

**THE EFFECT OF USING GROUP WORK ON READING  
COMPREHENSION FOR THE STUDENTS OF THE EIGHTH GRADE  
OF SMPN 1 CANGKRINGAN IN THE ACADEMIC YEAR OF 2011/2012**

**A THESIS**

Presented as Partial Fullfillment of the Requirements for the Attainment of a  
*Sarjana pendidikan* Degree in English Education



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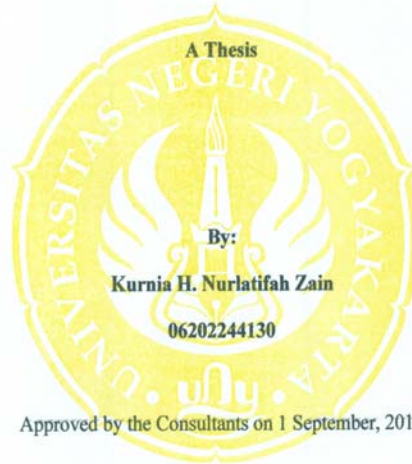
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THE EFFECT OF USING GROUP WORK ON READING  
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AT SMPN 1 CANGKRINGAN  
IN THE ACADEMIC YEAR OF 2011/2012



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#### A THESIS

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## PERNYATAAN

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Menyatakan bahwa skripsi yang berjudul: "THE EFFECT OF USING GROUP WORK ON READING COMPREHENSION FOR THE STUDENTS OF THE EIGHTH GRADE AT SMPN 1 CANGKRINGAN IN THE ACADEMIC YEAR OF 2011/2012 ini adalah hasil karya saya sendiri dan sepanjang pengetahuan saya tidak berisi materi yang dipublikasikan atau ditulis oleh orang lain atau telah digunakan sebagai persyaratan pada penyelesaian studi di perguruan tinggi lain kecuali pada bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tatacara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti pernyataan saya ini tidak benar, hal ini akan menjadi tanggungjawab saya sepenuhnya.

Yogyakarta, 29 November 2012

Penulis,



Kurnia H. Nurlatifah Zain

## **DEDICATIONS**

This thesis is especially dedicated to:

1. my beloved parents
2. my brother and sisters
3. my big family and friends, and
4. Sertu Triyanto

for their huge love and support.

## MOTTO

Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world.

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Firstly, I am obligated to say *Alhamdulillah Rabbil 'Alamin*: all the praises be to Allah the Almighty, the Most Beneficent, and the Most Merciful for His Blessings, without whose consent I would have never been able to finish this thesis.

I would like to express my greatest gratitude to Drs. Margana, M. Hum, M.A. my first consultant, for the invaluable time and patience in guiding me during the process of this writing, as well as Siwi Karmadi Kurniasih, S. Pd. M. Hum, my second consultant, who is very patient and thorough in examining my thesis writing.

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Finally, needless to say, despite my best effort in writing this thesis, I realize that this thesis is far from being perfect. However, I hope this thesis confers some contributions to the practice of the English teaching learning process, at senior high school, especially in Cangkringan regency. For the improvement of this thesis, I wish all the constructive comments.

Yogyakarta, 29 November 2012

The writer

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**ABSTRACT**

The aim of this study was to find out whether there is a significant difference in reading comprehension for the students of SMPN 1 Cangkringan who were taught using group work and who are not taught using group work.

This research was quantitative, quasi experimental research. The study involved 70 students which are divided into two groups. Class VIII D (35 students) as the experimental group, and class VIII C (35 students) as the control group. The data were obtained by two multiple choice tests, pre-test was given to both classes before the treatment and the post test was given after the treatment. The hypothesis was tested using the *t-test* analysis.

The data were analyzed by using descriptive and inferential statistics. The tests of normality and homogeneity were done before the test of the hypothesis employed. The data of both pre-test and post-test from the control and the experimental classes were also compared. The result of the descriptive statistics of the post-test show that the mean score of the experimental class is 26.9429 and it is categorized into *high* category and that of the control group was 21.1714, and it is categorized into *fair* category. It means that the mean scores on the reading skill test of the experimental group is higher than that of the control group. Moreover, the result of *t-test* shows that the value of significance is lower than the significance level of this study, i.e.  $0.000 < 0.05$ . it means that there is a significant difference in reading comprehension between students who were taught using group work and students who were not taught using group work. So it can be concluded that group work is effective to be used to improve the students' reading comprehension.

Key words: reading comprehension, group work.

## **CHAPTER 1 INTRODUCTION**

### **A. Background of the problem**

In English, there are macro skills and micro skills that must be mastered. For the macro skills there are listening, speaking, writing, and reading. Furthermore, for the micro skill of reading are discriminate among the distinctive graphemes and orthographic patterns of English, recognize the communicative functions of written texts, according to form and purpose, infer context that is not explicit by using background knowledge, and distinguish between literal and implied meanings. (Brown, 2001: 307). It is known the process of English teaching and learning at secondary school level should use communicative approach or Communicative Language Teaching (CLT). CLT is a term to describe learning sequences which aim to improve the students' ability to communicate, in stark contrast to teaching which is aimed more at learning bits of language just because they exist and without focusing on their use in communication (Harmer, 2001: 86). It is reasonable if the reading skill is always included in every English teaching, because this skill is essential for catching up with the development in science and technology and regarded as an efficient way to acquire the information about many aspects of life. Reading is viewed as a tool of communication in written language through the form of texts. In other words, by reading people can absorb a lot of information. In English teaching and learning, reading also plays significant roles for the students. In English classes, reading becomes the language skill focus besides writing. According to *Permendiknas*

(No.22 No.23 tahun 2006), the aim of English teaching and learning is to enable the students to communicate in English both orally and in the form of written language in order to face the development of science and technology in the global era. Because of that reason, reading and writing ability can facilitate the students to communicate in English.

Consequently, reading plays a very important role and becomes a daily necessity for every person who wants to acquire whatever information he/she needs. Certain people read for getting information while some others read not only for the sake of information but also for the enjoyment. For students, the reading skill is important to comprehend textbooks and references written in English, and, if they continue their studies to university, they are expected not to find problems in understanding books that are written in English. In other words, if a student wants to be successful in life and study, it is necessary to have a reading comprehension so that he/she can get knowledge and information from many written texts.

However, many high school graduates still have difficulties in understanding English texts although they had studied English three years in junior high schools and three years in senior high schools. Harhasujana in Suyarman (2002: 94) states that Indonesian students' reading ability is far from the expectation. They are just able to read about 250 words per minute, which is far from the required standard (500 words per minute).

From the fact above, the researcher assumes that students have problems in comprehending English texts. The problems are may be related to the teacher, the

students, the materials, media, and methods and techniques. It maybe caused that the teaching methods are inappropriate with the learners and class condition, or the level of difficulty of the material is too high or too low. If the problem happens continuously, it will affect the reading achievement, so the English language teaching's goals as mentioned in *Permendiknas (No.22 No.23 tahun 2006)* will not achieve the goals optimally.

In class, the teacher uses individual work during the English lesson. It makes the students bored. So, it needs a new technique that can be implemented in the class so that the English lesson will be interesting for the students. Moreover, the students are afraid of making some mistakes and they are not confident of their own answer. Based on the problems above, interactive language teaching can be implemented in class, so that the students can be attracted to the lesson in the class. One of the interactive language teaching techniques is group work. It can be implemented in the class because there are some advantages of this technique. Group work generates interactive language, and it offers an embracing affective climate added to this, group work promotes learner responsibility and autonomy, and become a step toward individualizing instruction. Because of the advantages, the researcher tries to implement the group work on reading comprehension of the eighth grade students.

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

Based on the background of the problem above, there are many problems on the school concerning the reading English teaching and learning process of the

eighth grade students was done through the class observation of the students and the English teacher. It was done on Saturday, 3 August 2011. Based on the observation the researcher identified the field problems as follows.

The first problem was related to the students' learning attitudes in the reading teaching and learning process. Firstly, the students lack motivation to do the class activities. Some students were active but most of the students were passive. The boys were ones who dominated the loud voices in the class. They did not pay attention to the lesson. They talked, shouted to each other to make jokes, and laughed. Moreover, some students did not respond to the teacher's instruction. When the teacher asked them to open the book, some students did not do it. It proved that the students were not interested in the material given. Secondly, it was about the boredom that the students felt related to the task given to them.

The next problems found in the observation were about the materials and the activities given to the students. The materials given to the students were mostly taken from one textbook. The students seldom used other materials. Besides the materials, the tasks given to the students were also not interesting for the students. In the reading teaching and learning process, most of the time, the students listened to the teacher's explanation and did many exercises from the textbooks in the one-way interaction. The teacher did not give various reading activities to the students so that they got bored easily in the class. Moreover, they were not motivated to learn reading better.

The last problem found was the teacher's negligence. The teacher spent mostly for explaining materials without any practice to check the students' understanding.

### **C. Limitation of the Problem**

The success of the English teaching and learning process is influenced by many factors. One of them is the technique. Through a certain teaching technique, the teachers can understand which theory is put into practice which choices are made about the particular skills and content to be taught, and the order in which the content is presented. Whatever technique is used, the main objective is that the students can achieve the best result. There are many techniques developed in teaching reading. One of the techniques is group work. Group work technique can generate interactive language, offer an embracing affective climate, promote learner responsibility and autonomy, encourage broader skills cooperation and negotiation, and increase the number of talking opportunities for individual students. Beside that group work can motivate the students reading comprehension because they have work together so that they can share their opinions and understanding about the texts given with their friends. Because of that reason, the researcher focuses on the effect of using group work on reading comprehension for the students of the eight grade of SMPN 1 Cangkringan.

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

With regard to the background, identification, and delimitation of the problem, the problem can be formulated as presented below.

Is there any significant difference between reading comprehension for the eighth grade students who are taught by using group work and those who are not taught by using group work at SMPN 1 Cangkringan?

#### **E. Research Objectives**

In line with the formulation of the problems, the objectives of this research are:

To find out whether there is a significant difference between reading comprehension of the eighth grade students who are taught by using group work and those who are not taught by using group work at SMPN 1 Cangkringan.

#### **F. Research Significance**

##### 1. Theoretical significance

The researcher expects that this research gives a contribution to English teaching and learning and increases the knowledge about group work as a technique used in teaching and learning reading comprehension at junior high school.

2. Practical significance

- a. For the teacher, the result of the research can be used as an input to effectively implement group work as a technique in teaching reading.
- b. For the students, the result of the research are expected to help them in improving their reading comprehension.

## **CHAPTER II THEORETICAL REVIEW, CONCEPTUAL FRAMEWORK, AND HYPOTHESIS**

### **A. Theoretical Review**

It has been mentioned in the previous section that the aim of the study is to know the effectiveness of using group work on reading comprehension. Thus, in this chapter the researcher describes some related theories on reading comprehension and group work that will support this study.

#### **1. Reading Comprehension**

##### **a. Reading**

Reading is one of the four main skills in English language. Reading is the active process of understanding print and graphic texts. Reading is a complex interaction of cognitive processes and strategies used by the reader and various types of information contained in the text (Hedgcock, 2009: 49). While reading, the readers receive something and process it in their mind. This is when the thinking process occurs. The most basic operation of the reading process is sense-making, that is getting and creating ideas, information, mental images from what they read. Therefore, reading has become more complex process.

Based on the experts' opinion, there are many process reading activities. The process of reading as an activity has many different opinions from the experts. It involves the processing of the generated ideas by others that are transmitted through language. It also involves the processing of written language and the highly complex cognitive processing operations.

Different to the above definition, Alderson (2000: 3) defines reading as an interaction between the reader and the text. In the process of reading, the reader also thinks about what it means to him, how it relates to things he knows and what expects to come next in the text. Lems and Miller (2010: 33) also note that reading is an interactive process that takes places between the text and the reader's processing strategies and background knowledge. Furthermore, Grellet (1981: 8) states that the reading is an active skill which constantly involves guessing, predicting, checking, and asking oneself questions.

There are two types of reading as listed by Patel and Jain (2008: 115): those are intensive and extensive reading. Intensive reading is aloud reading which can be called text reading or passage reading. In this type of reading, the reader reads the text to get the knowledge. This reading is carried out to find the specific information inside the text.

There are some characteristics of intensive reading as presented below.

- 1) Intensive reading helps learner in developing active vocabulary
- 2) Teacher plays the main role
- 3) Linguistic items are developed in this reading
- 4) The active use of language is the aim of the reading
- 5) Reading aloud is used in the process
- 6) The speech habit such as accent, stress, intonation, and rhythm are emphasized and can be corrected

The second one is extensive reading where someone reads a text for pleasure. They do not focus on finding detail information while reading. Usually the purpose of the reading is to get update information.

Some characteristics of extensive reading are presented below.

- 1) It helps learners to develop active vocabulary
- 2) Extensive reading is silent reading
- 3) The subject matter is emphasized
- 4) The reader plays the main role because they have to ask for measures
- 5) In extensive reading the idea can be developed
- 6) The aim is to enrich readers' knowledge
- 7) Through extensive reading the good reading habit can be developed

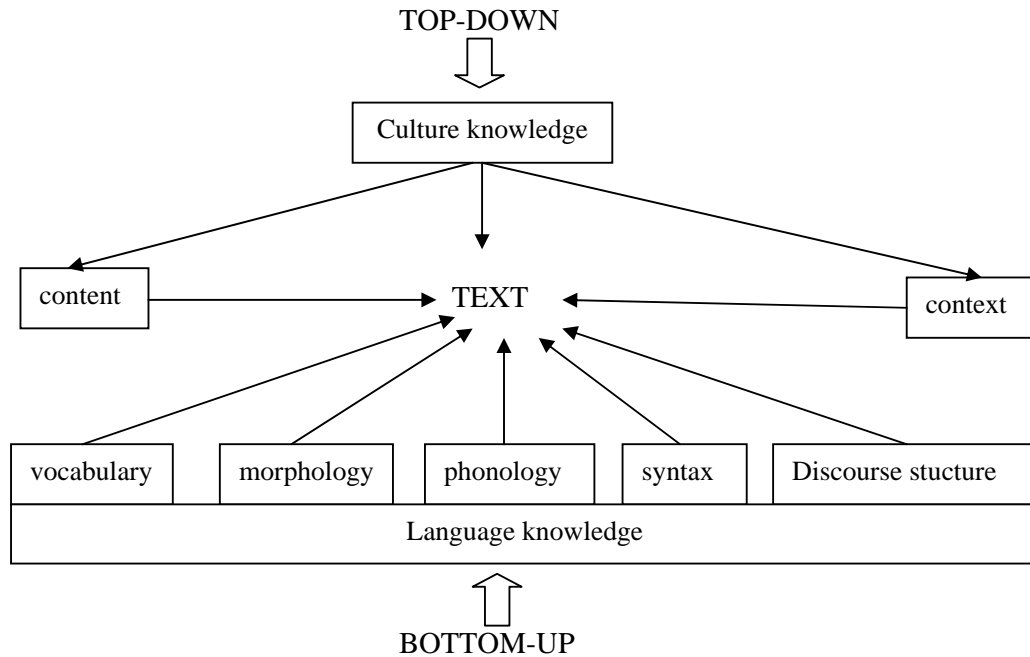
#### **b. Reading Comprehension**

Reading comprehension is understanding, evaluating, and utilizing of information and ideas gained through interaction between the reader and the author. Comprehension arises from a sense of cognitive process and activities, including word decoding, lexical access, syntactic processing, inference generation, reading strategies (e.g., self-explanation), and postreading activities (e.g., summarization, question asking and answering, argumentation) (McWamara, 2007: 109).

As mentioned earlier, reading is a receptive language skill but readers still have to be active in understanding the meaning of the input text. Troike (2006: 156) explains that comprehension of written language involves both bottom-up and top-down processing. Bottom-up processing requires prior knowledge of the language system (i.e. vocabulary, morphology, phonology, syntax, and discourse structure) and interpretation of physical (graphic and auditory). Top-down processing can help the linguistic limitations by allowing readers to guess the

meaning of words they have not encountered before, and to make some out of the written text. Top-down processing utilizes as which shown content, context, and culture as which shown in the table below.

**Figure 1. Receptive Processing in Reading**



(Troike, 2006: 155)

Reading involves a variety of skills. The macro-skills of reading comprehension as listed in Grellet (1981: 4) are presented below.

- 1) To recognize the script of a language.
- 2) To deduce the meaning and use of unfamiliar lexical items.
- 3) To understand explicitly stated information.
- 4) To understand information when not explicitly stated.
- 5) To understand the conceptual meaning.
- 6) To understand the communicative function of sentences and utterances.
- 7) To understand the realtions within the sentence.

- 8) To understand the relation between the part of a text through lexical cohesion devices.
- 9) To understand the relation between the part of a text through grammatical cohesion devices.
- 10) To interpret beyond the text.
- 11) To recognize indicators in discourse.
- 12) To identify the main point or important information in a piece of discourse.
- 13) To distinguish the main idea from supporting details.
- 14) To extract salient point to summarize (the text, an idea tec.).
- 15) To select extraction of relevant points from a text.
- 16) To understand basic reference skills.
- 17) Skimming.
- 18) Scanning to locate specifically required information.
- 19) To transcode information to diagrammatic display.

In addition, Brown (2001: 307) explains some micro-skills for reading comprehension. These skills are needed in order to become an autonomous reader. the micro-skills that are suggested by Brown are:

- 1) To differentiate the characteristics of graphemes and orthographic pattern of English.
- 2) To keep chunks the difference length of language in short-term memory.
- 3) To write the process at an efficient rate off speed.
- 4) To identify core words and interpreting word order patterns and their significant.

- 5) To identify grammatical word classes (nouns, verbs, etc.). systems (e.g. tense, agreement and pluralization), patterns, rules, and elliptical forms.
- 6) To understand that a particular meaning can be delivered in different grammatical forms.
- 7) To identify the cohesive device in written discourse and also the function in marking the relationship among clauses.
- 8) To identify the rhetorical forms of written discourse and the significant for interpretation.
- 9) To identify the communicative function of written texts based on the form and purpose.
- 10) To deduce the text into context that is not explicit by using background knowledge.
- 11) To deduce links and connections between events, ideas, etc., to deduce the cause and effects, and to find out the relations such as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 12) To recognize literal and implied meanings.
- 13) To identify specific reference culturally and interpret them in a context of appropriate cultural schemata.
- 14) To develop and use a series of reading strategies such as scanning, skimming, detecting discourse markers, guessing meaning of words from context, and activating schemata for interpretation of texts.

A reader's comprehension is influenced by a range of internal factors, including perceptions, beliefs, motivation, and problem-solving strategies (Dorn

and Soffos, 2005: 6). Strategies are helpful to be applied in the reading process. Different strategies are used according to the purpose of the reading.

### **c. Strategies for Reading Comprehension**

Reading cannot be done in scrambled ways. The readers should have good strategies to comprehend the texts they read. Reading combines the prior knowledge and the information of the text. In order to make the reader comprehend the content of the text, there are some strategies which can be used by the readers. Brown (2001: 306-310) elaborates ten strategies for reading comprehension as presented below.

#### 1) Identify the purpose in reading.

Reader needs clear and exact purpose of their learning activities when they know the aim in reading any single text, they can predict and arise their reading motivation.

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

This is for beginning level students. they connect the written and oral language.

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

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

#### 4) Skimming the text for main idea.

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 to meaningful clusters, helps the reader to provide some order to the chaos (Brown, 2001: 308)

7) Guessing when the students are not certain.

Sometimes, the teachers should give opportunities for the students 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.

Those are the strategies for having good reading comprehension. The strategies go in line with the two processes; bottom-up and top-down procedures.

So, the students start the reading by having the first strategy which is identifying the purpose in reading and ends with capitalizing on discourse markers to process relationships. The ten strategies above are highly required for the reading comprehension.

## **2. Group Work**

This part discusses about definition, the advantages, kinds, and the organization of group work.

### **a. Definition of Group Work**

Nunan (1999: 84) states group work is essential to any classroom that is based on principal of experiential learning. He adds that through group work, learners develop their ability to communicate through tasks that require them, within the classroom, to approximate the kinds of things they will need to be able to do communicate in the world beyond the classroom. Thus, communication in the classroom can be aroused among the students through group work.

Supporting Nunan's idea, Brown (2001: 177) states "group work as a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language." He adds that group work usually implies "small" – group work, that is, students in groups of perhaps six or fewer. Thus, there is a basic concept about group work according to Brown. Group work has two key points related to the teaching and learning process. They are groups's member and collaboration to carry out a task.

In summary, group work is a kind of technique in language learning where students collaboration with other students and initiate him/her in doing language

learning activities. The number of students in a small group is six or fewer. The appropriate number of the group can influence the implementation of group work task in the classroom.

### **b. The Advantages of Group Work**

According to many writers, group work has many advantages for English language classroom. Brown (2001: 177-179) points out a number of the advantages of group work such as “it generates interactive language, offers an embracing effective climate, promotes step toward individualizing instruction.”

#### 1. Group work generates interactive language

The advantages of group work is that it can generates interactive language since small groups provide opportunities for student initiation, for face-to-face give and take, for practice in negotiation of meaning, for extended controversial exchanges, and for student adoption of roles that would otherwise be impossible.

#### 2. Group work offers an embracing affective climate

By conducting group work in a classroom, the affective benefit of small group work is an increase in student motivation.

#### 3. Group work promotes learner responsibility and autonomy

In group work technique, it places responsibility for action and progress upon each other of the members of the group somewhat equally.

