tired
  - He caught a cold
  - He was eating to much
  - He was naughty
- Whom did Peter meet at the garden?
  - his mother
  - Mr. McGregor
  - Mrs. McGregor
  - His father

An ant went to the river to get a drink. The water rushed so fast that he was washed off from the bank into the river.

"I shall drown" he cried. "Help! Help! Help!", but his voice was so tiny that it couldn't be heard.

A dove was sitting on the tree hanging over the water. She saw the ant struggling and quickly nipped off a leaf and let it fall into the water. The ant climbed upon it and floated down the river until the leaf was washed upon the bank of the river.

The ant called out in its tiny voice. "Thank you, kind dove, you have saved my life", but of course the dove couldn't hear him.

Several days after ward, the dove was again sitting on the tree, a hunter crept carefully up to the tree.

His gun was pointed at the dove and he was about to shoot, when he was bitten in the leg by an ant.

He cried out with pain and dropped his gun. This frightened the dove, and she flew away. " thank you, kind ant" cooed the dove. The ant heard it and happy that he could help her.

- Why did the hunter cry out with pain?
  - His gun was dropped down.
  - His gun was exploded.
  - His leg was bitten by the ant.
  - His head was bitten by the dove.

7. What is the main idea of the fourth paragraph?

- a. The dove saved the ant's life.
- b. The ant called the dove.
- c. The ant was thankful to the dove.
- d. The dove couldn't hear the ant.

8. What does the text (generally) tell us about?

- a. The ant and the dove.
- b. The ant near the river.

- c. The dove on the tree.
- d. The hunter and the dove.

9. What can we learn from the story?

- a. Thanking each other for kindness is dangerous.
- b. Helping each other is the best way in life.
- c. Supporting each other in the crime.
- d. Sharing each other, making wealthy life.

Two frogs had lived in a village all their lives. They thought they would like to go and see the big city that was about ten miles away.

They talked about it for a long time and at last they set off to the city.

It was a hot day, and they soon began to feel tired. They had only gone a little way when one said to the other, "we must be nearly there, can you see the city?"

"No," said the other frog, "but if I climb on your back I might be able to see it."

So he climbed up on the back of the other frog to see the city.

Now when the frog put up his head, his eyes could only see what was behind. And not what was in the front. So he saw the village they had just left.

"Can you see the city?" asked the frog who was below.

"Yes," answered the frog who had climbed up. "I can see it. It looks just like our village."

Then the frogs thought that it was not worthwhile going any further. They went back and told the frogs in the village that they had seen the city, and it was just like theirs.

10. What did they feel on their way to find a big city?

- a. Happy.
- b. Glad.
- c. Sad.
- d. Tired.

The underlined word means ....

- a. left
- b. gave up
- c. decided
- d. stopped

11. Why did one of the frogs climb on the other's back?

- a. It felt tired.
- b. It was a hot day.
- c. It could not see the city.
- d. It thought it was worthwhile.

13. What is the moral value of the text?

- a. Never do something useless with your friends.
- b. Never trust within a single opinion without other evidences.
- c. We have to accept whatever information we receive.
- d. We can always ask someone's opinions for anything.

12. "...at last they set off to see the city."  
(Paragraph 2)

Once a farmer owned a donkey and a lapdog. The donkey worked hard all day, hauling heavy loads. The lapdog stayed with his master all day, and lived in the house with him. He did not work, but was allowed to sit on the master's lap. The donkey grew jealous of the lapdog.

Perhaps if I behave like the dog, like wag my tail and jump on the master, the master will start loving me as much as he does the dog. So the donkey decided to wait for his chance.

One day, when he was left unattended, the donkey broke his halter and ran into the farmhouse kitchen. There the farmer sat at table. The donkey rushed up to him and began wagging his tail vigorously, and knocked off all the china from the table. He then started jumping around and frolicking like a little dog, and finally plonked himself down on the farmer's lap. The shocked farmer yelled for help. The farmhands came running in and dragged the donkey off to his stable, and gave him a beating he did not forget for the rest of his life.