#### 4. Group work is a step toward individualizing instruction

A small group can help students with varying abilities to accomplish separate goals. The teacher can recognize and capitalize upon other individual differences (age, cultural heritage, field of study, cognitive style, to name of few)

by selecting the members of the small group and by administering different tasks to different groups.

In the English learning and teaching context, Harmer (2004: 117) assert some advantages of group work as presented below.

- (1) “It dramatically increase the amount of talking for individual students.
- (2) Because there are more than two people in the group. Personal relationships are usually less problematic; there is also a greather chance of different opinions and varied contribution than in pair work.
- (3) It encourages broader skills of cooperation and negotiation than pair work, and yet is more private than work in front of the whole class.
- (4) It promotes learner autonomy by allowing students to make their own decision in the group without being told what to do by the teacher.
- (5) Some students can choose their level of participation more readily.”

Related to the classroom interaction, Rivers (1988: 78) asserts that an oppotunity for student-teacher interaction, as well as student-student interaction, is greater in a small-group activity than in large gruops. He adds that students receive much more attention to their individual problems and feel more personally involved, because they can no longer hide in the crowd.

In summary, group work has a number of benefits for language learning and teaching. Firstly, group work is good to be conducted because it can generate interactive language. Secondly, students can convey and receive ideas and also negotiate meaning during the lesson. Thirdly. it also offers an embracing affective climate that can increase students’ motivation. Fourthly, in promoting learner autonomy, group work can be a solution in the English learning and teaching process. By considering that the students has their own language ability, group work can bridge this issue and it can be one way to overcome the problem faced by the language teachers.

### **c. Kinds of Group Work Activities**

Brown (2001: 183-186) asserts that the first step in promoting successful group work is to select an appropriate task. In other words, choose something that lends itself to the group work process. He also proposes kinds of group work activities which are appropriate to be implemented in a classroom such as games, role-play and simulation, drama, projects, interview, brainstorming, information gap, jigsaw, problem solving and decision making, and opinion exchange.

#### **1. Games**

A game could be any activities that formalizes a technique into units that can be scored in some way.

#### **2. Role-play and simulation**

Role-play minimally involves (a) giving a role to one or more members of a group and (b) assigning an objective or purpose that participants must accomplish.

#### **3. Drama**

Drama is more formalized than role-play or simulation, with a pre-planned story line and script.

#### **4. Projects**

For learners of all ages, but perhaps especially for younger learners who can greatly benefit from hands-on approaches to language, certain projects can be rewarding indeed.

#### **5. Interview**

It is not only a popular activity for pair work, but also appropriate for group work, interviews are useful at all levels of proficiency.

## 6. Brainstorming

Brainstorming is a technique whose purpose is to initiate some sort of thinking process.

## 7. Information gap

The information gap activities include a tremendous variety of techniques in which the objective is to convey or to request information.

Nunan (1999: 309) defines that information gap tasks are pair or group work tasks in which participants have access to different information. In order to complete the task, the information must be exchanged.

## 8. Jigsaw

Jigsaw techniques are a special form of information gap in which each member of a group is given some specific information and the goal is to pool all information to achieve some objective.

## 9. Problem solving and decision making

Problem-solving group techniques focus on the group's solution of a specified problem. It means that member of a group gives solution to other members in the group.

## 10. opinion exchange

An opinion is usually a belief or feeling that might not be founded on empirical data or that others could plausibly take issue with.

With regard to those kinds of activities presented above, group work activities basically enable the students to deal with themselves as individual learner and community member. They learn how to use and develop their language

ability and also interact with the other students in doing an assignment in a small form of community.

#### **d. The Organization of Group Work**

To conduct a successful group work, it needs a number of rules for implementing a group technique in a classroom. Brown (2001: 187-188) states “once you have selected an appropriate type of activity, your planning phase should include the following seven “rules” for implementing a group technique; introduce the technique, justify the use of small group for technique, model the technique, give explicit detailed instruction, divide the class into groups, check for clarification, and set the task in motion.”

##### 1. Introduce the technique

The introduction may simply be a brief explanation. The introduction almost always should include a statement of the ultimate purpose so that students can apply all other directions to that objective.

##### 2. Justify the use of small groups for the technique

The second rule suggest that it is important to tell the students explicitly why the small group is important for accomplishing the task. You may not need to do this all the time with all your classes, but if you think your students have any doubts about the significance of the upcoming task, then tell them explicitly why the small group is important for accomplishing the task.

##### 3. Model the technique

In simple techniques, especially those that the students have done before, modeling may not be necessary. But for a new and potentially complex task, it

never hurts to be too explicit in making sure students know what they are supposed to do.

4. Give explicit detailed instructions

The explicit detailed instructions should include a restatement of the purpose, rules they are to follow, a time frame, and assignment of roles to students.

5. Divide the class into groups

In dividing the class into groups, some aspects must be considered into account. They are native language, proficiency levels, age or gender differences, culture or subcultural group, personality types, cognitive style preferences, cognitive or developmental stages, interests, prior learning experience, target language goals.

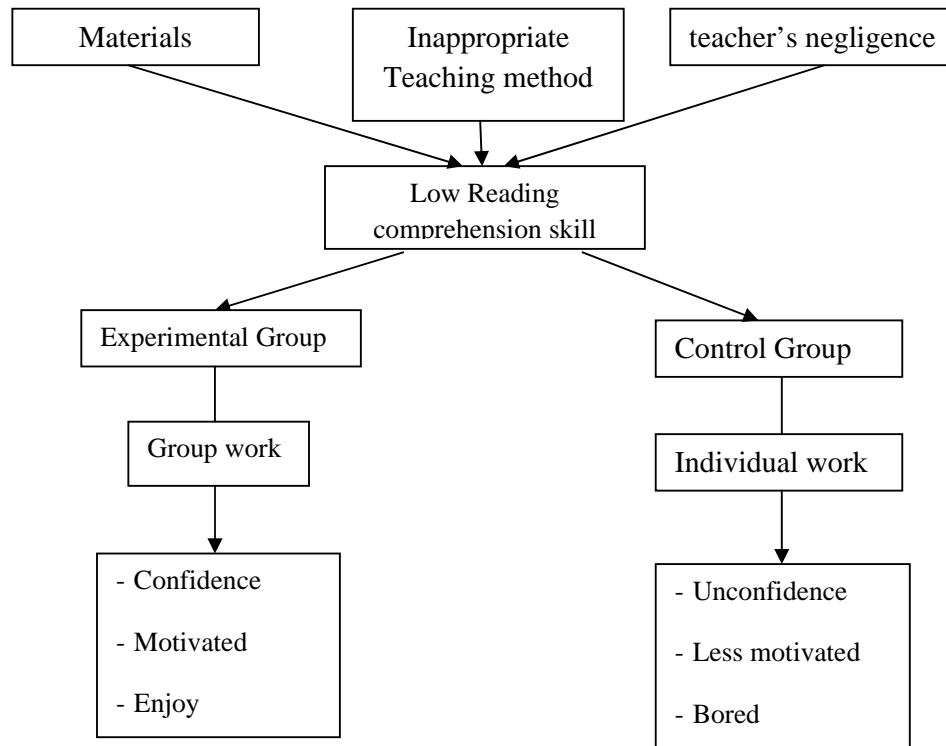
6. Check for clarification

The teacher should check to ensure that all of the students understand what they have to deal with the assignment before the students start to move into their groups.

7. Set the task in motion

The teacher would be better to give a simple matter of utterance setting that the groups can start to do the task.

## B. Conceptual Framework



**Figure 2. The Summary of Conceptual Framework**

In reference to Figure 2, it shows that the reading comprehension is still low. It is caused by the teaching methods, the students were not motivated to do the class activities, the boredom that the students felt related to the task given to them, the material given to the students were mostly taken from one textbook, and the teacher's negligence and many other achievements of the students' reading comprehension is closely related to the components of the teaching and learning of English itself. Therefore, to solve the problem the reseracher decided to use group work. Group work is suitable because it provides opportunities for the language classroom participants to communicate between students to the teacher

as well as among students themselves. Group work has a number of benefits for language learning and teaching. Related to interactive language classroom, group work is good to be conducted because it can generate interactive language. Students can convey and receive ideas and also negotiate meaning during the lesson. It also offers an embracing affective climate that can increase students' motivation. In promoting learner autonomy, group work can be a solution in the English learning and teaching process. By considering that the students have their own language ability, group work can bridge this issue and it can be one way to overcome the problem faced by the language teachers.

After implementing the group work, the researcher could see the result of the treatment. In the control group it can be seen that the students are shy, less motivated, and bored. Then, in experimental group shows that the students are confident, motivated, enjoyable and have high comprehension. Shortly, it can be said the result of the treatment is that the students' reading skill was improved. The improvement of the result could be seen from the students' confidence, enjoyment and motivation. Shortly, it can be said that group work can be an alternative strategy which can be used to improve the classroom interaction in the English learning and teaching process.

### **C. Hypothesis**

In references to the theoretical review and conceptual framework above, the hypothesis of the research is that:

“There is a significant difference between reading comprehension of the eighth grade students who are taught by using group work and those who are not taught by using group work at SMPN 1 Cangkringan.”

### CHAPTER III RESEARCH METHOD

#### A. Research Type

This study is classified as a quasi experimental study and quantitative research. It involves two variables, namely one independent variable and one dependent variable. The independent variable is the group work namely X. The dependent variable is the students' reading comprehension, namely Y.

Two students were divided into two groups: an experimental group and a control group. The two groups got different teaching treatments. The experimental group had group work as the treatment and the control group had no treatment. The pre-test is given at the beginning of the experiment and the post-test is given at the end of the treatment. The design of the research is presented as follows.

A<sub>1</sub> O<sub>1</sub> \_ O<sub>2</sub>

A<sub>2</sub> O<sub>1</sub> X O<sub>2</sub>

A<sub>1</sub> = control group

O<sub>1</sub> = pre-test

A<sub>2</sub> = experimental group

O<sub>2</sub> = post-test

X = treatment

For further explanation, the researcher resumes the design of the study as presented in the table below.

**Table 1: Resume of the Research Design of the study**

Dependent variable	Pre-Test	Treatment (group work)	Post-test	group
Reading comprehension	O1	---	O2	Control Group (A1)
	O2	X	O2	Experimental Group (A2)

The purpose of the research is to know the effectiveness of group work on reading comprehension, so in this case the researcher compare the students who are taught with group work and those who are taught with individual work.

### **B. Population and Sample of the Study**

Bungin (2005: 99) says that research population is the entire research object that can be a resource of the research data. The population should be limited by the purpose and the background problem of the research. Therefore, the researcher took the students of eighth grade at SMPN 1 CANGKRINGAN in the academic year of 2011/2012 consisting of four classes. The researcher took two classes as the samples, one as the control class and the other as the experimental class. The distribution of the sample is presented in the table below.

**Table 2: Sample Distribution of the Study**

Name of classes	Male	Female	Number of students
VIII-C(the experiment class)	23	12	35
VIII-D (the control class)	15	20	35
Total number	70 students		

## **C. Research Instrument**

### **1. Developing the Research Instrument**

The instrument is used to collect the data in reading comprehension test. The test covered the materials of reading comprehension in reference to the School-Based Curriculum of Junior High School of the Eighth Grade in the 2<sup>nd</sup> Semester of English subject.

#### **a. The Instrument for Assessing Students' Reading Comprehension**

According to Brown (2004: 3), a test is a method of measuring a persons' ability, knowledge, or performance in a given domain. The test covers the materials of reading ability according to the School Based Curriculum of Junior High School of the Eighth Grade of the English subject.

The reading comprehension instrument was an objective test consisting of 45 items of multiple choice which each item had 4 choices. Try-out test were given to the try-out class before implementing the instrument to the sample of the research. The research designed instrument for the pre-test and post-test. The pre-test, which was given before the treatment, consisted of 40 multiple choice. Similar to the pre-test, the post-test, which was given after the treatment, also consisted of 40 multiple choice.

**Table 3: Blueprint of Reading Comprehension Test in Reference to Cognitive Level of Bloom's Taxonomy**

No	Reading Comprehension Skill	Item Number	Total
1	Finding the fact, concept, or definition based on the text	1,2,3,4,6,7,8,9,10,12,14,15,16,18, 19,21,22,24,25,28,29,30,35,36,38,39,40, 43,46,50,53,55	32
2	Identifying the topic of the text	44,48,,49,51,54,59,60	7
3	Making inference	11,13,17,20, 23,26,31,37,41,42, 45,57,	12
4	Understanding reference, applying vocabulary	5,27,32,33,34,47,52,56,58	9
	Total		60

To know whether the instruments were valid or invalid, those were tried out first. In reference the researcher conducted try-out of the instruments. Three criteria: practicality, validity, and reliability.

### **1. Practicality**

According to Brown (2000: 386), practicalities of the tests are based on the consideration of financial limitation, time constraints, ease of administration, and scoring and interpretation.

The result of the try-out had met the demands of the considerations above. Both of those tests were not expensive because it only needed two pieces of paper for each test. It also did not need more than two hours to finish it. The scoring system is simple; a correct answer gets 1 and 0 if the answer is incorrect.

## **2. Validity of the Instrument**

A valid instrument is the instrument which is able to test what should be tested. There were two kinds of validity applied in this research content validity and item validity.

### **a. Content Validity**

The content validity is the extent to which is a test measure a representative sample of the reading comprehension about recount and narrative text. The test items should correspond to the materials covered in the course (Hatch, 1982: 251). It means that the test was developed in reference to the competency standard and basic competency of the School-Based Curriculum (SBC) for Junior High School Second Year of the 2<sup>nd</sup> Semester of English subject.

### **b. Item Validity**

To know the empirical validity of the test items, Point Biserial formula was employed. It was calculated using Statistical Product Service Solution (SPSS) computer program. This formula was used to find out the correlation between each single item of test and the total test.

First, the researcher made 60 items for reading comprehension test. After those tried out, there were 55 items were valid.

## **3. Reliability of the Instrument**

Reliability means the extent to which a test produces consistent results when administered under a similar condition (Hatch and Farhady, 1982: 244). The researcher found out the reability of the instrument first before it was used to

collect data. It was found by conducting try-out test of the instrument to the population out side the sample. Class VIIIA which consisted of 36 students is selected as the try-out class. The test was given before the research started.

The researcher used Pearson Product-Moment correlation formula to measure the reability of the instrument. It is applied to see whether the data of reading score are reliable or not. The computerized calculation is enclosed. The following table is the norm of adopted categorizing the correlation coefficient of the reliability of the instrument.

**Table 4. Table of Categorizing the Correalation Coefficient.**

Reliability Coeficient	Reability category
>0.801 up to 1.00	Very high
>0.601 up to 0.80	High
>0.401 up to 0.60	Fair
>0.201 up to 0.40	Low
0.0 up to 0.20	Very Low

Table 4 shows reliability coefficient of the try out is 0.928 which is very high. based on the table above.

The quality of the multiple choice instruments is analyzed by using ITEMAN for analysis item. The effectiveness of the items is evaluated using this item analysis program and the instruments are revised before the test is finalized and given to the sample. The computerized calculation is enclosed.

Item facility is expressed from the scale 0 of where no one got the item right to 1 where everybody got it right (McNamara, 2000: 61). Next  $r_{score}$  is consulted with  $t_{table}$  in significance 5%. If  $r_{score}$  is higher or same with  $r_{table}$  so

the item is valid. If  $r_{score}$  is lower than  $r_{table}$  in significance 5% so the item is not valid. The invalid items can not be used while the valid items can be used in the next research. There are 60 items in this research. After analysis of the try-out, there were only 55 out of 60 items which belong to valid categorized. The invalid items were item 10, 26, 43, 51, and 55. The researcher just used 40 items for pre-test and post-test, because each item presented the target areas of reading comprehension.

#### **D. Data Collection Technique**

As mentioned previously, the data were collected by using a reading comprehension test. The test was employed to find out the achievement of the students. there are two instruments used which are designed for the pre-test and post-test.

The pre-test instrument was given to both control and experimental groups before the treatment of the research, it was conducted on the schedule of the English lesson for class VIIC and VIII D. The treatment was given in six meetings. After the treatment was completed, a post-test was conducted for the classes. The following table presents the schedule of the test and implementation of the research.

**Table 5: Schedule of the Research**

<b>No</b>	<b>Schedule</b>	<b>Materials</b>	<b>Time</b>
1.	1 February 2012	Reading pre-test of the control class	80 min
2.	1 February 2012	Reading pre-test of the experimental class	80 min
3.	8 February 2012	Teaching the narrative text in the experimental class. Teaching the narrative text in the control class.	80 min
4.	9 February 2012	Teaching the narrative text in the experimental class Teaching the narrative text in the control class.	80 min
5.	15 February 2012	Teaching the narrative text in the experimental class. Teaching the narrative text in the control class.	80 min
6.	16 February 2012	Teaching the recount text in the experimental class Teaching the recount text in the control class	80 min
7.	22 February 2012	Teaching the recount text in the experimental class Teaching the recount text in the control class	80 min
8.	23 February 2012	Teaching the recount text in the experimental class Teaching the recount text in the control class	
9.	29 February 2012	Reading post-test of the control class	80 min
10.	29 February 2012	Reading post-test of the experimental class	80 min

In reference to the table above, the tests were administered to the students of the experimental and control groups. The reading test was administered for 80 minutes. The treatment was implemented in the experimental

group (VIII-D) in February 2012 and the post-test were conducted on 29 February 2012 for both classes.

There were two data analysis technique used by the researcher. They were descriptive and inferential analysis.

### 1. **Descriptive analysis**

Descriptive analysis is aimed at answer to the research question formulated about whether is a significant different between students who still get treatment and those who do not. It consists of two sub parts. They are mean and standard deviation.

#### **a. Mean and Standard Deviation**

- 1) Mean is determined by adding up all the score then dividing this sum by the total number of scores. The function is to find out the average score of the students in both groups.
- 2) Standard deviation represents the spread of a distribution of the score. The larger the standard deviation, the more variability from the central point in the distribution. The smaller the standard deviation, the closer the distribution is to the central point. (Hatch and Farhady, 1982, 57).

#### **b. Categorization**

The categorization of the score obtained by students is made to find out the level of the students' reading ability. The students' score cattergorization of reading comprehension based on the ideal score. The ideal score is found by using the ideal mean score ( $M_i$ ) and the ideal standard deviation ( $SD_i$ ). The highest score that can be obtained is 40 and the lowest score is assumed to be 0

$$\begin{aligned} \text{Ideal mean score (Mi)} &= \frac{1}{2} (\text{highest} + \text{lowest score}) \\ &= \frac{1}{2} (40 + 0) \\ &= 20 \end{aligned}$$

$$\begin{aligned} \text{Ideal SD (SDi)} &= \frac{1}{6} (\text{highest score} - \text{lowest score}) \\ &= \frac{1}{6} (40 - 0) \\ &= 6.67 \end{aligned}$$

**Table 6: Categorization**

No	Score Scale	Five Scale	
		A – E	Range
1	$M + 1.5 \text{ SD} < X$	A	Very High
2	$M + 0.5 \text{ SD} < X \leq M + 1.5 \text{ SD}$	B	High
3	$M - 0.5 \text{ SD} < X \leq M + 0.5 \text{ SD}$	C	Fair
4	$M - 1.5 \text{ SD} < X \leq M - 0.5 \text{ SD}$	D	Low
5	$X \leq M - 1.5 \text{ SD}$	E	Very Low

## 2. Inferential Analysis

The inferential statistics was employed to test the hypothesis whether there is significant difference between reading comprehension of the students who are taught by the use of group work and those who are not taught by using group work . To test hypothesis, t-test was employed. However, before employing t-test, pre-analysis tests are required. They are normality test and homogeneity test.

### a. Normality Test

Normality test is used to know whether the data distribution is normal or not. Furthermore, the reseracher employed *One Sample Komolgorov-Smirnov* formula.

The formula of *One Sample Komolgorov-Smirnov* as stated by Sugiyono (2010: 156) is presented as follows:

$$D = \text{Maksimum} [ F_O(X) - S_N(X) ]$$

In which:

$F_O(X)$  = the case proportion expected to has the same or less score of X

$S_N(X)$  = observed cumulative distribution

Based on the significance level, the conclusion can be derived:

1. If the significance probability  $> 0.05$ , the data have a normal distribution.
2. If the significance probability  $< 0.05$ , the data deviate from normal distribution.

### b. Homogeneity Test

Homogeneity test is used to know whether sample taken has the same variance and does not show the significant difference among data. Johnson and Christensen (2008: 154) state that homogeneity refers to how well the different items in a test measure the same construct or trait. Moreover, the formula that is used in the homogeneity test is:

$$F = \frac{SD^2_{.bs}}{SD^2_{.kt}}$$

In which:

F = F coefficient

$SD^2_{.bs}$  = The highest variance

$SD^2_{.kt}$  = The lowest variance

Based on the significance level, the conclusion can be derived:

1. If the significance probability  $> 0.05$ , the variance is homogeneous.
2. If the significance probability  $< 0.05$ , the variance is not homogeneous.

### **3. Hypothesis Testing**

It is applied to see if there is any significant difference between reading comprehension of the students who are taught by using group work and the students who are not taught by the same strategy. The *t-test* is applied to find out the difference. Hypothesis is accepted if *t value* of observation ( $t_o$ ) in the statistics result is higher than *t value* of the table ( $t_t$ ) or the *p value* is lower than 0.05.

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

### **A. Data Description**

The descriptive analysis is applied to provide answer to the questions about the effect of group work on reading comprehension for the students of the eighth grade of SMPN 1 Cangkringan. The data of the pre-test scores of the experimental and control groups were taken before the treatment was given. The researcher conducted six meetings treatment with contextual clues analysis to infer word meanings as the focus of the teaching. The treatment was given to the experimental group only. A post-test was given to both groups to collect the final result of the reserach.

The effectiveness of the treatment can be analyzed by looking at the data taken from the gained scores in the tests. It can be seen by comparing the mean and standard deviation of the gained scores from the control and experimental groups. The calculation of the highest score, the lowest score, the mean score and the standard deviation is provided in the data description.

#### **1. Pre-Test**

In the pre-test that was given before the treatment, both students in the control and experimental groups were asked to answer a reading comprehension test which consisted of 40 multiple choice questions. The pre-test scores were compared later with the result of the post-test score. The result of the pre-test can be seen as follows.

**a. The Reading Comprehension Test Scores of the Experimental Group in the Pre-Test**

In reference to the result of the analysis it shows that the mean score of the reading comprehension test score of the experimental group in the pre-test is 21.17. The standard deviation (SD) of the score is 4.105. The maximum score gained in the test is 29 and the minimum score is 14.

**Table 7. Descriptions Analysis of the Experimental Group in the Pre-Test**

Mean	SD	Median	Mode	Max	Min
21.17	4.105	20	18	29	14

The students' score categorization of reading comprehension is based on the ideal score. Which is found by using the ideal mean score (Mi) and the ideal standard deviation (SDi). The scores of the students are categorized as mentioned earlier in Chapter III. The description of the score can be seen in the table below.

**Table 8. The Score Category of the Experimental Group in the Pre-Test.**

Score	Frequency			Category
	Absolute	Relative (Percentage)	Cummulative (Percentage)	
$30.00 < X$	-	-	-	Very high
$23.33 < X \leq 30.00$	12	34.3	34.4	High
$16.67 < X \leq 23.33$	18	51.4	85.7	Fair
$10.00 < X \leq 16.67$	5	14.3	100.0	Low
$X \leq 10.00$	-	-	-	Very low
Total	35	100.0		

The majority of the students' score (51.4%) is in *fair* category. There are 14.3% of the students who is in *low* category. There are 34.3% of the students who are is in *high* category. There are no students in the *very high* and *very low* category. It is supported by the mean score of 21.17 which belongs to the *fair* category.

**b. The Reading Comprehension Test Scores of the Control Group in the Pre-Test**

In reference to the result of the analysis, it shows that the mean score of the reading comprehension test score of the control group in the pre-test is 19.88. The standard deviation (SD) of the scores is 4.72. the maximum score gained in the test is 29 and the minimum score is 11.

**Table 9. Description Analysis of the Control Group in the Pre-Test.**

<b>Mean</b>	<b>SD</b>	<b>Median</b>	<b>Mode</b>	<b>Max</b>	<b>Min</b>
19.88	4.72	20	19	29	11

The scores of the students are categorized based on the score categorization as mentioned earlier in Chapter III. The description of the score can be seen in the table below.

**Table 10. The Score Category of the Control Group in the Pre-Test**

Score	Frequency			Category
	Absolute	Relative (Percentage)	Cummulative (Percentage)	
$30.00 < X$	-	-	-	Very high
$23.33 < X \leq 30.00$	7	20.0	20.0	High
$16.67 < X \leq 23.33$	20	57.1	77.1	Fair
$10.00 < X \leq 16.67$	8	22.9	100.0	Low
$X \leq 10.00$	-	-	-	Very low
Total	35	100.0		

The majority of the students' score (57.1%) is also in *fair* category. There are 11.4% of the students who are in *high* category. The other 22.9% is in *low* category. There is no students in the *very high* and *very low* category. It is also supported by the mean score of 19.88 which belongs to the *fair* category.

**c. Comparison between Experimental and Control Group of the Students' Reading Comprehension Scores in The pre-Test**

After the data of the pre-test scores were collected from both groups, there are experimental group and control group. The step was to compare the data to see that both group were in the same level of reading comprehension score before the treatment.

**Table 11. Comparison Data between Experimental and Control Groups of the Students' Reading Comprehension scores in the Pre-Test**

<b>Data</b>	<b>Experimental Group</b>	<b>Control Group</b>
Number of cases	35	35
Mean	21.17	19.88
SD	4.105	4.72

If standard deviation more than 0.05, becomes homogeneous. If standard deviation is high, it becomes heterogeneous. The limitation of low and high can be compared with ideal standard deviation.

In reference to the result of standard deviation, experimental group is homogeneous. The mean score of the pre-test of the experimental group is 21.17 and the standard deviation is 4.105. It means as in control group, the mean score is 19.88 and the standard deviation is 4.72. It means that the means score of both groups before the treatment will reflect the same level of ability in reading comprehension between the two groups.

Although the mean of the pre-test of experimental class is 21.1714 and control class is 19.8857, both classes are classified into *fair* category. It is showed in Table 7 and 9 that the highest frequency of the pre-test scores of the experimental class (18 respondents = 51.5%) and the highest frequency of the pre-test of the control class (20 respondents = 57.1 %) are categorized into *fair* category. So, it can be concluded that the students' reading skills of both classes are classified into the same level, i.e. *fair* level.

In this study, the researcher employed *t-test* to examined whether there is any significant difference of the pre-test scores in both classes – experimental and

control class – before the treatment was applied. The researcher used *SPSS 13* computer program to analyze the hypothesis and the data. Theoretically, in the hypothesis testing,  $h_1$  is accepted if the value of  $p < 0.05$  or  $t_{observed} > t_{table}$ . So  $H_0$  is rejected and  $h_1$  is accepted. The result of T-test is presented in the following table.

**Table 12. The Result of the Pre-Test Scores on the Experimental and Control Class.**

<b>Data</b>	<b><math>t_{observed}</math></b>	<b><math>t_{table}</math></b>	<b>Df</b>	<b>P</b>	<b><math>\alpha</math></b>	<b>Statement</b>
Pre-test	1.216	2.00	68	0.228	0.05	Not significant

From the table above, it can be seen that  $t_{observed} < t_{table}$ , i.e.  $1.216 < 2.00$  with, also  $p > \alpha$ , i.e.  $0.228 > 0.05$ . Therefore, the null hypothesis is accepted. It means that before the use of group work applied in the experimental class; both classes have no significant difference on the students' reading comprehension and both classes are eligible to be researched.

## **2. Post-Test**

A post-test was conducted after the treatment of the research had finished. The same as the pre-test, the post-test was in the form of a reading comprehension test consists of 40 question with four multiple choice. This test was given to both the experimental and control groups. The post-test score will be compared with the previous pre-test score to find out the affectively of the treatment. The result of the post-test can be seen as follows.

**a. The Reading Comprehension Test Score of the Experimental Group in the Post-Test**

With regard to data analysis the mean score of the reading comprehension test score of the experimental group in the post-test is 29.94. The standard deviation (SD) of the score is 3.84. Based on the table 4.6 the maximum score gained in the test is 35 and the minimum score is 13.

**Table 13. Description Analysis of the Experimental Group in the Post-Test**

Mean	SD	Median	Mode	Max	Min
26.94	3.84	27	29	35	13

The scores of the students are categorized based on the score categorization as mentioned earlier in Chapter III. The distribution of the score can be seen in the table below.

**Table 14. The Score Category of the Experimental Group in the Post-Test**

Score	Frequency			Category
	Absolute	Relative (Percentage)	Cummulative (Percentage)	
$30.00 < X$	4	11.4	11.4	Very high
$23.33 < X \leq 30.00$	28	80.0	91.4	High
$16.67 < X \leq 23.33$	2	5.7	97.1	Fair
$10.00 < X \leq 16.67$	1	2.9	100.0	Low
$X \leq 10.00$	-	-	-	Very low
Total	35	100.0		

After the treatment, the majority of the students' scores (80.0%) is in *high* category. There is also an increase in the *high* category with a percentage of 80.0%. The other 5.7% is in '*fair*' category and 2.9% is in *low* category. The other

11.4% is in high category. There is no students in the *very low* category. It is also supported by the mean score of 26.94 which belongs to the *high* category.

**b. The Reading Comprehension Test Score of the Control Group in the Post-Test**

In reference to the result of the analysis, it shows that the mean score of the reading comprehension test score of the experimental group in the post-test is 21.17. The standard deviation (SD) of the score is 4.87. The maximum score gained in the test is 32 and the minimum score is 13.

**Table 15. Description Analysis of the Control Group in the Pos-Test**

Mean	SD	Median	Mode	Max	Min
21.17	4.87	21	17	32	13

The scores of the students are categorized based on the score categorization as mentioned earlier in Chapter III. The distribution of the score can be seen in the table below.

**Table 16. The Score Category of the Control Group in the Post-Test**

Score	Frequency			Category
	Absolute	Relative (Percentage)	Cummulative (Percentage)	
$30.00 < X$	4	11.4	11.4	Very high
$23.33 < X \leq 30.00$	3	8.6	20.0	High
$16.67 < X \leq 23.33$	24	68.6	88.6	Fair
$10.00 < X \leq 16.67$	4	11.4	100.0	Low
$X \leq 10.00$	-	-	-	Very low
Total	35	100.0		

Different from the experimental group, the majority of the students' scores (68.6%) is still in *fair* category. Four out of 35 students are in *very high* category and 8.6% the students are in *high* category. The other 11.4% is in *low* category and there is no students in the *very low* category. It is also supported by the mean score of 21.17 which belongs to *fair* category.

**c. Comparison between Experimental and Control Groups of the Students' Reading Comprehension Scores in the Post-Test**

The result of the post-test score of both groups is compared to find out the difference after the treatment is conducted.

**Table 17. Comparison Data between Experimental and Control Groups of the Students' Reading Comprehension Scores in the Post-Test**

<b>Data</b>	<b>Experimental Group</b>	<b>Control Group</b>
Number of cases	35	35
Mean	26.94	21.17
SD	3.84	4.87

The mean score of the post-test of the experimental group is 26.94 and the standard deviation is 3.84. As in control group, the mean score is 21.17 and the standard deviation is 4.87. The mean score of both groups are different levels after the treatment.

It is known that the mean score of the experimental class is higher than that of the control class, i.e.  $26.94 > 21.17$ . Also, both of the classes are classified into different category. Table 4.7 shows that the highest frequency of the post-test

score of the experimental class, which is of 28 respondents = 80% is categorized into the *high* category. Also, based on table 4.9 the highest frequency of the post-test score of the control class, which is of 24 respondents = 68.6%. are categorized into the *fair* category. So, it can be concluded that the students' reading comprehension of both classes is in the different level; students of the experimental class have an *high* level while the students of the control class have a *fair* level of reading comprehension.

## **B. Result of the Data Analysis**

### **1. Pre-Analysis Testing**

As mentioned earlier, pre-analysis testing is done before doing the hypothesis testing. It is aimed to find out whether the score distributions of the samples are normal or not, and to find out whether the samples variance is homogeneous or not.

#### **a. Normality Test**

The test of normality is aimed at finding out whether the data of the scores show the normal distribution. To test the normality, the researcher employed Kolmogorov-Smirnov. It is because the data in this research belongs to ordinal scale. The test of normality is applied to all of the data.

The data is said to be normal if the *Probability value (p)* lower than 0.05 the data is in a normal distribution. The following table presents the result of the normality test of students' reading comprehension.

**Table 18. The Result of the Normality Test of Students' Reading Comprehension.**

<b>Variables</b>	<b><i>p</i></b>	<b><i>α</i></b>	<b>Statement</b>
Pre-test Reading Comprehension of Experimental Group	0.594	0.05	Normal
Pret-test Reading Comprehension of Control Group	0.886	0.05	Normal
Post-test Reading Comprehension of Experimental Group	0.149	0.05	Normal
Post-test Reading Comprehension of Control Group	0.380	0.05	Normal

Table 18 shows that the values of (*Probability value*)  $p$  of the pre-test of both experimental and control class are greater than 0.05. i.e.  $0.594 > 0.05$  and  $0.886 > 0.05$ . Moreover, the values of  $p$  of the post-test of the experimental and control classes are also greater than 0.05. i.e.  $0.149 > 0.05$  and  $0.38 > 0.05$ . It means that the data of the pre-test and post-test of both classes are in the normal distribution.

#### **b. Homogeneity Test**

Homogeneity test is used to examine whether the sample variance was homogeneous or not. In this case, the researcher used  $F$  test to examine the homogeneity of the pre-test and the post-test data of both classes. In pre-testing analysis, if  $F_{observed} \leq F_{table}$  or the value of  $p$  is greater than 0.05, the data are homogeneous. The results of the homogeneity test of the pre-test and post-test of the control and the experimental class are presented in the following table.

**Table 19. The Result of the Homogeneity Test of the Pre-Test and Post-Test of the Experimental and Control Group.**

Sources	Groups	N	F <sub>o</sub>	F <sub>t</sub>	Df		<i>p</i>	Level of significance	Statement
Pre-test	Experimental	35	0.084	3.89	1	68	0.772	0.05	Homogeneous
	Control	35							
Post-test	Experimental	35	2.501	3.89	1	68	0.118	0.05	Homogeneous
	Control	35							

The value of the F-observed ( $F_o$ ) of the pre-test is 0.084 and the value of the F-observed ( $F_o$ ) of the post-test is 2.501. The value shown in the F-table ( $F_t$ ) is 3.89. The  $p$  value of the pre test is 0.772 and 0.118 for the post-test. Both value of the F-observed ( $F_o$ ) are lower than the value of the F-table ( $F_t$ ) and the  $p$  values are above 0.05 which means that the sample variance is homogeneous.

## 2. Hypothesis Testing

The hypothesis testing is used to reveal whether or not the treatment which is using group work has any significant difference between the two groups based on the mean score of the reading comprehension test. The hypothesis of the research is that “there is a significant difference in students’ reading comprehension between those who are taught by using group work and those who are not taught by using group work.”

The t-test was applied to test the difference and the significance of the result scores. The first step is to find the mean difference of the post-test scores of both group experimental and control group. It is considered as having a significant

difference when the value of t-observed ( $t_o$ ) is higher than the value of t-critical in the table ( $t_t$ ). If  $t_o$  is higher than  $t_t$ , it means that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. It can also be seen as significant if the  $p$  value is lower than 0.05. This can be seen from the table below.

**Table 20. Test of Hypothesis**

Variable	$t_{\text{observed}}$	$t_{\text{table}}$	Df	$p$	$\alpha$	Interpretation
Post-test	5.499	2.00	68	0.000	0.05	Hypothesis accepted

In reference to the table above, it can be seen that  $t$  value is 5.499. The  $t$  value of the test was compared with the  $t$  value in the significance level 5%. The  $t$  value of the table can be found from the degree of freedom (df). The table with df 68 is 2.00 at significance level of 5%. The  $p$  value of the post-test is 0.000.

In reference to the value of  $t_o > t_t$  ( $5.499 > 2.00$ ) and  $p < 0.05$  ( $0.00 < 0.05$ ); therefore the proposed hypothesis “there is a significance in students’ reading comprehension between those who are taught by using group work and those who are not” is accepted.

### C. Interpretation

In reference to the result of the analysis, there is a significant difference in students’ reading comprehension ability between the experiment group and the control group after the treatment is given. The statement is supported by comparing the score of pre-test and post-test of both group experiment and control group.

**Table: 21. Mean Score Differences of Pre-Test and Post-Test of Students Taught with and without using Group Work**

Groups	Mean Score	Score
Control Group	$\bar{X}$ pre-test	19.88
	$\bar{X}$ post-test	21.17
Experiment Group	$\bar{X}$ pre-test	21.17
	$\bar{X}$ post-test	26.94

Table 21 shows that both groups have similar means score of pre-test and post-test in other works the control gained 19.88 and the experimental group gained 21.17. However, after the treatment given, the result show that the experimental group are stronger than the control group as performed by the means score of the post-test (26.94) in comparison with the control group (21.17).

This implies that the use of group work is affective to be used to improve reading comprehension.

The hypothesis is also supported by the result of the t-test that shows significance between the experiment group that was given the treatment and the control group which was not given the treatment. The value of t-observed ( $t_o$ ) is higher than the value of t-critical in the table ( $t_t$ ) as stated above. The value of t-observed of the test is 5.499 and the value of t-critical in the table is 2.00. The  $p$  value (0.00) is also lower than 0.05. It means that students' reading comprehension is increased. It can be said that the alternative hypothesis proposed by the researcher before ( $H_a$ ) is accepted.

## **CHAPTER V CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS**

This chapter will present the conclusion was taken from the research including the conclusion, implication, and suggestion. Below is the discussion of each of them.

### **A. Conclusion**

Based on the data analysis in the previous chapter, the presentation of the result is in line with the research problem formulation proposed by the researcher. The difference between the experimental and the control group is significant based on the final post-test score. The computerized calculation approved the significance through the t-test formula.

The control group gained 19.88 as a mean score and the experimental group gained 21.17 in the pre-test. The mean value of the pre-test of both classes belongs to the same level i.e. *fair* level. It means that both groups are in the same level of category before the treatment is conducted. A post-test was given after the treatment is over. The mean score of the post-test in the experimental group is 26.94 and the control group has a mean score 21.17. By giving the treatment, students in the experimental group achieve higher mean score than the students in the control group.

The alternative hypothesis is also accepted after the t-test analysis of the gained mean scores is utilized. The data are significant if the value of t-observed ( $t_o$ ) is higher than the value of t-critical in the t-table ( $t_t$ ) and the  $p$  value is lower than 0,05. In this research, the value of t-observed ( $t_o$ ) of the test is 5.499 and the

value of  $t$ -critical in the table is 2.00. The  $p$  value of the post-test (0.00) is also lower than 0.05. The  $t_o$  is higher than  $t_i$  and the  $p$  value is lower than 0.05, so the data of this research is determined to have a significance difference. Therefore, the hypothesis of this research is accepted.

### **B. Implication**

From the theoretical view, this research is conducted to strengthen the previous of group work. This research provides an additional answer to some questions which proved that group work gives positive effect to the process of learning. Therefore, by conducting group work, the students are attracted to try to be independent readers by using their critical thinking to infer the meaning of the word. It implies that the teacher needs to use group work to conduct reading activities in the class.

### **C. Suggestions**

Concerning the result of the study, the researcher proposed some suggestion:

#### 1. To the students

It is suggested for the language learner to try group work while reading. Reading is an independent task that needs to be solved individually. By using appropriate strategies, reading will become easier and interesting

## 2. To the teacher

Teachers need to find appropriate learning strategies to be applied to the students, for the example by using group work. Group work is a technique that helpful to learn language. Helping the students to use reading technique can be one positive way to increase the motivation and achievement of the students in comprehending texts.

## 3. To other researcher

This study may have many weaknesses in many sections since the researcher is new in the field. It would be great if there is another researcher who is interested in the same topic and his initiative to reveal more deeply about the study of group work.

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**LESSON PLAN  
(EXPERIMENTAL CLASS)**

- A. - School : SMPN 1 Cangkringan
- Subject : English
- Grade/ Semester : VIII/ 2
- Type of text : Narrative
- Language focus : Reading
- Allocated time : 2 x 40 minutes

**Standard of Competence: 11.** Understanding the meaning of short simple essay in the form of recount and **narrative** to interact with surroundings.

**Basic Competency: 11.3.** Responding the meaning and retorical step in short simple essay accurately, fluently, and in acceptable way related to the surroundings in the form of recount and **narrative** texts.

**Indicators:**

- (1) Recognizing a *narrative* text.
- (2) Identifying main idea in the text.
- (3) Identifying the the generic sttructure of narrative text and language feature of the narrative text.
- (4) Answering question that are related to the text.

- (5) Finding the moral value of the text.
- (6) Analyzing vocabulary.
- (7) Reading by using silent reading technique for relatively rapid comprehension.

**Learning Objectives:**

- (1) After the narrative texts is given, the students are able to recognize a narrative text correctly
- (2) After the narrative texts is given, the students are able to identify main idea in the text correctly.
- (3) After the narrative texts is given, the students are able to identify the generic sttucture of narrative text and language feature of the narrative text.
- (4) After the narrative texts is given, the students are able to answer the question correctly.
- (5) After the narrative texts is given, the students are able to understand the moral value of the text.
- (6) After the narrative texts is given, the students are able to analyze vocabularies.
- (7) After the narrative texts is given, the students are able to read by using silent reading technique for relatively rapid comprehension.

**Method:**

PPP (Presentation, Practice, Production)

**B. Teaching-Learning activities****1. Pre-teaching** (Appendix 1)

No	Step	Teacher Talk
1.	Greeting	Good morning students. How are you?
2.	Praying	Before we start our lesson, lets pray together, shall we,,,,,amin
3.	Asking about the condition of students role calling	How are you today?
4.	Checking media and facilities	-
5.	Checking students' readiness	Are you ready?
6.	Previewing and introducing new topic	Do you know a legend?

**2. Introduction of the Material** (*Apperception*)**3. Whilst teaching****a. Presentation** (Appendix 1)

- Teacher gives the models and examples of *narrative* text to the students.
- Teacher gives the generic structure of the text.
- Teacher gives the difficult word of the text.

- Teacher gives the example moral value of the text.

**b. Practice** (Appendix 2)

- The students practice a *narrative* text.
- The students reading by using silent reading technique for relatively rapid comprehension.
- The students do exercises individually and in groups.
- The students read the text and answer some questions.
- The students read the text and make the moral values.
- The students change the verb into past form.

**c. Production** (Appendix 3)

- The students recognize a *narrative* text.
- The students are divided into eight groups. Each group consist of four students.