14. What made the donkey jealous of the dog?
- The halter that he has to wear.
  - The beating that he has.
  - The farmer's care to the dog.
  - The chance to stay inside the house.
15. What is the main idea of paragraph 3?
- The donkey wanted to be loved by its master.
  - The way the farmer treated the donkey.
  - The things done by the donkey to be loved.
  - The dog's habit is liked by the master.
16. The best title for the text is?
- The farmer and his dog.
  - The donkey and the lapdog.
  - The farmer and the donkey.
  - The dog and its master.
17. What can we learn from the text?
- It is good to share things with others.
  - It is not good to help others.
  - It is not good to be envious to others.
  - It is good to keep your promise.

Long ago, there were two brothers called Akomi and Ombah. They were ambitious and winning. Akomi, the elder brother, said, "If we become the King's employees, we can make laws to collect more money from the people. We will become very rich."

They went to see King Aruya. Akomi said, "Your Majesty, let us be your ministers. We will make good laws. All your subjects will be happy. I am wise and clever. I know everything."

King Aruya said angrily, "That is not true! Nobody knows everything. For example, do you know how many stars there are in the sky? Guards! Throw this liar into the river of crocodiles!"

Ombah's hands trembled. Then he thought to himself, "King Aruya will also punish me if I say the wrong thing. My brother said he knew everything and his answer was wrong. So if I say the opposite, my answer will be right." Ombah then said, to King Aruya, "Your majesty, I know nothing."

King Aruya said, "That is also a lie. Nobody knows nothing, truly! Everybody knows at least something. For example, you know your father's name, don't you? Guards! Throw him into the river of crocodiles, too!"

18. The two brother's ambition was to .....
- become rich
  - become ministers
  - help the King make good laws
  - make the King's subjects happy
19. King Aruya called Akomi a liar because Akomi .....
- knew everything
  - made him angry
  - did not tell the truth
  - wanted to collect money
20. Ombah said I know nothing because he .....
- did not want to lie to King Aruya
  - wanted to see the crocodiles
  - did not know how many stars there were
  - thought that the answer would be right

21. Ombah's hands trembled because he...

- a. was afraid
- b. knew nothing
- c. was thinking hard
- d. had the right answer

22. From the story, we can see that King Aruya .....

- a. kept many crocodiles
- b. could make good laws
- c. did not need any ministers
- d. disliked people who told lies

Once upon a time, there was a small village in Baghdad. Its population was very small. In this village everybody knew each other and knew every little or big problems that went on in the village. In this small village there was a bakery that was popular for its delicious bread.

One day a poor old man was walking in the street passing the bakery and he stopped to smell the scent of the bread which was spreading out of the bakery.

Suddenly, the baker caught the old man and shouted at him demanding the price of bread's scent. He almost dragged him to the police.

A very famous wise man named Juhha heard the baker shouting. So he went to him and asked about the problem. Juhha stood calmly listening to the baker and he thought for a solution.

After a few minutes Juhha's eyes glistened and an amused smile was on his face. He asked the baker "How much money do you want?". The baker and poor man were astonished, but the baker answered "3 dinars". Juhha took the money out of his wallet and put it in his pocket and shook the money. "Did you hear the sound of the money?" Juhha asked. "Yes, I did", the baker replied, and with big smile Juhha said "Well then, this is the price of your bread's scent!"

23. Who stopped to smell the scent of the bread?

- a. The baker.
- b. The police.
- c. The old poor man.
- d. Juhha, the wise man.

scent.

- c. He shouted his problem to the old man.
- d. He gave the old man some solution.

24. What did the baker do to the old man?

- a. He wanted to hear the sound of the old man money.
- b. He demanded the old man to pay for the

25. ".....", which was popular for its delicious bread" (paragraph 1)

What does the word "delicious" mean?

- ~~z~~ a. Sour
- b. Tasty
- c. Bitter
- d. Unpleasant

Write your comment on the lesson. How were the materials and the activities. You can also give some feedback for me. Thank you ^^

Super sekali