**4. Post teaching**

- Concluding the learning material
- Checking students understanding by asking the problem with the material.
- Doing Reflection.

**Source;**

- Grace, Audia.2007.*Look Ahead an English Course 2*.Jakarta:Erlangga.
- Doddy, Achmad.2008.*Developing English Competencies2*.Jakarta:Pusat Perbukuan, Departemen Pendidikan Nasional.
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**C. Assessment**

- Total score: Task 1.  $10 \times 1 = 10$   

$$\frac{\text{Task 2. } 5 \times 2 = 10}{20} +$$
- Maximum score: 100
- Student's score:  $:\frac{\text{achivement score}}{\text{total score}} \times 100$

**D. Appendixes****Teaching-Learning Activities**

- Appendix 1

***Pre-teaching***

- Good morning everyone.
- How are you today?

- Before we start our lesson, let's make a short prayer first. Let's pray together, shall we? (praying. Amin)
- Who is missing today?

### ***Introduction the material (Apperception)***

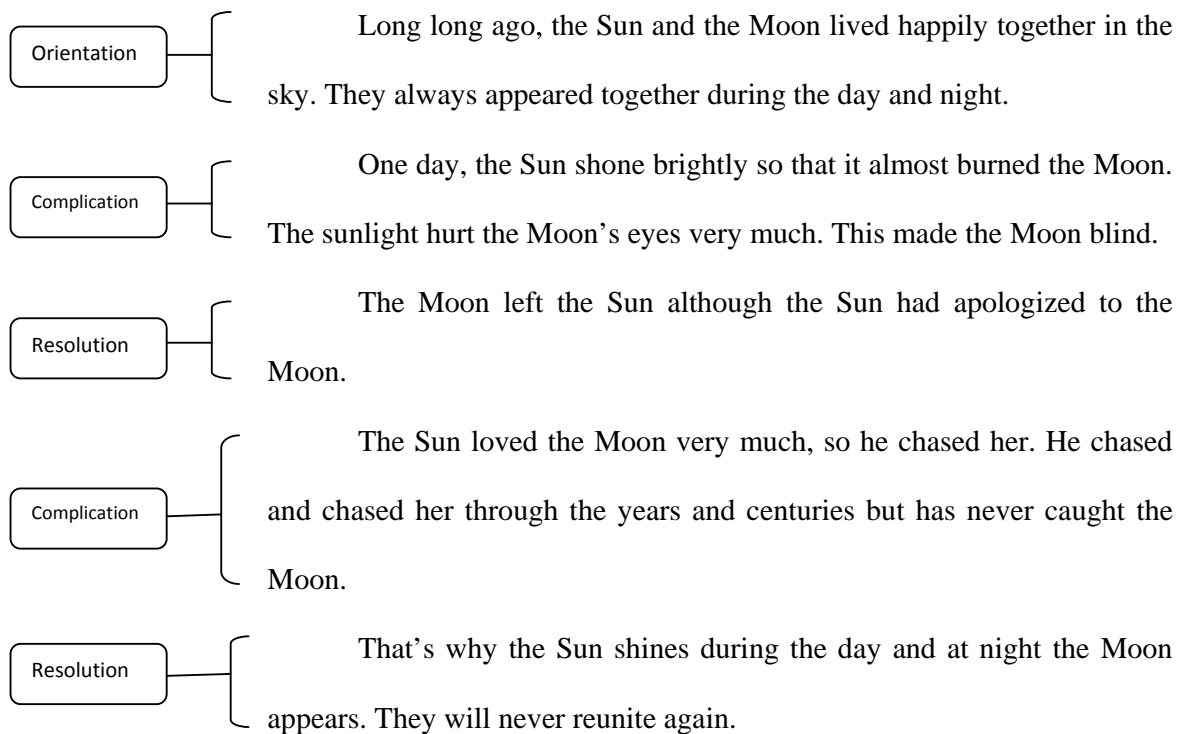
- Before we start our lesson, I am going to ask you a question.
- Do you know legend? (Asking to the students)
- Legend is a story about place or event in the past that is believed by people.

### ***Whilst Teaching***

#### **a. Presentation**

- Look at the text.

### **Why Do the Moon and the Sun Never Appear together?**



### **The Generic Structure:**

- **Orientation:** introducing the characters of the story, time and place the story happened. (Who/ what, when, where)
- **Complication:** a series of events in which the main character attempts to solve the problem.
- **Resolution:** the ending of the story containing the solution.
- **A coda:** that provides a comment or moral based on what has been learned from the story (an optional step).

### **Grammatical features of a narrative text**

Narrative text usually include that following grammatical features:

- Noun that identify the specific characters and places in the story
- Adjectives that provide accurate descriptions of the characters and settings
- Verb that show the action that occur in the story
- Time words that connect events, telling when they occurred.

### **Vocabularies:**

- Lived = stayed = tinggal
- Appeared = terlihat
- Brightly = dengan cerah
- Shine, shone = bersinar
- Burn, burned = membakar
- Sunlight = cahaya matahari
- Blind = cannot see = buta
- Chased = run = berlari

- Century, centuries = abad
- Catch, caught = menangkap

**b. Practice**

- Appendix 2

**Read the story by using silent reading technique and answer the questions.**

**Why Do Hawks Hunts Chicks?**

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

The hen love the brave, strong hawk and wished to marry him. But she said, ”I cannot fly as high as you can. If you give me a time, I may learn to fly as high as you. Then we can fly together.”

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

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

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

**Task 1**

Answer the following questions.

1. What is the title of the text above?
2. Who is the main character of the first paragraph?
3. What does the Hen say to the Hawks?
4. What is the first paragraph called?
5. What gift that is given by the Hawks to the Hen?
6. What is the rooster doing when he knows the problem?
7. What is the Hen do when the rooster angry?
8. What is the second paragraph called?
9. What will the Hawks do next?
10. What is the last paragraph called?

**c. Production**

- Appendix 3

**Task 2****Read the story and analyzing vocabulary****Cinderella Story**

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters.

The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the

pot and pan and preparing the food for their family. The two steps sisters, on the other hand, did not work about the house. Their mother gave them any handsome dresses to wear.

One day, the two steps sisters received an invitation to the ball that king's son was going to give at the palace. They were very excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left. "Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball."

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her grandmother tapped Cinderella's ragged dress with her wand, and it become a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.

Cinderella was having a wonderfully was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind. After a few days later, the king's son proclaimed that he would marry the girl whose

feet fitted the glass slipper. Her steps sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

**Make a group of four.**

1. Find the generic structure of the text.
2. Mention who are the character, when did happen, and where was it happen.
3. What is the moral values of the text above.
4. Mention the action verb and word that show time.
5. Write how the conflict is resolved.

***Post Teaching***

- OK, any questions so far?
- So, what have we learned today?
- What is *narrative* text?
- Good. Before we end the lesson let's pray. Let's pray together, shall we?
- Thank you.
- See you.

**LESSON PLAN  
(EXPERIMENTAL CLASS)**

- A. - School : SMPN 1 Cangkringan
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- Grade/ Semester : VIII/ 2
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- Language focus : Reading
- Allocated time : 2 x 40 minutes

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**Basic Competency: 11.3.** Responding the meaning and retorical step in short simple essay accurately, fluently, and in acceptable way related to the surroundings in the form of recount and **narrative** texts.

**Indicators:**

- (1) Recognizing a *narrative* text.
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- (5) Finding the moral value of the text.
- (6) Reading by using silent reading technique for relatively rapid comprehension.

**Learning Objectives:**

- (1) After the narrative texts is given, the students are able to recognize a narrative text correctly
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- (3) After the narrative texts is given, the students are able to identify the generic sttructure of narrative text and language feature of the narrative text.
- (4) After the narrative texts is given, the students are able to answer the question correctly.
- (5) After the narrative texts is given, the students are able to understand the moral value of the text.
- (6) After the narrative texts is given, the students are able to read by using silent reading technique for relatively rapid comprehension.

**Method:**

PPP (Presentation, Practice, Production)

## B. Teaching-Learning activities

### 1. *Pre-teaching* (Appendix 1)

No	Step	Teacher Talk
1.	Greeting	Good morning students. How are you?
2.	Praying	Before we start our lesson, lets pray together, shall we,,,,,amin
3.	Asking about the condition of students role calling	How are you today?
4.	Checking media and facilities	-
5.	Checking students' readiness	Are you ready?
6.	Previewing and introducing new topic	Do you know a legend?

### 2. *Introduction the Material (Apperception)*

### 3. *Whilst teaching*

#### a. **Presentation** (Appendix 1)

- Teacher gives the models and examples of *narrative* text to the students.
- Teacher gives the generic structure of the text.
- Teacher gives the difficult word of the text.
- Teacher gives the example moral value of the text.

#### b. **Practice** (Appendix 2)

- The students practice a *narrative* text.

- The students reading by using silent reading technique for relatively rapid comprehension.
- The students do exercises individually and in groups.
- The students read the text and answer some questions.
- The students read the text and make the moral values.
- The students change the verb into past form.

**c. Production** (Appendix 3)

- The students recognize a *narrative* text.
- The students are divided into eight groups. Each group consist of four students.

**4. Post teaching**

- Concluding the learning material
- Checking students understanding by asking the problem with the material.
- Doing Reflection.

**Source;**

- Grace, Audia.2007.*Look Ahead an English Course 2*.Jakarta:Erlangga.
- Doddy, Achmad.2008.*Developing English Competencies2*.Jakarta:Pusat Perbukuan, Departemen Pendidikan Nasional.
- Priyana, Joko.2008.*Interlanguage*.Jakarta:Pusat Perbukuan, Departemen Pendidikan Nasional.



- Do you know legend? (Asking to the students)
- Legend is a story about place or event in the past that is believed by people.

### ***Whilst Teaching***

#### **a. Presentation**

- Look at the text.

### **Cinderella Story**

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters.

The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for their family. The two steps sisters, on the other hand, did not work about the house. Their mother gave them any handsome dresses to wear.

One day, the two steps sisters received an invitation to the ball that king's son was going to give at the palace. They were very excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left. "Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the

godmother, “you’ve been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball.”

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her grandmother tapped Cinderella’s ragged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. “Now, Cinderella”, she said; “You must leave before midnight”. Then away she drove in her beautiful coach.

Cinderella was having a wonderfully was having a wonderfully good time. She danced again and again with the king’s son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind. After a few days later, the king’s son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her steps sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king’s page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king’s son was overjoyed to see her again. They were married and live happily ever after.

**The Generic Structure:**

- **Orientation:** introducing the characters of the story, time and place the story happened. (Who/ what, when, where)

- **Complication:** a series of events in which the main character attempts to solve the problem.
- **Resolution:** the ending of the story containing the solution.
- **A coda:** that provides a comment or moral based on what has been learned from the story (an optional step).

### **Grammatical features of a narrative text**

Narrative text usually include that following grammatical features:

- Noun that identify the specific characters and places in the story
- Adjectives that provide accurate descriptions of the characters and settings
- Verb that show the action that occur in the story
- Time words that connect events, telling when they occurred

### **b. Practice**

- Appendix 2

Read the story by using silent reading technique and answer the questions.

### **The Lion and the Mouse**

Once, when a lion was asleep, a little mouse began running up and down upon him, this soon awakened the lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "Pardon, O king," cried the little mouse. "Forgive me this time, I shall never forget it; who knows but what I may be able to do you a turn some of these days.

The loin was so tickled at the idea of the mouse being able to help him that he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap and the hunters, who desired to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him on.

Just then the little mouse happened to pass by and see the sad plight in which the lion was. He went up to the lion and soon gnawed away the ropes that bound the king of the beasts. “Wasn’t I right?” said the little mouse.

### **Task 1**

Answer the following questions.

1. Who are the main characters of the story?
2. What was the lion doing when the mouse ran up and down up on him?
3. What the problem did the mouse have?
4. How did he overcome his problem?
5. Paragraph one mainly tells that.....
6. What happened to the lion sometime after?
7. Paragraph three mainly tells that....
8. What is the message of the story?
9. What did the little mouse do to prove his words?
10. What is the last paragraph called?

### **c. Production**

- Appendix 3

Make a group of four.

1. Find the generic structure of the text above
2. Mention who, when, where.
3. What is the moral values of the text above?
4. Mention the action verb and word that show time.
5. Write how the conflict is resolved.

- Appendix 4

Still a group of four, summarize the cinderella story in your words, then tell the story to other groups in front of the class.

*Post Teaching*

- OK, any questions so far?
- So, what have we learned today?
- What is *narrative* text?
- Good. Before we end the lesson let's pray. Let's pray together, shall we?
- Thank you.
- See you.

**LESSON PLAN  
(EXPERIMENTAL CLASS)**

- A. - School : SMPN 1 Cangkringan
- Subject : English
- Grade/ Semester : VIII/ 2
- Type of text : Narrative
- Language focus : Reading
- Allocated time : 2 x 40 minutes

**Standard of Competence: 11.** Understanding the meaning of short simple essay in the form of recount and **narrative** to interact with surroundings.

**Basic Competency: 11.3.** Responding the meaning and retorical step in short simple essay accurately, fluently, and in acceptable way related to the surroundings in the form of recount and **narrative** texts.

**Indicators:**

- (1) Recognizing a *narrative* text.
- (2) Reading by using silent reading technique for relatively rapid comprehension.
- (3) Identifying the generic sttructure of narrative text and language feature of the narrative text.

- (4) Answering question that are related to the text.
- (5) Finding the moral value of the text.
- (6) Finding another story as example of narrative text.
- (7) Retelling the story in their words and get information of the text.

**Learning Objectives:**

- (1) After the narrative texts is given, the students are able to recognize a narrative text correctly
- (2) After the narrative texts is given, the students are able to identify main idea in the text correctly.
- (3) After the narrative texts is given, the students are able to read by using silent reading technique for relatively rapid comprehension.
- (4) After the narrative texts is given, the students are able to identify the generic sttructure of narrative text and language feature of the narrative text.
- (5) After the narrative texts is given, the students are able to answer the question correctly.
- (6) After the narrative texts is given, the students are able to understand the moral value of the text.
- (7) After the narrative texts is given, the students are able to find and retell the story in their words.

**Method:**

PPP (Presentation, Practice, Production)

**B. Teaching-Learning activities****1. Pre-teaching** (Appendix 1)

No	Step	Teacher Talk
1.	Greeting	Good morning students. How are you?
2.	Praying	Before we start our lesson, lets pray together, shall we,,,,,amin
3.	Asking about the condition of students role calling	How are you today?
4.	Checking media and facilities	-
5.	Checking students' readiness	Are you ready?
6.	Previewing and introducing new topic	Do you know a legend?

**2. Introduction the Material (Apperception)****3. Whilst teaching****a. Presentation** (Appendix 1)

- Teacher gives the models and examples of *narrative* text to the students.
- Teacher gives the generic structure of the text.
- Teacher gives the difficult word of the text.

- Teacher gives the example moral value of the text.

**b. Practice** (Appendix 2)

- The students practice a *narrative* text.
- The students reading by using silent reading.
- The students read the text and answer some questions.
- The students do exercises individually and in groups.
- The students read the text and make the moral values.
- The students read the text and identify the generic structure of the text.
- The students find another narrative text from the library

**c. Production** (Appendix 3)

- The students recognize a *narrative* text.
- The students are divided into eight groups. Each group consist of four students.

**4. Post teaching**

- Concluding the learning material
- Checking students understanding by asking the problem with the material.
- Doing Reflection.

**Source;**

- Grace, Audia.2007.*Look Ahead an English Course 2*.Jakarta:Erlangga.
- Doddy, Achmad.2008.*Developing English Competencies2*.Jakarta:Pusat Perbukuan, Departemen Pendidikan Nasional.
- Priyana, Joko.2008.*Interlanguage*.Jakarta:Pusat Perbukuan, Departemen Pendidikan Nasional.
- Sudartini, Th. M. 2007. *Look Ahead*. Jakarta: Erlangga
- Soeprapto, F.A and Darwis, Mariana. 2006. *Linked to the World*. Jakarta: Yudhistira

**C. Assessment**

- Total score: Task 1.  $10 \times 1 = 10$   

$$\frac{\text{Task 2. } 5 \times 2 = 10}{20} +$$
- Maximum score: 100
- Student's score:  $:\frac{\text{achivement score}}{\text{total score}} \times 100$

**D. Appendixes****Teaching-Learning Activities**

- Appendix 1

***Pre-teaching***

- Good morning everyone.
- How are you today?

- Before we start our lesson, let's make a short prayer first. Let's pray together, shall we? (praying. Amin)
- Who is missing today?

### ***Introduction the Material (Apperception)***

- Before we start our lesson, I am going to ask you a question.
- Do you know legend? (Asking to the students)
- Legend is a story about place or event in the past that is believed by people.

### ***Whilst Teaching***

#### **a. Presentation**

- Look at the text.

### **Bandung Bondowoso And Roro Jonggrang**

#### **(The Legent of Prambanan Temple)**

Once, there was a beautiful Javanese princess *whose* name was Roro Jonggrang. Roro Jonggrang *whose* beauty was very famous in the land was the daughter of Prabu Baka, an evil King. Once day, a handsome young man with super natural power, named Bandung Bondowoso defeated and killed prabu Baka. On seeing Princess Roro Jonggrang's beauty, Bandung Bondowoso fell in love and wanted to marry her.

Meanwhile, princess Roro jonggrang felt sad due to the death of her father. She did not want to marry Bandung because he had killed her father. But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry

you but you have to build one thousand temples in one night as a wedding gift,” requested Roro Jonggrang. Bandung agree with this condition.

Helped by spirit of demons, Bandung Bondowoso started building the temple. Approaching midnight, the work was nearly done. Roro Jonggrang knew and thought, “ what shall I do? Bandung is smarter than me. I will lose again Bandung.”

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the roosters would think it had already dawn.

Bandung Bondowoso got frustated because he failed to complete the thousandth temples. “The princess has deceived me!” following his anger, he cursed Roro Jonggrang. “You have cheated me. Now, the thousandth temple is you!”

At once, the princess turns into statue.

Knowing this, Bandung Bondowoso regretted this and he went away into a farm land. From then, people called the temple Prambanan temple and the princess statue, Roro Jonggrang statue.

**Study generic structure and features of narrative text bellow.**

### **Features of a narrative (Generic Structure)**

Constructing a narrative

The steps for constructing a narrative text are:

- An orientation on which narrator tells the audience about WHO is in the story, WHEN the story is taking place and WHERE the action is happening
- A complication that sets off a chain of events that influences what will happen in the story
- A sequence of events where the characters react to the complication
- A resolution in which the characters solve the problem created in the complication
- A coda that provides a comment or moral based on what has been learned from the story (an optional step).

### **Grammatical features of a narrative**

Narratives usually include the following grammatical features:

- Nouns that identify the specific characters and places in the story
- Adjectives that provide accurate descriptions of the characters and settings
- Verb that show the action that occur in the story
- Time words that connect events, telling when they occurred.

**b. Practice**

- Appendix 2

Read the story by using silent reading technique and answer the questions.

**Romeo and Juliet**

Romeo and Montagues and Juliet Capulet lived in Venora. They met at the party and it was love at first sight. Their families were enemies so the young couple could not meet in the open. They got married in secret with the help of a priest, Friar Laurence, and Juliet's maid.

Juliet's cousin, Tybalt, hat Romeo and the Montagues. One day he met Romeo and his friend Mercutio in the secret. They had a sword fight and Mercutio was killed. Romeo was so upset that he attacked and killed Tybalt in revenge.

As a result of this, Romeo had to leave Verona to save his life. He visited Juliet secretly that night and then left for Mantua. Juliet's parents wanted Juliet to marry Paris, a friend of the family. They arranged the marriage and Juliet was horrified. She asked Friar Laurence to help her. He suggested a plan: he gave her a drug to make her sleep for a long time and appear dead to everyone else. When Juliet woke up, she could join Romeo in Mantua. Friar Laurence promised to write to Romeo and explain the plan.

The night before the wedding, Juliet took the drug and her family found her 'dead' in the morning. The wedding celebration turned into funeral. Unfortunately, Romeo never received the letter from Friar Laurence. He turned to Venora, when he found Juliet's body. He thought she was dead and he was so devastated that he killed himself. When Juliet woke up and saw Romeo lying dead beside her, she killed herself too, with his dagger.

As a result of this tragic series of events, the Capulets and the Montagues agreed to stop fighting and live peace together

### **Task 1**

**Answer the following questions.**

1. Who was Tybalt?
2. Who was Mercutio?
3. Why are they important to the story?
4. Did Juliet marry Paris?
5. Why did Romeo kill Tybalt?
6. Who was Friar Laurence?
7. Where did Romeo and Juliet live?
8. Why did the wedding celebration of Juliet turn into a funeral?
9. Why did Romeo kill himself?
10. What happened to the two families after this tragedy?

### **c. Production**

- Appendix 3

### **Task 2**

**Make a group of four.**

1. Find a narrative text from the library.
2. Summarize.
3. Tell the story to other groups in your own words in front of the class.
4. Identify the generic structure of the text
5. What is the moral value of the story?

### ***Post Teaching***

- OK, any questions so far?
- So, what have we learned today?

- What is *narrative* text?
- Good. Before we end the lesson let's pray. Let's pray together, shall we?
- Thank you.
- See you.

**LESSON PLAN  
(EXPERIMENTAL CLASS)**

**A. Identity**

School	: SMPN 1 Cangkringan
Subject	: English
Class/ Semester	: VIII/2
Type of text	: Recount text
Language focus	: Reading
Allocated Time	: 2 X 40 minutes

**Standard of Competency: 11.** Understanding the meaning of short simple essay in the form of **recount** and narrative to interact with surroundings.

**Basic competence: 11.3.** Responding the meaning and rhetorical step in short simple essay accurately, fluently, and in acceptable way related to the surroundings in the form of **recount** and narrative texts.

**Indicators:**

- (1) Recognizing a *recount* text.
- (2) Reading by using silent reading technique for relatively rapid comprehension.
- (3) Analyzing vocabulary.

- (4) Identifying main idea in the text.
- (5) Identifying the rhetorical step in the text.
- (6) Answering the question that are related to the text.
- (7) Identifying the tense.

### **Learning Objectives**

- (1) After the narraive texts is given, the students are able to recognize a recount text correctly.
- (2) After the narrative texts is given, the students are able to read by using silent reading technique for relatively rapid comprehension.
- (3) After the narrative texts is given, the students are able to analyze vocabularies.
- (4) After the narrative texts is given, the students are able to identify main idea in the text correctly.
- (5) After the narrative texts is given, the students are able to identify the rhetorical step in the text correctly.
- (6) After the narrative texts is given, the students are able to answer the question of the text.
- (7) After the narrative texts is given, the students are able to change the verb in to past form.

### **Method:**

PPP (Presentation, Practice, Production)

## B. Teaching-Learning activities

### 1. Pre-teaching

No	Step	Teacher Talk
1.	Greeting	Good morning students. How are you?
2.	Praying	Before we start our lesson, lets pray together, shall we,,,,,amin
3.	Asking about the condition of students role calling	How are you today?
4.	Checking media and facilities	-
5.	Checking students' readiness	Are you ready?
6.	Previewing and introducing new topic	Do you have unforgettable experience?

### 2. Introduction the Material (Apperception)

### 3. Whilst teaching

#### a. Presentation

- Teacher gives the models and examples recount text to the students.
- Teacher gives the generic structure of the text.

#### b. Practice

- The students practice a recount text.
- The students reading by using silent reading technique for relatively rapid comprehension.
- The students do exercises individually and in groups.

- The students read the text and answer some questions.
- The students do exercises individually and in groups.

**c. Production**

- The students recognize a text.
- The students are divided into eight groups. Each group consist of four students.

**4. Post teaching**

- Concluding the learning material.
- Checking students understanding by asking the problem with the material.
- Doing reflection.

**Source;**

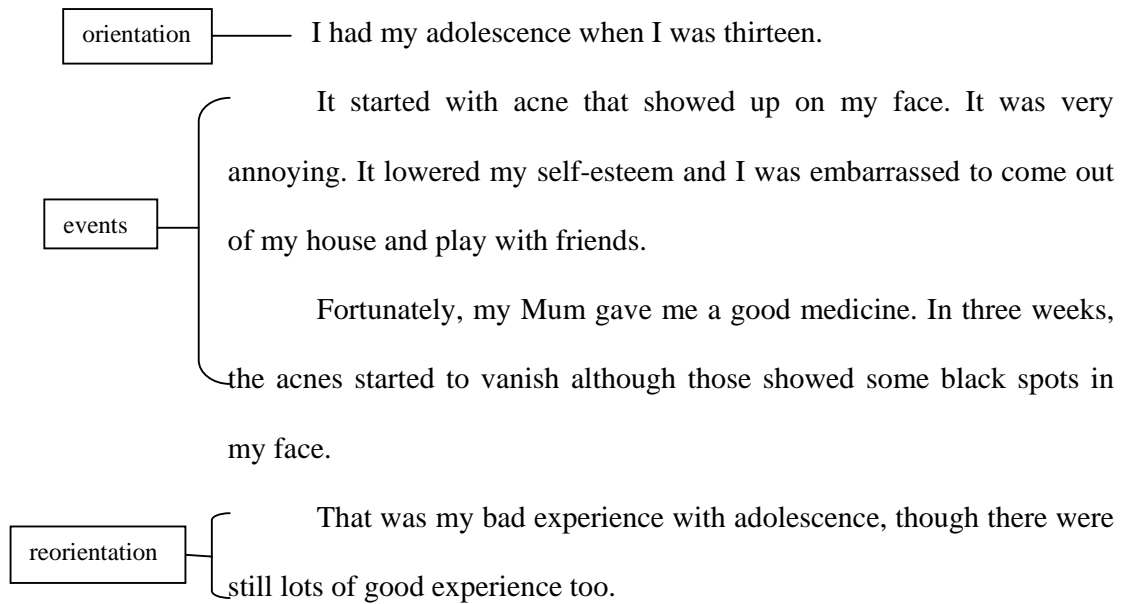
- Wardiman, Artono. 2008. *English in Focus*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional
- Widiati, Utami. 2008. *Bahasa Inggris*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional
- Priyana, Joko. 2008. *Scaffolding*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional



### ***Whilst Teaching***

#### a. **Presentation** (appendix 1)

- Look at the text



#### **Generic structure of recount text**

Social function:

- To give the audience a description of what occurred and when it occurred.
- To retell events for the purpose of informing or entertaining.

Generic Structure:

- Orientation: setting and introduce participants.
- Events : tell what happened, in what sequence.
- Reorientation: optional-closure of events/ ending.

**b. Practice**

- Appendix 2

**Read the story by using silent reading technique and answer the questions**

Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be.

To divert my emotions, I took many extra curricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.

I was able to control my emotions and to have a place where I could express my creativity in positive ways.

**Task 1****Answer the following questions based on the text.**

1. Where did the writer find out about adolescence?
2. What is adolescence?
3. Is adolescence a period of physical growth only?
4. How old was the writer when he experienced adolescence?

5. How did it make him feel?
6. "...it was a time of change between childhood and adulthood"  
(paragraph 1). The word "it" refers to?
7. What did the writer do to divert his emotions?
8. When did the writer spend the days with his family?
9. Did the writer benefit from the activities?
10. What does the main of paragraph 3?

**c. Production**

- Appendix 3

**Task 2**

**Find the generic structure from the text below with your chair mate.**

Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone was rung. It was my friend Fanny, she asked me to go out at 10.00 o'clock. She wanted to buy something in traditional market.

Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its colour, I took it, then Fanny and I read this out. We were fully shocked, it was a receipt of a four nights tour to Lombok !! The expired date was that day. To our surprised, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God!! We were thinking that maybe the coupon just fell from the sky and it was there for us.

We were in hurried to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun. Moreover, we had long public holiday, so we could enjoy the “gift” happily. We also bought some presents for our family and friends.

### Grammar Review

#### Simple Past Tense

Study the following sentence:

1. I learned that it was a time of change between childhood and adulthood.

The tense that are used in a *recount* text is the simple past tense. The simple past tense is used to ell past event.

Verb are used in simple past tense are:

To be (was, were) and verb (gave, came, treated, etc.) or the verb usually called as “PRESENT PARTICIPLE”

The adverb that is used are: yesterday, last....., ago.

#### THE PATTERN:

**S + to be (was, were) + N/Adj/Adv**

Example:

1. He     was     a student

S     to be     N

2. They were factory's worker

S      to be              N

**S + V<sub>2</sub> + O/Adv**

Example:

1. She went to school yesterday

S      V<sub>2</sub>      Adv.P              Adv.T

2. We visited our grandmother lastweek

S      V<sub>2</sub>              O              Adv.T

**Task 3. Change the verb into past form.**

1. He works at the factory.
2. Rizain switch on the television.
3. It is rain last night.
4. The goverment build a new building two months ago.
5. They are smart students.
6. The master talked to Rani.
7. I stay there for an hour.
8. The singer sing five new songs at the concert last week.
9. Mother buy me a new pair of shoes.
10. Mr Hartawan become the president of the company when he was 25 years old.

***Post Teaching***

- OK, any question so far?
- So, what have we learned today?
- What is recount text?
- Good, before we end the lesson let's pray. Let's pray together, shall we?
- Thank you.
- See you

**LESSON PLAN  
(EXPERIMENTAL CLASS)**

**A. Identity**

School	: SMPN 1 Cangkringan
Subject	: English
Class/ Semester	: VIII/2
Type of text	: Recount text
Language focus	: Reading
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**Standard of Competency: 11.** Understanding the meaning of short simple essay in the form of **recount** and narrative to interact with surroundings.

**Basic competence: 11.3.** Responding the meaning and retorical step in short simple essay accurately, fluently, and in acceptable way related to the surroundings in the form of **recount** and narrative texts.

**Indicators:**

- (1) Recognizing a *recount* text.
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- (3) Analyzing vocabulary

- (4) Identifying main idea in the text.
- (5) Identifying the rhetorical step in the text.
- (6) Answering the question that are related to the text.
- (7) Identifying the tense.

### **Learning Objectives**

- (1) After the narraive texts is given, the students are able to recognize a recount text correctly.
- (2) After the narrative texts is given, the students are able to identify main idea in the text correctly.
- (3) After the narrative texts is given, the students are able to read by using silent reading technique for relatively rapid comprehension.
- (4) After the narrative texts is given, the students are able to analyze vocabularies
- (5) After the narrative texts is given, the students are able to identify the rhetorical step in the text correctly.
- (6) After the narrative texts is given, the students are able to answer the question of the text.
- (7) After the narrative texts is given, the students are able to change the verb in to past form.

### **Method:**

PPP (Presentation, Practice, Production

## B. Teaching-Learning activities

### 1. Pre-teaching

No	Step	Teacher Talk
1.	Greeting	Good morning students. How are you?
2.	Praying	Before we start our lesson, lets pray together, shall we,,,,,amin
3.	Asking about the condition of students role calling	How are you today?
4.	Checking media and facilities	-
5.	Checking students' readiness	Are you ready?
6.	Previewing and introducing new topic	Do you have unforgettable experience?

### 2. Introduction the Material (Apperception)

### 3. Whilst teaching

#### a. Presentation

- Teacher gives the models and examples recount text to the students.
- Teacher gives the generic structure of the text.

#### b. Practice

- The students practice a recount text.
- The students reading by using silent reading technique for relatively rapid comprehension.
- The students do exercises individually and in groups.

- The students read the text and answer some questions.
- The students change the verb into past form.

**c. Production**

- The students recognize a text.
- The students are divided into eight groups. Each group consist of four students.

**4. Post teaching**

- Concluding the learning material.
- Checking students understanding by asking the problem with the material.
- Doing reflection.

**Source;**

- Wardiman, Artono. 2008. *English in Focus*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional
- Widiati, Utami. 2008. *Bahasa Inggris*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional
- Priyana, Joko. 2008. *Scaffolding*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional

**C. Assessment**

- Total score : Appendix 1.  $10 \times 1 = 10$   
Appendix 2.  $2 \times 5 = 10$  +

- Maximum score : 100
- Student's score :  $= \frac{\text{achievement core}}{\text{total score}} \times 100$

## D. Appendix

### Teaching-Learning Activities

- Appendix 1

#### *Pre-teaching*

- Good morning everyone.
- How are you today?
- Before we start our lesson, let's make a short prayer first. Let's play together, shall we? (praying. Amin)
- Who is missing today?

#### *Introduction the Material (Apperception)*

- Before we start our lesson, I am going to ask you a question.
- Do you have unforgettable experience?
- Can you tell me?

#### *Whilst Teaching*

- a. **Presentation** (appendix 1)

- Look at the text

#### **A Brithday Bike**

My birthday was coming soon. I asked my dad for a bicycle so that I would not need to walk to school anymore. Unfortunately, my dad had lost his job and did not have much money. One day while I was walking to school, I saw William on his bike. The bike was a small for him.

When he was turning around, the bike slipped and crashed a fence. It seemed his leg was broken. I tried to help him. first, I picked up his bike and rode to the nearby hospital to get help. Then, I rode his bike to school, so I would not be late for class. After school, I quickly rode the bicycle to william's house. I brought puzzle for him. he was not too seriously hurt.

To my surprise, that day was his birthday and he got a new bike. I have William's sold bike. I was so happy.

#### **A. Generic structure of recount text**

The story entitled “ A birthday Bike” is called a (personal) recount text. It tells the reader a past event. It is usually used to tell someone's experience. Personal recount is used in writing a diary, personal letter, and so on. The writer uses first personal pronoun (I and we)

recount text consist of three elements, they are:

1. Orientation: giving the reader the background information needed to understand the text (i.e. who was involved, where it happen, what is it, and when it happened).
2. Series of events: events that are ordered chronologically (according to time order).
3. Re-orientation: the writer's personal comment toward the event (the writer's felling).

#### **B. Simple Past Tense**

**S + to be (was/were) + . . .**

**S + V<sub>2</sub> + . . .**

For clearly explanation, here is the pattern:

S	To be (was/were)
I She He It	Was
You We They	Were

S	V <sub>2</sub>
I She He It	Slipped Tried Brought Rode
You We They	Went Stayed Took

For examples:

1. I asked my dad for a bicycle.
2. It seemed his leg was broken.
3. The bike was to small for him.
4. He was not two seriously hurt.

#### **b. Practice**

- Appendix 2

**Read the story by using silent reading technique and answer the questions**

#### **Our Trip to Mount Merapi**

On Friday, I went to the mount Merapi. I stayed at Ratih's house. it has a big garden with lots of colorfull flowers and Badminton court.

In the fine afternoon, we went shopping. We went to same antique shops and tried on some old hats. In that shop I bought some merchandise for my family.

In the evening, we had a dinner in a Warung lesehan. After we were already full, we took a walk for a while. Finally, we went home. What a nice vacation I had!

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

1. Who wrote the story?
2. When did she go to Mount Merapi?
3. Where did she stay?
4. The word “it” in first paragraph refers to??
5. What did she and ratih do in the fine afternoon?
6. What did they do in some antique shops?
7. What did she buy for her family?
8. What does the main idea of paragraph 3?
9. Where did they have a dinner in the evening?
10. Did they go home soon after they were already full?

**c. Production**

- Appendix 3
  1. Make a group of four. Find the generic structure from the text above with your group.
  2. What is the purpose of the text?
  3. Pay attention to the bold words. What kind of tense did the writer use?
  4. Why did the writer use that tense?
  5. What kind of text is it? It is a recount or a narrative text? Why?

***Post Teaching***

- OK, any question so far?
- So, what have we learned today?
- What is recount text?
- Good, before we end the lesson let's pray. Let's pray together, shall we?
- Thank you.
- See you.

**LESSON PLAN**  
**(EXPERIMENTAL CLASS)**

**A. Identity**

School	: SMPN 1 Cangkringan
Subject	: English
Class/ Semester	: VIII/2
Type of text	: Recount text
Language focus	: Reading
Allocated Time	: 2 x 40 minutes

**Standard of Competency: 11.** Understanding the meaning of short simple essay in the form of **recount** and narrative to interact with surroundings.

**Basic competence: 11.3.** Responding the meaning and retorical step in short simple essay accurately, fluently, and in acceptable way related to the surroundings in the form of **recount** and narrative texts.

**Indicators:**

- (1) Recognizing a *recount* text.
- (2) Reading by using silent reading technique for relatively rapid comprehension.
- (3) Analyzing vocabulary.

- (4) Identifying the rhetorical step in the text.
- (5) Answering the question that are related to the text.
- (6) Understanding the information in the text.
- (7) Finding another story as example of recount text.

### **Learning Objectives**

- (1) After the narraive texts is given, the students are able to recognize a recount text correctly.
- (2) After the narrative texts is given, the students are able to identify the rhetorical step in the text correctly.
- (3) After the narrative texts is given, the students are able to read by using silent reading technique for relatively rapid comprehension.
- (4) After the narrative texts is given, the students are able to analyze vocabularies.
- (5) After the narrative texts is given, the students are able to answer the question of the text.
- (6) After the narrative texts is given, the students are able to understand the information in recount text.
- (7) After the narrative texts is given, the students are able to find another story as example of recount text.

### **Method:**

PPP (Presentation, Practice, Production)

## B. Teaching-Learning activities

### 1. Pre-teaching

No	Step	Teacher Talk
1.	Greeting	Good morning students. How are you?
2.	Praying	Before we start our lesson, lets pray together, shall we,,,,,amin
3.	Asking about the condition of students role calling	How are you today?
4.	Checking media and facilities	-
5.	Checking students' readiness	Are you ready?
6.	Previewing and introducing new topic	Do you have unforgettable experience?

### 2. Introduction the Material (Apperception)

### 3. Whilst teaching

#### a. Presentation

- Teacher gives the models and examples recount text to the students.
- Teacher gives the generic structure of the text.

#### b. Practice

- The students practice a recount text.
- The students reading by using silent reading technique for relatively rapid comprehension.
- The students do exercises individually and in groups

- The students read the text and answer some questions.
- The students find another example and identify language features in a recount text.

**c. Production**

- The students recognize a text.
- The students are divided into eight groups. Each group consist of four students.

**4. Post teaching**

- Concluding the learning material.
- Checking students understanding by asking the problem with the material.
- Doing reflection.

**Source;**

- Wardiman, Artono. 2008. *English in Focus*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional
- Widiati, Utami. 2008. *Bahasa Inggris*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional
- Priyana, Joko. 2008. *Scaffolding*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional

### C. Assessment

- Total score : Appendix 1.  $2 \times 5 = 10$   
 $\frac{\text{Appendix 2. } 2 \times 5 = 10}{20} +$
- Maximum score : 100
- Student's score :  $= \frac{\text{achievement core}}{\text{total score}} \times 100$

### D. Appendix

#### Teaching-Learning Activities

- Appendix 1

#### *Pre-teaching*

- Good morning everyone.
- How are you today?
- Before we start our lesson, let's make a short prayer first. Let's play together, shall we? (praying. Amin)
- Who is missing today?

#### *Introduction the Material (Apperception)*

- Before we start our lesson, I am going to ask you a question.
- Do you have unforgettable experience?
- Can you tell me?

### ***Whilst Teaching***

#### **a. Presentation** (appendix 1)

- Look at the text

After the movie was over, I left the cinema quickly. My watch showed 11.30 p.m. as I got on to my cycle. I pedaled hard on my bicycle and was soon speeding home. My thought went back to the movie I had just seen. It was a scary story. I could remember clearly a woman screaming as she was being attacked by a monster. Somehow that frightful scene stayed in my mind and I could not forget it.

The road was dark and quite. As I approached **a graveyard**, I heard some sounds behind me. I was frightened and began to cycle faster. The sound came nearer and nearer. Then, I heard a familiar voice calling me. I looked back and saw Hadi, my classmate. He had also seen the movie and was frightened too. He had cycled after me so that he could not be alone. Both of us laughed out loud over our behavior.

#### **A. Generic structure of recount text**

The story is called a (personal) recount text. It tells the reader a past event. It is usually used to tell someone's experience. Personal recount is used in writing a diary, personal letter, and so on. The writer uses first personal pronoun (I and we)

Recount text consist of three elements, they are:

1. Orientation: giving the reader the background information needed to understand the text (i.e. who was involved, where it happen, what is it, and when it happened).
2. Series of events: events that are ordered chronologically (according to time order).
3. Re-orientation: the writer's personal comment toward the event (the writer's felling).

### B. Simple Past Tense

**S + to be (was/were) + . . .**

**S + V<sub>2</sub> + . . .**

For clearly explanation, here is the pattern:

S	To be (was/were)
I She He It	Was
You We They	Were

S	V <sub>2</sub>
I She He It	Slipped Tried Brought Rode
You We They	Went Stayed Took

For examples:

1. I asked my dad for a bicycle.
2. It seemed his leg was broken.
3. The bike was to small for him.
4. He was not two seriously hurt.

**b. Practice**

- Appendix 2

**Read the story by using silent reading technique and answer the questions**

I love traveling in the country, but I don't like losing my way. I went on an **excursion** recently, but my trip took me longer than I expected. "I'm going to Woodford green, ' I said to the conductor as I got on the bus," but I don't know where it is. "I'll tell you where to get off," answered the conductor.

I sat in the front of the bus to get a good view of countryside. After some time, the bus stopped. Looking around, I realize with a shock that I was the only passenger left on the bus. "You'll have to get off there," the conductor said. "This is as far as we go." "Is this Woodford green? I asked "oh Dear," said the conductor suddenly, "I forgot to put you off." It doesn't matter. I said "I'll get off here." "We are going back now", said the conductor. Well, in that case, I prefer to stay in the bus, I answered.

**Task 1****Answer the following questions based on the text.**

1. What is the topic of text above?
2. "I'll tell you where to get off." The word "I" in line 4 refers to?
3. Where did the writer want to go ?
4. The word excursion in line 2 has the same meaning with . . . .
5. The the social function of the text is to . . . .

**c. Production**

- Appendix 3
  1. Make a group of four. Find the generic structure from the text above with your group.
  2. Pay attention to the bold words. What kind of tense did the writer use?
  3. Why did the writer use that tense?
  4. What kind of text is it? It is a recount or a narrative text? Why?
  5. Find another text from the library, then retell the story.

***Post Teaching***

- OK, any question so far?
- So, what have we learned today?
- What is recount text?
- Good, before we end the lesson let's pray. Let's pray together, shall we?
- Thank you.
- See you.

**LESSON PLAN  
(CONTROL CLASS)**

- A. - School : SMPN 1 Cangkringan
- Subject : English
- Grade/ Semester : VIII/ 2
- Type of text : Narrative
- Language focus : Reading
- Allocated time : 2 x 40 minutes

**Standard of Competence: 11.** Understanding the meaning of short simple essay in the form of recount and **narrative** to interact with surroundings.

**Basic Competency: 11.3.** Responding the meaning and retorical step in short simple essay accurately, fluently, and in acceptable way related to surroundings in the form of recount and **narrative** texts.

**Indicators:**

- (1) Recognizing a *narrative* text.
- (2) Identifying main idea in the text.
- (3) Identifying the the generic sttructure of narrative text and language feature of the narrative text.
- (4) Answering question that are related to the text.

- (5) Finding the moral value of the text.
- (6) Analyzing vocabulary.
- (7) Reading by using silent reading technique for relatively rapid comprehension.

**Learning Objectives:**

- (1) After the narrative texts is given, the students are able to recognize a narrative text correctly
- (2) After the narrative texts is given, the students are able to identify main idea in the text correctly.
- (3) After the narrative texts is given, the students are able to identify the generic sttructure of narrative text and language feature of the narrative text.
- (4) After the narrative texts is given, the students are able to answer the question correctly.
- (5) After the narrative texts is given, the students are able to understand the moral value of the text.
- (6) After the narrative texts is given, the students are able to identify the vocabularies.
- (7) After the narrative texts is given, the students are able to read by using silent reading technique for relatively rapid comprehension.

**Method:**

PPP (Presentation, Practice, Production)

## B. Teaching-Learning activities

### 1. *Pre-teaching* (Appendix 1)

No	Step	Teacher Talk
1.	Greeting	Good morning students. How are you?
2.	Praying	Before we start our lesson, lets pray together, shall we,,,,,amin
3.	Asking about the condition of students role calling	How are you today?
4.	Checking media and facilities	-
5.	Checking students' readiness	Are you ready?
6.	Previewing and introducing new topic	Do you know a legend?

### 2. *Introduction the Material (Apperception)*

### 3. *Whilst teaching*

#### a. **Presentation** (Appendix 1)

- Teacher is gives the models and examples of *narrative* text to the students.
- Teacher is gives the generic structure of the text.
- Teacher is gives the difficult word of the text.
- Teacher is gives the example moral value of the text.

#### b. **Practice** (Appendix 2)

- The students practice a *narrative* text.

- The students reading by using silent reading technique for relatively rapid comprehension.
- The students do exercises individually.
- The students read the text and answer some questions.
- The students read the text and make the moral values.
- The students change the verb into past form.

**c. Production** (Appendix 3)

- The students recognize a *narrative* text.

**4. Post teaching**

- Concluding the learning material
- Checking students understanding by asking the problem with the material.
- Doing Reflection.

**Source;**

- Grace, Audia.2007.*Look Ahead an English Course 2*.Jakarta:Erlangga.
- Doddy, Achmad.2008.*Developing English Competencies2*.Jakarta:Pusat Perbukuan, Departemen Pendidikan Nasional.
- Priyana, Joko.2008.*Interlanguage*.Jakarta:Pusat Perbukuan, Departemen Pendidikan Nasional.
- Sudartini, Th. M. 2007. *Look Ahead*. Jakarta: Erlangga

- Soeprapto, F.A and Darwis, Mariana. 2006. *Linked to the World*. Jakarta: Yudhistira

### C. Assessment

- Total score: Task 1.  $10 \times 1 = 10$   

$$\frac{\text{Task 2. } 5 \times 2 = 10}{20} +$$
- Maximum score: 100
- Student's score:  $:\frac{\text{achivement score}}{\text{total score}} \times 100$

### D. Appendixes

#### Teaching-Learning Activities

- Appendix 1

#### *Pre-teaching*

- Good morning everyone.
- How are you today?
- Before we start our lesson, let's make a short prayer first. Let's pray together, shall we? (praying. Amin)
- Who is missing today?

#### *Introduction the Material(Apperception)*

- Before we start our lesson, I am going to ask you a question.
- Do you know legend? (Asking to the students)

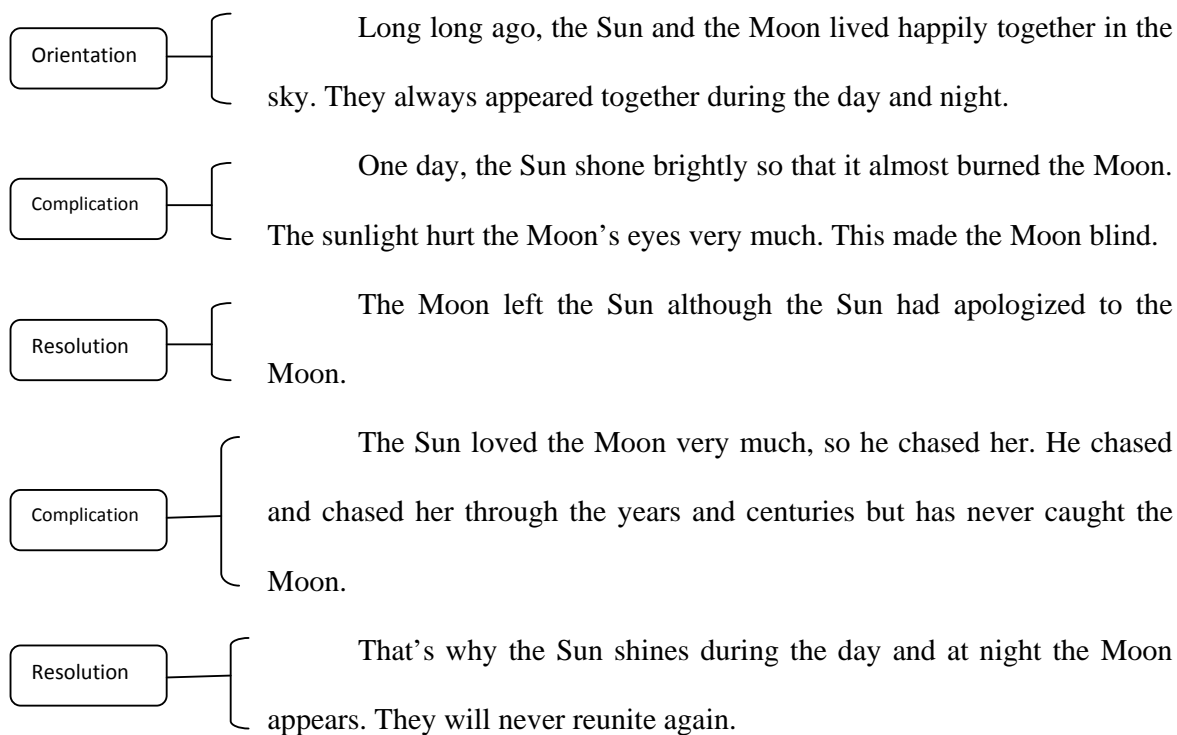
- Legend is a story about place or event in the past that is believed by people.

### *Whilst Teaching*

#### **a. Presentation**

- Look at the text.

#### **Why Do the Moon and the Sun Never Appear together?**



#### **The Generic Structure:**

- **Orientation:** introducing the characters of the story, time and place the story happened. (Who/ what, when, where)
- **Complication:** a series of events in which the main character attempts to solve the problem.

- **Resolution:** the ending of the story containing the solution.
- **A coda:** that provides a comment or moral based on what has been learned from the story (an optional step).

### **Grammatical features of a narrative text**

Narrative text usually include that following grammatical features:

- Noun that identify the specific characters and places in the story
- Adjectives that provide accurate descriptions of the characters and settings
- Verb that show the action that occur in the story
- Time words that connect events, telling when they occurred.

### **Vocabularies:**

- Lived = stayed = tinggal
- Appeared = terlihat
- Brightly = dengan cerah
- Shine, shone = bersinar
- Burn, burned = membakar
- Sunlight = cahaya matahari
- Blind = cannot see = buta
- Chased = run = berlari
- Century, centuries = abad
- Catch, caught = menangkap

**b. Practice**

- Appendix 2
  - Read the story by using silent reading technique and answer the questions

**Why Do Hawks Hunts Chicks?**

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

The hen love the brave, strong hawk and wished to marry him. But she said, ”I cannot fly as high as you can. If you give me a time, I may learn to fly as high as you. Then we can fly together.”

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

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

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

**Task 1**

Answer the following questions.

1. What is the title of the text above?
2. Who is the main character of the first paragraph?
3. What is the Hen said to the Hawks?
4. What is the first paragraph called?
5. What gift that is given by the Hawks to the Hen?
6. What is the rooster doing when he knows the problem?
7. What is the Hen do when the rooster angry?
8. What is the second paragraph called?
9. What will the Hawks do next?
10. What is the last paragraph called?

**c. Production**

- Appendix 3

**Task 2****Cinderella Story**

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters.

The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for their family. The two steps sisters,

on the other hand, did not work about the house. Their mother gave them any handsome dresses to wear.

One day, the two steps sisters received an invitation to the ball that king's son was going to give at the palace. They were very excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left. "Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball."

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her grandmother tapped Cinderella's ragged dress with her wand, and it become a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.

Cinderella was having a wonderfully was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind. After a few days later, the king's son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her steps sisters tried on the slipper but it was

too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

**Answer the following questions.**

1. Find the generic structure of the text.
2. Mention who are the character, when did happen, and where was it happen.
3. What is the moral values of the text above.
4. Mention the action verb and word that show time.
5. Write how the conflict is resolved.

***Post Teaching***

- OK, any questions so far?
- So, what have we learned today?
- What is *narrative* text?
- Good. Before we end the lesson let's pray. Let's pray together, shall we?
- Thank you.
- See you.

**LESSON PLAN  
(CONTROL CLASS)**

- A. - School : SMPN 1 Cangkringan
- Subject : English
- Grade/ Semester : VIII/ 2
- Type of text : Narrative
- Language focus : Reading
- Allocated time : 40 minutes

**Standard of Competence: 11.** Understanding the meaning of short simple essay in the form of recount and **narrative** to interact with surroundings.

**Basic Competency: 11.3.** Responding the meaning and retorical step in short simple essay accurately, fluently, and in acceptable way related to the surroundings in the form of recount and **narrative** texts.

**Indicators:**

- (1) Recognizing a *narrative* text.
- (2) Identifying main idea in the text.
- (3) Identifying the generic sttructure of narrative text and language feature of the narrative text.
- (4) Answering question that are related to the text.

- (5) Finding the moral value of the text.
- (6) Reading by using silent reading technique for relatively rapid comprehension.

**Learning Objectives:**

- (1) After the narrative texts is given, the students are able to recognize a narrative text correctly
- (2) After the narrative texts is given, the students are able to identify main idea in the text correctly.
- (3) After the narrative texts is given, the students are able to identify the generic sttructure of narrative text and language feature of the narrative text.
- (4) After the narrative texts is given, the students are able to answer the question correctly.
- (5) After the narrative texts is given, the students are able to understand the moral value of the text.
- (6) After the narrative texts is given, the students are able to read by using silent reading technique for relatively rapid comprehension.

**Method:**

PPP (Presentation, Practice, Production)

## B. Teaching-Learning activities

### 1. *Pre-teaching* (Appendix 1)

No	Step	Teacher Talk
1.	Greeting	Good morning students. How are you?
2.	Praying	Before we start our lesson, lets pray together, shall we,,,,,amin
3.	Asking about the condition of students role calling	How are you today?
4.	Checking media and facilities	-
5.	Checking students' readiness	Are you ready?
6.	Previewing and introducing new topic	Do you know a legend?

### 2. *Introduction the Material (Apperception)*

### 3. *Whilst teaching*

#### a. **Presentation** (Appendix 1)

- Teacher is gives the models and examples of *narrative* text to the students.
- Teacher is gives the generic structure of the text.
- Teacher is gives the difficult word of the text.
- Teacher is gives the example moral value of the text.

#### b. **Practice** (Appendix 2)

- The students practice a *narrative* text.

- The students read the text and answer some questions.
- The students reading by using silent reading.
- The students do exercises individually.
- The students read the text and make the moral values.
- The students change the verb into past form.

**c. Production** (Appendix 3)

- The students recognize a *narrative* text.

**4. Post teaching**

- Concluding the learning material
- Checking students understanding by asking the problem with the material.
- Doing Reflection.

**Source;**

- Grace, Audia.2007.*Look Ahead an English Course 2*.Jakarta:Erlangga.
- Doddy, Achmad.2008.*Developing English Competencies2*.Jakarta:Pusat Perbukuan, Departemen Pendidikan Nasional.
- Priyana, Joko.2008.*Interlanguage*.Jakarta:Pusat Perbukuan, Departemen Pendidikan Nasional.
- Sudartini, Th. M. 2007. *Look Ahead*. Jakarta: Erlangga
- Soeprapto, F.A and Darwis, Mariana. 2006. *Linked to the World*. Jakarta: Yudhistira



### *Whilst Teaching*

#### **a. Presentation**

- Look at the text.

### **Cinderella Story**

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters.

The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for their family. The two steps sisters, on the other hand, did not work about the house. Their mother gave them any handsome dresses to wear.

One day, the two steps sisters received an invitation to the ball that king's son was going to give at the palace. They were very excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left. "Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball."

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her grandmother tapped

Cinderella's raged dress with her wand, and it become a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.

Cinderella was having a wonderfully was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind. After a few days later, the king's son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her steps sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

**The Generic Structure:**

- **Orientation:** introducing the characters of the story, time and place the story happened. (Who/ what, when, where)
- **Complication:** a series of events in which the main character attempts to solve the problem.
- **Resolution:** the ending of the story containing the solution.
- **A coda:** that provides a comment or moral based on what has been learned from the story (an optional step).

### **Grammatical features of a narrative text**

Narrative text usually include that following grammatical features:

- Noun that identify the specific characters and places in the story
- Adjectives that provide accurate descriptions of the characters and settings
- Verb that show the action that occur in the story
- Time words that connect events, telling when they occurred

#### **b. Practice**

- Appendix 2

Read the story by using silent reading technique and answer the questions

#### **The Lion and the Mouse**

Once, when a lion was asleep, a little mouse began running up and down upon him, this soon awakened the lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "Pardon, O king," cried the little mouse. "Forgive me this time, I shall never forget it; who knows but what I may be able to do you a turn some of these days.

The lion was so tickled at the idea of the mouse being able to help him that he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap and the hunters, who desired to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him on.

Just then the little mouse happened to pass by and see the sad plight in which the lion was. He went up to the lion and soon gnawed away the ropes that bound the king of the beasts. “Wasn’t I right?” said the little mouse.

Answer the following questions.

1. Who are the main characters of the story?
2. What was the lion doing when the mouse ran up and down up on him?
3. What the problem did the mouse have?
4. How did he overcome his problem?
5. Paragraph one mainly tells that.....
6. What happened to the lion sometime after?
7. Paragraph three mainly tells that....
8. What is the message of the story?
9. What did the little mouse do to prove his words?
10. What is the last paragraph called?

**c. Production**

- Appendix 3

Answer the following questions.

1. Find the generic structure of the text above
2. Mention who are the character, when did happen, and where was it happen.
3. What is the moral values of the text above?

4. Mention the action verb and word that show time.
5. Write how the conflict is resolved.

- Appendix 4

Summarize the cinderella story in your words, then tell the story in front of the class.

***Post Teaching***

- OK, any questions so far?
- So, what have we learned today?
- What is *narrative* text?
- Good. Before we end the lesson let's pray. Let's pray together, shall we?
- Thank you.
- See you.

**LESSON PLAN  
(CONTROL CLASS)**

- A. - School : SMPN 1 Cangkringan
- Subject : English
- Grade/ Semester : VIII/ 2
- Type of text : Narrative
- Language focus : Reading
- Allocated time : 40 minutes

**Standard of Competence: 11.** Understanding the meaning of short simple essay in the form of recount and **narrative** to interact with surroundings.

**Basic Competency: 11.3.** Responding the meaning and retorical step in short simple essay accurately, fluently, and in acceptable way related to the surroundings in the form of recount and **narrative** texts.

**Indicators:**

- (1) Recognizing a *narrative* text.
- (2) Reading by using silent reading technique for relatively rapid comprehension.
- (3) Identifying the generic sttructure of narrative text and language feature of the narrative text.

- (4) Answering question that are related to the text.
- (5) Finding the moral value of the text.
- (6) Finding another story as example of narrative text.
- (7) Retelling the story in their words and get information of the text.

**Learning Objectives:**

- (1) After the narrative texts is given, the students are able to recognize a narrative text correctly
- (2) After the narrative texts is given, the students are able to identify main idea in the text correctly.
- (3) After the narrative texts is given, the students are able to read by using silent reading technique for relatively rapid comprehension.
- (4) After the narrative texts is given, the students are able to identify the generic sttructure of narrative text and language feature of the narrative text.
- (5) After the narrative texts is given, the students are able to answer the question correctly.
- (6) After the narrative texts is given, the students are able to understand the moral value of the text.
- (7) After the narrative texts is given, the students are able to find and retell the story in their words.

**Method:**

PPP (Presentation, Practice, Production)

## B. Teaching-Learning activities

### 1. *Pre-teaching* (Appendix 1)

No	Step	Teacher Talk
1.	Greeting	Good morning students. How are you?
2.	Praying	Before we start our lesson, lets pray together, shall we,,,,amin
3.	Asking about the condition of students role calling	How are you today?
4.	Checking media and facilities	-
5.	Checking students' readiness	Are you ready?
6.	Previewing and introducing new topic	Do you know a legend?

### 2. *Introduction the Material (Apperception)*

### 3. *Whilst teaching*

#### a. **Presentation** (Appendix 1)

- Teacher is gives the models and examples of *narrative* text to the students.
- Teacher is gives the generic structure of the text.
- Teacher is gives the difficult word of the text.
- Teacher is gives the example moral value of the text.

**b. Practice** (Appendix 2)

- The students practice a *narrative* text.
- The students reading by using silent reading.
- The students read the text and answer some questions.
- The students do exercises individually
- The students read the text and make the moral values.
- The students read the text and identify the generic structure of the text.
- The students find another narrative text from the library

**c. Production** (Appendix 3)

- The students recognize a *narrative* text.

**4. Post teaching**

- Concluding the learning material
- Checking students understanding by asking the problem with the material.
- Doing Reflection.

**Source;**

- Grace, Audia.2007.*Look Ahead an English Course 2*.Jakarta:Erlangga.
- Doddy, Achmad.2008.*Developing English Competencies2*.Jakarta:Pusat Perbukuan, Departemen Pendidikan Nasional.

- Priyana, Joko. 2008. *Interlanguage*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Sudartini, Th. M. 2007. *Look Ahead*. Jakarta: Erlangga
- Soeprapto, F.A and Darwis, Mariana. 2006. *Linked to the World*. Jakarta: Yudhistira

### C. Assessment

- Total score: Appendix 1.  $10 \times 1 = 10$   

$$\frac{\text{Appendix 2. } 5 \times 2 = 10}{20} +$$
- Maximum score: 100
- Student's score:  $:\frac{\text{achivement score}}{\text{total score}} \times 100$

### D. Appendixes

#### Teaching-Learning Activities

- Appendix 1
  - Pre-teaching*
    - Good morning everyone.
    - How are you today?
    - Before we start our lesson, let's make a short prayer first. Let's pray together, shall we? (praying. Amin)
    - Who is missing today?

***Introduction the Material (Apperception)***

- Before we start our lesson, I am going to ask you a question.
- Do you know legend? (Asking to the students)
- Legend is a story about place or event in the past that is believed by people.

***Whilst Teaching*****a. Presentation**

- Look at the text.

**Bandung Bondowoso And Roro Jonggrang****(The Legent of Prambanan Temple)**

Once, there was a beautiful Javanese princess *whose* name was Roro Jonggrang. Roro Jonggrang *whose* beauty was very famous in the land was the daughter of Prabu Baka, an evil King. Once day, a handsome young man with super natural power, named Bandung Bondowoso defeated and killed prabu Baka. On seeing Princess Roro Jonggrang's beauty, Bandung Bondowoso fell in love and wanted to marry her.

Meanwhile, princess Roro jonggrang felt sad due to the death of her father. She did not want to marry Bandung because he had killed her father. But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift," requested Roro jonggrang. Bandung agree with this condition.

Helped by spirit of demons, Bandung Bondowoso started building the temple. Approaching midnight, the work was nearly done. Roro Jonggrang knew and thought, “ what shall I do? Bandung is smarter than me. I will lose again Bandung.”

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the roosters would think it had already dawn.

Bandung Bondowoso got frustased because he failed to complete the thousandth temples. “The princess has deceived me!” following his anger, he cursed Roro Jonggrang. “You have cheated me. Now, the thousandth temple is you!”

At once, the princess turns into statue.

Knowing this, Bandung Bondowoso regretted this and he went away into a farm land. From then, people called the temple Prambanan temple and the princess statue, Roro Jonggrang statue.

**Study generic structure and features of narrative text bellow.**

### **Features of a narrative (Generic Structure)**

Constructing a narrative

The steps for constructing a narrative text are:

- An orientation on which narrator tells the audience about WHO is in the story, WHEN the story is taking place and WHERE the action is happening
- A complication that sets off a chain of events that influences what will happen in the story
- A sequence of events where the characters react to the complication
- A resolution in which the characters solve the problem created in the complication
- A coda that provides a comment or moral based on what has been learned from the story (an optional step).

### **Grammatical features of a narrative**

Narratives usually include the following grammatical features:

- Nouns that identify the specific characters and places in the story
- Adjectives that provide accurate descriptions of the characters and settings
- Verb that show the action that occur in the story
- Time words that connect events, telling when they occurred.

#### **b. Practice**

- Appendix 2

Read the story by using silent reading technique and answer the questions

### **Romeo and Juliet**

Romeo and Montagues and Juliet Capulet lived in Verona. They met at the party and it was love at first sight. Their families were enemies so the young couple could not meet in the open. They got married in secret with the help of a priest, Friar Laurence, and Juliet's maid.

Juliet's cousin, Tybalt, hated Romeo and the Montagues. One day he met Romeo and his friend Mercutio in the street. They had a sword fight and Mercutio was killed. Romeo was so upset that he attacked and killed Tybalt in revenge.

As a result of this, Romeo had to leave Verona to save his life. He visited Juliet secretly that night and then left for Mantua. Juliet's parents wanted Juliet to marry Paris, a friend of the family. They arranged the marriage and Juliet was horrified. She asked Friar Laurence to help her. He suggested a plan: he gave her a drug to make her sleep for a long time and appear dead to everyone else. When Juliet woke up, she could join Romeo in Mantua. Friar Laurence promised to write to Romeo and explain the plan.

The night before the wedding, Juliet took the drug and her family found her 'dead' in the morning. The wedding celebration turned into funeral. Unfortunately, Romeo never received the letter from Friar Laurence. He returned to Verona, when he found Juliet's body. He thought she was dead and he was so devastated that he killed himself. When Juliet woke up and saw Romeo lying dead beside her, she killed herself too, with his dagger.

As a result of this tragic series of events, the Capulets and the Montagues agreed to stop fighting and live peace together.

Answer the following questions.

1. Who was Tybalt?
2. Who was Mercutio?
3. Why are they important to the story?
4. Did Juliet marry Paris?

5. Why did Romeo kill Tybalt?
6. Who was Friar Laurence?
7. Where did Romeo and Juliet live?
8. Why did the wedding celebration of Juliet turn into a funeral?
9. Why did Romeo kill himself?
10. What happened to the two families after this tragedy?

### **c. Production**

- Appendix 3

**Answer the following questions.**

1. Find a narrative text from the library.
2. Summarize
3. Tell the story to other groups in your own words in front of the class.
4. Identify the generic structure of the text
5. What is the moral value of the story?

### ***Post Teaching***

- OK, any questions so far?
- So, what have we learned today?
- What is *narrative* text?
- Good. Before we end the lesson let's pray. Let's pray together, shall we?
- Thank you.
- See you.

**LESSON PLAN  
(CONTROL CLASS)**

**A. Identity**

School	: SMPN 1 Cangkringan
Subject	: English
Class/ Semester	: VIII/2
Type of text	: Recount text
Language focus	: Reading
Allocated Time	: 2 X 40 minutes

**Standard of Competency: 11.** Understanding the meaning of short simple essay in the form of **recount** and narrative to interact with surroundings.

**Basic competence: 11.3.** Responding the meaning and retorical step in short simple essay accurately, fluently, and in acceptable way related to the surroundings in the form of **recount** and narrative texts.

**Indicators:**

- (1) Recognizing a *recount* text.
- (2) Reading by using silent reading technique for relatively rapid comprehension.
- (3) Analyzing vocabulary.

- (4) Identifying main idea in the text.
- (5) Identifying the rhetorical step in the text.
- (6) Answering the question that are related to the text.
- (7) Identifying the tense.

### **Learning Objectives**

- (1) After the narraive texts is given, the students are able to recognize a recount text correctly.
- (2) After the narrative texts is given, the students are able to read by using silent reading technique for relatively rapid comprehension.
- (3) After the narrative texts is given, the students are able to analyze vocabularies.
- (4) After the narrative texts is given, the students are able to identify main idea in the text correctly.
- (5) After the narrative texts is given, the students are able to identify the rhetorical step in the text correctly.
- (6) After the narrative texts is given, the students are able to answer the question of the text.
- (7) After the narrative texts is given, the students are able to change the verb in to past form.

### **Method:**

PPP (Presentation, Practice, Production)

## B. Teaching-Learning activities

### 1. Pre-teaching

No	Step	Teacher Talk
1.	Greeting	Good morning students. How are you?
2.	Praying	Before we start our lesson, lets pray together, shall we,,,,,amin
3.	Asking about the condition of students role calling	How are you today?
4.	Checking media and facilities	-
5.	Checking students' readiness	Are you ready?
6.	Previewing and introducing new topic	Do you have unforgettable experience?

### 2. Introduction the Material (Apperception)

#### 3. Whilst teaching

##### a. Presentation

- Teacher gives the models and examples recount text to the students.
- Teacher gives the generic structure of the text.

##### b. Practice

- The students practice a recount text.
- The students reading by using silent reading technique for relatively rapid comprehension.
- The students do exercises individually.

- The students read the text and answer some questions.
  - The students change the verb into past form.
- c. Production
- The students recognize a text.

#### 4. Post teaching

- Concluding the learning material.
- Checking students understanding by asking the problem with the material.
- Doing reflection.

#### Source;

- Wardiman, Artono. 2008. *English in Focus*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional
- Widiati, Utami. 2008. *Bahasa Inggris*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional
- Priyana, Joko. 2008. *Scaffolding*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional

#### C. Assessment

- Total score : Task 1.  $10 \times 1 = 10$   
Task 2.  $2 \times 5 = 10$   
Task 3.  $1 \times 10 = 10$  +

- Maximum score : 100
- Student's score :  $= \frac{\text{achievement core}}{\text{total score}} \times 100$

## D. Appendix

### Teaching-Learning Activities

- Appendix 1

#### *Pre-teaching*

- Good morning everyone.
- How are you today?
- Before we start our lesson, let's make a short prayer first. Let's play together, shall we? (praying. Amin)
- Who is missing today?

#### *Introduction the Material (Apperception)*

- Before we start our lesson, I am going to ask you a question.
- Do you have unforgettable experience?
- Can you tell me?

#### *Whilst Teaching*

- a. **Presentation** (appendix 1)

- Look at the text

orientation

———— I had my adolescence when I was thirteen.

events

It started with acne that showed up on my face. It was very annoying. It lowered my self-esteem and I was embarrassed to come out of my house and play with friends.

Fortunately, my Mum gave me a good medicine. In three weeks, the acnes started to vanish although those showed some black spots in my face.

reorientation

That was my bad experience with adolescence, though there were still lots of good experience too.

### **Generic structure of recount text**

Social function:

- To give the audience a description of what occurred and when it occurred.
- To retell events for the purpose of informing or entertaining.

Generic Structure:

- Orientation: setting and introduce participants.
- Events : tell what happened, in what sequence.
- Reorientation: optional-closure of events/ ending.

### **b. Practice**

- Appendix 2

**Read the story by using silent reading technique and answer the questions**

Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be.

To divert my emotions, I took many extra curricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.

I was able to control my emotions and to have a place where I could express my creativity in positive ways.

### **Task 1**

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

1. Where did the writer find out about adolescence?
2. What is adolescence?
3. Is adolescence a period of physical growth only?
4. How old was the writer when he experienced adolescence?
5. How did it make him feel?
6. "...it was a time of change between childhood and adulthood"  
(paragraph 1). The word "it" refers to?
7. What did the writer do to divert his emotions?
8. When did the writer spend the days with his family?

9. Did the writer benefit from the activities?
10. What does the main of paragraph 3?

**c. Production**

- Appendix 3

**Task 2**

**Find the generic structure from the text below.**

Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone was rung. It was my friend Fanny, she asked me to go out at 10.00 o'clock. She wanted to buy something in traditional market.

Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its colour, I took it, then Fanny and I read this out. We were fully shocked, it was a receipt of a four nights tour to Lombok !! The expired date was that day. To our surprised, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God!! We were thinking that maybe the coupon just fell from the sky and it was there for us.

We were in hurried to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun. Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

## Grammar Review

### Simple Past Tense

Study the following sentence:

1. I learned that it was a time of change between childhood and adulthood.

The tense that are used in a *recount* text is the simple past tense. The simple past tense is used to ell past event.

Verb are used in simple past tense are:

To be (was, were) and verb (gave, came, treated, etc.) or the verb usually called as “PRESENT PARTICIPLE”

The adverb that is used are: yesterday, last....., ago.

#### THE PATTERN:

**S + to be (was, were) + N/Adj/Adv**

Example:

1. He    was    a student  
           S        to be    N
2. They were factory's worker  
           S        to be            N

**S + V<sub>2</sub> + O/Adv**

Example:

1. She went to school    yesterday  
           S        V<sub>2</sub>    Adv.P            Adv.T
2. We visited our grandmother    lastweek  
           S        V<sub>2</sub>            O                    Adv.T

**Task 3****Change the verb into past form.**

1. He works at the factory.
2. Rizain switch on the television.
3. It is rain last night.
4. The goverment build a new building two months ago.
5. They are smart students.
6. The master talked to Rani.
7. I stay there for an hour.
8. The singer sing five new songs at the concert last week.
9. Mother buy me a new pair of shoes.
10. Mr Hartawan become the president of the company when he was 25 years old.

***Post Teaching***

- OK, any question so far?
- So, what have we learned today?
- What is recount text?
- Good, before we end the lesson let's pray. Let's pray together, shall we?
- Thank you.
- See you.

**LESSON PLAN  
(CONTROL CLASS)**

**A. Identity**

School	: SMPN 1 Cangkringan
Subject	: English
Class/ Semester	: VIII/2
Type of text	: Recount text
Language focus	: Reading
Allocated Time	: 2 x 40 minutes

**Standard of Competency: 11.** Understanding the meaning of short simple essay in the form of **recount** and narrative to interact with surroundings.

**Basic competence: 11.3.** Responding the meaning and retorical step in short simple essay accurately, fluently, and in acceptable way related to the surroundings in the form of **recount** and narrative texts.

**Indicators:**

- (1) Recognizing a *recount* text.
- (2) Reading by using silent reading technique for relatively rapid comprehension.
- (3) Analyzing vocabulary

- (4) Identifying main idea in the text.
- (5) Identifying the rhetorical step in the text.
- (6) Answering the question that are related to the text.
- (7) Identifying the tense.

### **Learning Objectives**

- (1) After the narraive texts is given, the students are able to recognize a recount text correctly.
- (2) After the narrative texts is given, the students are able to identify main idea in the text correctly.
- (3) After the narrative texts is given, the students are able to read by using silent reading technique for relatively rapid comprehension.
- (4) After the narrative texts is given, the students are able to analyze vocabularies
- (5) After the narrative texts is given, the students are able to identify the rhetorical step in the text correctly.
- (6) After the narrative texts is given, the students are able to answer the question of the text.
- (7) After the narrative texts is given, the students are able to change the verb in to past form.

### **Method:**

PPP (Presentation, Practice, Production)

## B. Teaching-Learning activities

### 1. Pre-teaching

No	Step	Teacher Talk
1.	Greeting	Good morning students. How are you?
2.	Praying	Before we start our lesson, lets pray together, shall we,,,,,amin
3.	Asking about the condition of students role calling	How are you today?
4.	Checking media and facilities	-
5.	Checking students' readiness	Are you ready?
6.	Previewing and introducing new topic	Do you have unforgettable experience?

### 2. Introduction the Material (Apperception)

#### 3. Whilst teaching

##### a. Presentation

- Teacher gives the models and examples recount text to the students.
- Teacher gives the generic structure of the text.

##### b. Practice

- The students practice a recount text.
- The students reading by using silent reading technique for relatively rapid comprehension.
- The students do exercises individually.



## D. Appendix

### Teaching-Learning Activities

- Appendix 1

#### *Pre-teaching*

- Good morning everyone.
- How are you today?
- Before we start our lesson, let's make a short prayer first. Let's play together, shall we? (praying. Amin)
- Who is missing today?

#### *Introduction the Material (Apperception)*

- Before we start our lesson, I am going to ask you a question.
- Do you have unforgettable experience?
- Can you tell me?

#### *Whilst Teaching*

- a. **Presentation** (appendix 1)

- Look at the text

#### **A Brithday Bike**

My birthday was coming soon. I asked my dad for a bicycle so that I would not need to walk to school anymore. Unfortunately, my dad had lost his job and did not have much money. One day while I was walking to school, I saw William on his bike. The bike was a small for him.

When he was turning around, the bike slipped and crashed a fence. It seemed his leg was broken. I tried to help him. first, I picked up his bike and rode to the nearby hospital to get help. Then, I rode his bike to school,

so I would not be late for class. After school, I quickly rode the bicycle to William's house. I brought a puzzle for him. He was not too seriously hurt.

To my surprise, that day was his birthday and he got a new bike. I bought William's old bike. I was so happy.

#### **A. Generic structure of recount text**

The story entitled "A Birthday Bike" is called a (personal) recount text. It tells the reader a past event. It is usually used to tell someone's experience. Personal recount is used in writing a diary, personal letter, and so on. The writer uses first personal pronoun (I and we)

recount text consist of three elements, they are:

1. Orientation: giving the reader the background information needed to understand the text (i.e. who was involved, where it happen, what is it, and when it happened).
2. Series of events: events that are ordered chronologically (according to time order).
3. Re-orientation: the writer's personal comment toward the event (the writer's feeling).

#### **B. Simple Past Tense**

**S + to be (was/were) + . . .**

**S + V<sub>2</sub> + . . .**

For clearly explanation, here is the pattern:

S	To be (was/were)
I She He It	Was
You We They	were

S	V <sub>2</sub>
I She He It	Slipped Tried Brought Rode
You We They	Went Stayed Took

For examples:

1. I asked my dad for a bicycle.
2. It seemed his leg was broken.
3. The bike was too small for him.
4. He was not too seriously hurt.

#### **b. Practice**

- Appendix 2

**Read the story by using silent reading technique and answer the questions**

#### **Our Trip to Mount Merapi**

On Friday, I went to the mount Merapi. I stayed at Ratih's house. it has a big garden with lots of colorful flowers and Badminton court.

In the fine afternoon, we went shopping. We went to some antique shops and tried on some old hats. In that shop I bought some merchandise for my family.

In the evening, we had a dinner in a Warung lesehan. After we were already full, we took a walk for a while. Finally, we went home. What a nice vacation I had!

### **Task 1**

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

1. Who wrote the story?
2. When did she go to Mount Merapi?
3. Where did she stay?
4. The word "it" in first paragraph refers to??
5. What did she and Ratih do in the fine afternoon?
6. What did they do in some antique shops?
7. What did she buy for her family?
8. What does the main idea of paragraph 3?
9. Where did they have a dinner in the evening?
10. Did they go home soon after they were already full?

### **c. Production**

- Appendix 3
  1. Find the generic structure from the text above.
  2. What is the purpose of the text?
  3. Pay attention to the bold words. What kind of tense did the writer use?

4. Why did the writer use that tense?
5. What kind of text is it? It is a recount or a narrative text? Why?

***Post Teaching***

- OK, any question so far?
- So, what have we learned today?
- What is recount text?
- Good, before we end the lesson let's pray. Let's pray together, shall we?
- Thank you.
- See you.

**LESSON PLAN  
(CONTROL CLASS)**

**A. Identity**

School	: SMPN 1 Cangkringan
Subject	: English
Class/ Semester	: VIII/2
Type of text	: Recount text
Language focus	: Reading
Allocated Time	: 2 x 40 minutes

**Standard of Competency: 11.** Understanding the meaning of short simple essay in the form of **recount** and narrative to interact with surroundings.

**Basic competence: 11.3.** Responding the meaning and rhetorical step in short simple essay accurately, fluently, and in acceptable way related to the surroundings in the form of **recount** and narrative texts.

**Indicators:**

- (1) Recognizing a *recount* text.
- (2) Reading by using silent reading technique for relatively rapid comprehension.
- (3) Analyzing vocabulary.

- (4) Identifying the rhetorical step in the text.
- (5) Answering the question that are related to the text.
- (6) Understanding the information in the text.
- (7) Finding another story as example of recount text.

### **Learning Objectives**

- (1) After the narraive texts is given, the students are able to recognize a recount text correctly.
- (2) After the narrative texts is given, the students are able to read by using silent reading technique for relatively rapid comprehension.
- (3) After the narrative texts is given, the students are able to analyze vocabularies.
- (4) After the narrative texts is given, the students are able to identify the rhetorical step in the text correctly.
- (5) After the narrative texts is given, the students are able to answer the question of the text.
- (6) After the narrative texts is given, the students are able to understand the information in recount text.
- (7) After the narrative texts is given, the students are able to find another story as example of recount text.

### **Method:**

PPP (Presentation, Practice, Production)

## B. Teaching-Learning activities

### 1. Pre-teaching

No	Step	Teacher Talk
1.	Greeting	Good morning students. How are you?
2.	Praying	Before we start our lesson, lets pray together, shall we,,,,,amin
3.	Asking about the condition of students role calling	How are you today?
4.	Checking media and facilities	-
5.	Checking students' readiness	Are you ready?
6.	Previewing and introducing new topic	Do you have unforgettable experience?

### 2. Introduction the Material (Apperception)

### 3. Whilst teaching

#### a. Presentation

- Teacher gives the models and examples recount text to the students.
- Teacher gives the generic structure of the text.

#### b. Practice

- The students practice a recount text.
- The students reading by using silent reading technique for relatively rapid comprehension.
- The students do exercises individually.

- The students read the text and answer some questions.
- The students find another example and identify language features in a recount text.

#### **c. Production**

- The students recognize a text.

#### **4. Post teaching**

- Concluding the learning material.
- Checking students understanding by asking the problem with the material.
- Doing reflection.

#### **Source;**

- Wardiman, Artono. 2008. *English in Focus*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional
- Widiati, Utami. 2008. *Bahasa Inggris*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional
- Priyana, Joko. 2008. *Scaffolding*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional

#### **C. Assessment**

- Total score : Appendix 1.  $2 \times 5 = 10$   
Appendix 2.  $2 \times 5 = 10$  +

- Maximum score : 100
- Student's score :  $= \frac{\text{achievement core}}{\text{total score}} \times 100$

## D. Appendix

### Teaching-Learning Activities

- Appendix 1

#### *Pre-teaching*

- Good morning everyone.
- How are you today?
- Before we start our lesson, let's make a short prayer first. Let's play together, shall we? (praying. Amin)
- Who is missing today?

#### *Introduction the Material (Apperception)*

- Before we start our lesson, I am going to ask you a question.
- Do you have unforgettable experience?
- Can you tell me?

#### *Whilst Teaching*

- a. **Presentation** (appendix 1)

- Look at the text

After the movie was over, I left the cinema quickly. My watch showed 11.30 p.m. as I got on to my cycle. I pedaled hard on my bicycle and was soon speeding home. My thought went back to the movie I had just seen. It was a scary story. I could remember clearly a woman screaming as she was

being attacked by a monster. Somehow that frightful scene stayed in my mind and I could not forget it.

The road was dark and quite. As I approached **a graveyard**, I heard some sounds behind me. I was frightened and began to cycle faster. The sound came nearer and nearer. Then, I heard a familiar voice calling me. I looked back and saw Hadi, my classmate. He had also seen the movie and was frightened too. He had cycled after me so that he could not be alone. Both of us laughed out loud over our behavior.

#### **A. Generic structure of recount text**

The story is called a (personal) recount text. It tells the reader a past event. It is usually used to tell someone's experience. Personal recount is used in writing a diary, personal letter, and so on. The writer uses first personal pronoun (I and we)

recount text consist of three elements, they are:

1. Orientation: giving the reader the background information needed to understand the text (i.e. who was involved, where it happen, what is it, and when it happened).
2. Series of events: events that are ordered chronologically (according to time order).
3. Re-orientation: the writer's personal comment toward the event (the writer's felling).

## B. Simple Past Tense

**S + to be (was/were) + . . .**

**S + V<sub>2</sub> + . . .**

For clearly explanation, here is the pattern:

S	To be (was/were)
I She He It	Was
You We They	Were

S	V <sub>2</sub>
I She He It	Slipped Tried Brought Rode
You We They	Went Stayed Took

For examples:

1. I asked my dad for a bicycle.
2. It seemed his leg was broken.
3. The bike was too small for him.
4. He was not too seriously hurt.

### b. Practice

- Appendix 2

**Read the story by using silent reading technique and answer the questions.**

I love traveling in the country, but I don't like losing my way. I went on an **excursion** recently, but my trip took me longer than I expected. "I'm going to Woodford green, ' I said to the conductor as I got on the bus," but I don't know where it is. "I'll tell you where to get off," answered the conductor.

I sat in the front of the bus to get a good view of countryside. After some time, the bus stopped. Looking around, I realize with a shock that I was the only passenger left on the bus. “You’ll have to get off there,” the conductor said. “This is as far as we go.” “Is this Woodford green? I asked “oh Dear,” said the conductor suddenly, “I forgot to put you off.” It doesn’t matter. I said “I’ll get off here.” “We are going back now”, said the conductor. Well, in that case, I prefer to stay in the bus, I answered.

### **Task 1**

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

1. What is the topic of text above?
2. “I’ll tell you where to get off.” The word “I” in line 4 refers to?
3. Where did the writer want to go ?
4. The word excursion in line 2 has the same meaning with . . . .
5. The the social function of the text is to . . . .

### **c. Production**

- Appendix 3
  1. Find the generic structure from the text.
  2. Pay attention to the bold words. What kind of tense did the writer use?
  3. Why did the writer use that tense?
  4. What kind of text is it? It is a recount or a narrative text? Why?
  5. Find another text from the library, then retell the story.

***Post Teaching***

- OK, any question so far?
- So, what have we learned today?
- What is recount text?
- Good, before we end the lesson let's pray. Let's pray together, shall we?
- Thank you.
- See you.

**READING TEST**

**Read the following text and answer the questions by crossing (X) one of the provided option!**

**Text 1 is for number 1-8**

**My Holiday**

Last week I went to mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and small pool.

In the morning, my friend and I saw mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

1. Where did the writer go last week?
  - a. Mount Bromo.
  - b. Mount Batok.
  - c. Friend's house.
  - d. Zoo.
2. Where did he stay?
  - a. At his house.
  - b. In Mount Bromo.
  - c. At his friend's house
  - d. d. At the Zoo.
3. What did the writer do in the morning?
  - a. Saw Mount Batok.
  - b. Breakfast.
  - c. Saw Mount Bromo
  - d. Rode on horseback.

4. How did the writer feel when he rode on horseback?
  - a. It was very easy.
  - b. It was very difficult.
  - c. It was scary but it was fun
  - d. It was interesting.
5. "It was scary, but it was fun" the underlined word refers to ....
  - a. rode on horseback
  - b. the writer's friend
  - c. mount Bromo
  - d. mount Batok
6. Where did the writer and his friend go before they got home?
  - a. Mount Bromo.
  - b. Mount Batok.
  - c. Took a picture
  - d. Went to the zoo.
7. When did the writer and his friend go home?
  - a. In the morning.
  - b. In the afternoon.
  - c. In the evening.
  - d. At night.
8. What did the writer think about his holiday?
  - a. It was really fun.
  - b. It was annoying.
  - c. It was boring
  - d. It was unforgettable.

**Text 2 is for number 9 - 13**

**Please Send Me A Card**

Postcards always spoil my holidays. Last summer, I went to Italy. I visited museums and sat in public gardens. Friendly water taught me a few words of Italian. Then, he lent me a book. I read a few lines, but I did not understand a word. Everyday I thought about postcards. My holidays passed **quickly**, but I did not send any cards to my friends. On the last day I made a big decision. I got up early and bought thirty-seven cards. I spent the whole day in my room, but I did not write a single card!

9. When did the writer go to Italy?
- Last summer.
  - Last holiday.
  - Everyday.
  - Last year.
10. What does "I" in the text refer to?
- The writer.
  - The reader.
  - The postcard.
  - The museums.
11. What did he visit when he were in Italy?
- Museum.
  - Post office.
  - A public garden.
  - Friend house.
12. "My holidays passed quickly". The underlined word has closes meaning with . . . .
- rapidly
  - slowly
  - lovely.
  - enjoyably
13. Which statement is **TRUE** based on the text?
- The writer always got up early.
  - The writer sent thirty seven cards for his friends.
  - The writer spend the holiday by writing postcard.
  - On the last day the writer bought thirty seven cards.

**Text 3 is for number 14 – 20****A Stupid Man and His Cows**

One day, a stupid man went to market. He bought six cows. After that, he rode on cow home and made the othe walk in front of him. On the way he counted them, but he could only see five cows. He counted them again and again. He was certain that he had lost one. He was afraid that he would be scolded by his wife.

His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was very careful.

Then, his wife asked him how many cows he bought. The stupid man answered that he bought sic cows. Heweever, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow loess. There was one more.

14. How many cows did the stupid man buy?
- One.
  - Three.
  - Five.
  - Six.
15. On his way home, how many cows did he see?
- One.
  - Three.
  - Five.
  - Six.
16. Which of the following statements is true according to the text?
- The stupid man spent much money on cows.
  - The stupid man was scolded by his wife.
  - The stupid man thought that he lost one of his cows.
  - The stupid man lost one cow on his way home.

17. What does the word “them” in paragraph 1 line 3 refer to?
- The others.
  - The cows.
  - The lost cows.
  - One of the cows.
18. “As soon as he saw her, he said sadly that he had lost one of their cows.” (paragraph 2). The underlined word refers to ....
- The stupid man’s wife
  - The stupid man
  - The stupid man
  - The lost cows
19. Which of the following words is the synonym of “stupid”?
- Unlucky.
  - Dull.
  - Bright.
  - Dilligent.
20. Which of the following words is the antonym of “certain”?
- Without doubt.
  - Sure.
  - Unsure.
  - Positive.

**Text 4 is for number 21 - 25**

**The Owl and the Nightingale**

There was once a nightingale in a cage by a window, that was his habit to sing only at night. An owl was puzzled by this and went to ask the nightingale what the reason was. “When I was captured,” explained the nightingale, “it was day and I was singing. In this way I learnt to be more carefully and to sing only at night.”

“Are you afraid you might be captured a second time?” asked the owl. “Oh, it would have been better if you had been more careful the first time when your freedom was at risk. Now it doesn’t really matter any more, right?”

21. Where did the nightingale?
- a. In a window.
  - b. In a cage by a window.
  - c. In the forest.
  - d. In the tree.
22. What did nightingale's habit?
- a. Stayed in cage.
  - b. Alighted on window.
  - c. Sang only at night.
  - d. Stayed at tree.
23. ... that was **his** habit to sing only at night... (paragraph 1). **His** refers to ...
- a. the owl
  - b. the bird
  - c. the night
  - d. the nightingale
24. Why did nightingale just sing at night?
- a. He was afraid someone captured him.
  - b. He loved night.
  - c. He hate a day.
  - d. He was in cage.
25. Who was captured?
- a. The owl.
  - b. The nightingale.
  - c. The bird.
  - d. d. The cage.

**Text 5 is for number 26 - 30**

After the movie was over, I left the cinema quickly. My watch showed 11.30 p.m. as I got on to my cycle. I pedaled hard on my bicycle and was soon speeding home. My thought went back to the movie I had just seen. It was a scary story. I could remember clearly a woman screaming as she was being attacked by a monster. Somehow that frightful scene stayed in my mind and I could not forget it.

The road was dark and quite. As I approached **a graveyard**, I heard some sounds behind me. I was frightened and began to cycle faster. The sound came nearer and nearer. Then, I heard a familiar voice calling me. I looked back and saw Hadi, my classmate. He had also seen the movie and was frightened too. He had cycled after me so that he could not be alone. Both of us laughed out loud over our behavior.

26. What is the text mostly about?
- Going home from the movie.
  - An unforgotten.
  - The frightful scene.
  - The scary feeling.
27. What does "I" in the text refers to?
- The reader.
  - The writer.
  - The movie
  - The monster.
28. When did they see the movie?
- In the evening.
  - At night.
  - In the morning.
  - In the afternoon.
29. "As I approach a grave yard". What is the similar meaning of underlined word?
- Cemetery.
  - Back ground.
  - dark place.
  - Ground floor.

30. What is the purpose of the text above?
- To amuse and entertain the reader .
  - To describe a particular place.
  - To inform the writer.
  - To retell events.

**Text 6 is for number 31 - 35**

Once upon a time, a duck hatched six pretty yellow ducklings. But there one which hatched from a huge egg was the ugliest duckling on the farm.

His own mother wished him away and a hen pecked the ugly duckling. He was so unhappy that he ran away. As he flew, he **scared** the little bird in the bushes. "It's because I'm so ugly", sighed the duckling, and tears rolled his beak. Everywhere he went it was the same, so the ugly duckling became more and more miserable.

When the spring came, the ugly duckling could not face life anymore. One day he saw three beautiful swans on the lake. He flew out onto the water until the swans saw him rushed towards him. He thought the swans would eat him, so his miserable life would be over.

Instead the swans swam around him, making friendly noises. The duckling asked them "you are one of us ", they replied "look at your self". So he saw his reflection in the water. A magnificent white swan looked back at him. He was no longer an ugly duckling and all the other swans bowed to him.

31. What is the topic of the text?
- Six pretty yellow duckling.
  - The ugly duckling.
  - Three beautiful swans.
  - A huge egg.
32. Why did the mother duckling hate her seventh duckling? Because he was . . . .
- ugly
  - yellow
  - scared
  - good-looking

33. "As he flew, he scared the little bird in the bushes". The similar meaning of scared is. . . .
- loved
  - drove away
  - liked
  - Frightened
34. Which statement is **TRUE** based on the text ?
- The ugly duckling was very disappointed with his mother.
  - The three swans ate the ugly duckling.
  - Mother duckling hated all her children.
  - Finally the other swans did not respect the ugly duckling.
35. From the text above we can conclude that?
- Never believe someone's word.
  - Bad appearance will frighten others.
  - Always be happy in any condition.
  - Physical appearance does not show one's personality.

**Text 7 is for number 36 - 40**

Once upon a time, a hawk fell in love with the hen. The hawk flew down from the sky and asked the hen, will you marry me? The hen loved the brave, strong hawk, and wished to marry him, but she said, "I can't fly as high as you can. If you give me a time, I may learn to fly as high as you can. Then we can fly together."

Then hawk agreed. Before he went away, he gave the hen a ring. "This is to show that you have **promised** to marry me," said the hawk. It so happened that the hen already promised to marry the roaster. So, when the roaster saw the ring, he became very angry. "Throw that ring away", shouted the roaster. The hen threw the ring immediately.

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

36. "It so happened that the hen had already promised to marry the roaster. So, when the roaster saw the ring, he became very angry" (prg.3). The underlined word has the closest meaning with . . . .
- commitmen
  - assist
  - prominent
  - support
37. "Will you marry me?" The word "you" in line 2 refers to?
- The hen.
  - The hawk.
  - The brave
  - The brave.
38. "When the hawk came a few months later, the hen told him the truth"(prg.3). The underlined word has the closest meaning with . . . .
- mistake
  - fact
  - opportunity
  - fault
39. What is the purpose of the text?
- To give information to the reader.
  - To entertain the reader.
  - To tell how the process happened.
  - To describe something.
40. From the text above we can conclude that . . . .
- take care of our children
  - keep our promised
  - listen to the other
  - love one another

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Seq. No. Key	Scale -Item	Item Statistics			Alternative Statistics				
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1	0-1	0.861	0.772	0.494	A	0.861	0.772	0.494	*
					B	0.028	-0.491	-0.191	
					C	0.083	-0.597	-0.331	
					D	0.028	-0.754	-0.293	
					Other	0.000	-9.000	-9.000	
2	0-2	0.722	0.676	0.506	A	0.083	-0.863	-0.479	
					B	0.139	-0.274	-0.175	
					C	0.722	0.676	0.506	*
					D	0.056	-0.302	-0.148	
					Other	0.000	-9.000	-9.000	
3	0-3	0.833	0.819	0.549	A	0.833	0.819	0.549	*
					B	0.056	-0.623	-0.305	
					C	0.083	-0.675	-0.375	
					D	0.028	-0.491	-0.191	
					Other	0.000	-9.000	-9.000	
4	0-4	0.889	0.839	0.505	A	0.056	-0.623	-0.305	
					B	0.028	-0.754	-0.293	
					C	0.889	0.839	0.505	*
					D	0.028	-0.641	-0.249	
					Other	0.000	-9.000	-9.000	
5	0-5	0.611	0.568	0.447	A	0.611	0.568	0.447	*
					B	0.167	-0.195	-0.131	
					C	0.194	-0.552	-0.384	
					D	0.028	-0.265	-0.103	
					Other	0.000	-9.000	-9.000	
6	0-6	0.722	0.598	0.447	A	0.056	-0.323	-0.158	
					B	0.083	-0.128	-0.071	
					C	0.139	-0.653	-0.418	
					D	0.722	0.598	0.447	*
					Other	0.000	-9.000	-9.000	
7	0-7	0.722	0.691	0.517	A	0.167	-0.406	-0.272	
					B	0.722	0.691	0.517	*
					C	0.083	-0.581	-0.322	
					D	0.028	-0.641	-0.249	

Other 0.000 -9.000 -9.000

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Seq. No. Key	Item Statistics				Alternative Statistics				
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8	0-8	0.889	0.674	0.406	A	0.889	0.674	0.406	*
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					C	0.028	-0.754	-0.293	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
9	0-9	0.778	0.672	0.481	A	0.778	0.672	0.481	*
					B	0.111	-0.243	-0.147	
					C	0.056	-0.708	-0.347	
					D	0.056	-0.665	-0.326	
					Other	0.000	-9.000	-9.000	
10	0-10	0.889	0.269	0.162	A	0.028	-0.265	-0.103	
					B	0.889	0.269	0.162	*
					C	0.056	-0.366	-0.179	
					D	0.028	0.111	0.043	
					Other	0.000	-9.000	-9.000	
11	0-11	0.417	0.640	0.507	A	0.417	0.640	0.507	*
					B	0.083	-0.096	-0.054	
					C	0.194	-0.134	-0.093	
					D	0.306	-0.565	-0.430	
					Other	0.000	-9.000	-9.000	
12	0-12	0.778	0.656	0.470	A	0.778	0.656	0.470	*
					B	0.056	-0.665	-0.326	
					C	0.139	-0.361	-0.231	
					D	0.028	-0.641	-0.249	
					Other	0.000	-9.000	-9.000	
13	0-13	0.444	0.650	0.517	A	0.444	0.650	0.517	*
					B	0.028	-0.415	-0.161	
					C	0.417	-0.528	-0.418	
					D	0.111	-0.129	-0.078	
					Other	0.000	-9.000	-9.000	
14	0-14	0.444	0.632	0.502	A	0.056	0.190	0.093	
					B	0.278	-0.447	-0.335	
					C	0.222	-0.406	-0.291	

D	0.444	0.632	0.502	*
Other	0.000	-9.000	-9.000	

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Seq. No. Key	Scale -Item	Item Statistics			Alternative Statistics				
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					D	0.028	0.035	0.014	
					Other	0.000	-9.000	-9.000	
16	0-16	0.806	0.639	0.445	A	0.806	0.639	0.445	*
					B	0.139	-0.436	-0.279	
					C	0.028	-0.754	-0.293	
					D	0.028	-0.491	-0.191	
					Other	0.000	-9.000	-9.000	
17	0-17	0.611	0.593	0.466	A	0.250	-0.411	-0.302	
					B	0.083	-0.300	-0.166	
					C	0.056	-0.452	-0.221	
					D	0.611	0.593	0.466	*
					Other	0.000	-9.000	-9.000	
18	0-18	0.694	0.640	0.487	A	0.694	0.640	0.487	*
					B	0.250	-0.479	-0.352	
					C	0.000	-9.000	-9.000	
					D	0.056	-0.644	-0.315	
					Other	0.000	-9.000	-9.000	
19	0-19	0.306	0.564	0.429	A	0.222	-0.624	-0.447	
					B	0.389	0.051	0.040	
					C	0.306	0.564	0.429	*
					D	0.083	-0.206	-0.114	
					Other	0.000	-9.000	-9.000	
20	0-20	0.528	0.542	0.432	A	0.528	0.542	0.432	*
					B	0.222	-0.157	-0.112	
					C	0.250	-0.532	-0.390	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
21	0-21	0.111	0.770	0.464	A	0.000	-9.000	-9.000	
					B	0.111	0.770	0.464	*

C	0.111	-0.104	-0.063
D	0.778	-0.423	-0.303
Other	0.000	-9.000	-9.000

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Seq. No. Key	Item Statistics				Alternative Statistics			
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22	0-22	0.278	0.575	0.431	A	0.528	-0.470	-0.375
					B	0.278	0.575	0.431 *
					C	0.056	-0.109	-0.054
					D	0.139	0.029	0.019
					Other	0.000	-9.000	-9.000
23	0-23	0.306	0.577	0.439	A	0.250	-0.540	-0.396
					B	0.250	-0.426	-0.313
					C	0.194	0.380	0.264
					D	0.306	0.577	0.439 *
					Other	0.000	-9.000	-9.000
24	0-24	0.778	0.624	0.447	A	0.778	0.624	0.447 *
					B	0.056	-0.772	-0.378
					C	0.111	-0.370	-0.223
					D	0.056	-0.259	-0.127
					Other	0.000	-9.000	-9.000
25	0-25	0.444	0.638	0.507	A	0.361	-0.242	-0.188
					B	0.444	0.638	0.507 *
					C	0.083	-0.456	-0.253
					D	0.111	-0.484	-0.292
					Other	0.000	-9.000	-9.000
26	0-26	0.250	0.162	0.119	A	0.250	0.162	0.119 *
					B	0.444	-0.321	-0.255
					C	0.222	0.407	0.292 ?
					D	0.083	-0.300	-0.166
					Other	0.000	-9.000	-9.000
					CHECK THE KEY A was specified, C works better			
27	0-27	0.306	0.721	0.549	A	0.083	-0.096	-0.054
					B	0.389	-0.293	-0.230
					C	0.222	-0.422	-0.303
					D	0.306	0.721	0.549 *
					Other	0.000	-9.000	-9.000
28	0-28	0.889	0.750	0.452	A	0.028	-0.491	-0.191

B	0.056	-0.751	-0.368	
C	0.028	-0.415	-0.161	
D	0.889	0.750	0.452	*
Other	0.000	-9.000	-9.000	

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Seq. No. Key	Item Statistics				Alternative Statistics			
	Scale -Item	Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.
29	0-29	0.750	0.502	0.368	A	0.139	-0.350	-0.224
					B	0.028	-0.754	-0.293
					C	0.750	0.502	0.368
					D	0.083	-0.222	-0.123
					Other	0.000	-9.000	-9.000
30	0-30	0.472	0.591	0.471	A	0.194	-0.378	-0.263
					B	0.167	-0.099	-0.066
					C	0.472	0.591	0.471
					D	0.167	-0.426	-0.285
					Other	0.000	-9.000	-9.000
31	0-31	0.500	0.655	0.523	A	0.056	-0.024	-0.012
					B	0.500	0.655	0.523
					C	0.278	-0.455	-0.340
					D	0.167	-0.426	-0.285
					Other	0.000	-9.000	-9.000
32	0-32	0.333	0.662	0.510	A	0.333	0.662	0.510
					B	0.306	-0.059	-0.045
					C	0.139	-0.263	-0.168
					D	0.222	-0.543	-0.389
					Other	0.000	-9.000	-9.000
33	0-33	0.333	0.695	0.536	A	0.194	0.014	0.010
					B	0.333	0.695	0.536
					C	0.083	-0.222	-0.123
					D	0.389	-0.580	-0.456
					Other	0.000	-9.000	-9.000
34	0-34	0.444	0.547	0.435	A	0.167	-0.090	-0.060
					B	0.222	-0.269	-0.193
					C	0.444	0.547	0.435
					D	0.167	-0.454	-0.305
					Other	0.000	-9.000	-9.000

35	0-35	0.611	0.605	0.476	A	0.333	-0.605	-0.466	
					B	0.611	0.605	0.476	*
					C	0.000	-9.000	-9.000	
					D	0.056	-0.109	-0.054	
					Other	0.000	-9.000	-9.000	

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Item Statistics					Alternative Statistics				
Seq. No. Key	Scale -Item	Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	
36	0-36	0.778	0.583	0.418	A	0.000	-9.000	-9.000	
					B	0.028	-0.641	-0.249	
					C	0.778	0.583	0.418	*
					D	0.194	-0.483	-0.336	
					Other	0.000	-9.000	-9.000	
37	0-37	0.472	0.627	0.500	A	0.444	-0.479	-0.381	
					B	0.028	-0.077	-0.030	
					C	0.056	-0.494	-0.242	
					D	0.472	0.627	0.500	*
					Other	0.000	-9.000	-9.000	
38	0-38	0.722	0.548	0.410	A	0.722	0.548	0.410	*
					B	0.139	-0.523	-0.335	
					C	0.028	-0.491	-0.191	
					D	0.111	-0.193	-0.116	
					Other	0.000	-9.000	-9.000	
39	0-39	0.444	0.480	0.382	A	0.528	-0.500	-0.399	
					B	0.444	0.480	0.382	*
					C	0.028	0.148	0.058	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
40	0-40	0.944	0.772	0.378	A	0.944	0.772	0.378	*
					B	0.028	-0.754	-0.293	
					C	0.028	-0.603	-0.234	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
41	0-41	0.556	0.552	0.439	A	0.556	0.552	0.439	*
					B	0.278	-0.648	-0.485	
					C	0.083	0.107	0.059	
					D	0.083	-0.112	-0.062	
					Other	0.000	-9.000	-9.000	





					D	0.222	-0.044	-0.031	
					Other	0.000	-9.000	-9.000	
56	0-56	0.472	0.561	0.447	A	0.472	0.561	0.447	*
					B	0.000	-9.000	-9.000	
					C	0.333	-0.064	-0.049	
					D	0.194	-0.727	-0.505	
					Other	0.000	-9.000	-9.000	

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Item Statistics					Alternative Statistics				
Seq. No. Key	Scale -Item	Prop. Correct	Biser. Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser. Biser.	Point Biser.	
57	0-57	0.333	0.563	0.434	A	0.333	0.563	0.434	*
					B	0.472	-0.440	-0.350	
					C	0.167	-0.042	-0.028	
					D	0.028	-0.303	-0.118	
					Other	0.000	-9.000	-9.000	
58	0-58	0.306	0.564	0.429	A	0.278	-0.168	-0.126	
					B	0.306	0.564	0.429	*
					C	0.361	-0.242	-0.188	
					D	0.056	-0.452	-0.221	
					Other	0.000	-9.000	-9.000	
59	0-59	0.139	0.712	0.456	A	0.278	-0.276	-0.206	
					B	0.139	0.712	0.456	*
					C	0.417	-0.392	-0.311	
					D	0.167	0.352	0.236	
					Other	0.000	-9.000	-9.000	
60	0-60	0.528	0.566	0.451	A	0.111	-0.243	-0.147	
					B	0.528	0.566	0.451	*
					C	0.194	-0.561	-0.390	
					D	0.167	-0.099	-0.066	
					Other	0.000	-9.000	-9.000	

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There were 36 examinees in the data file.

Scale Statistics

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Scale:                   0  
-----  
N of Items               60  
N of Examinees          36  
Mean                    31.056  
Variance                134.164  
Std. Dev.               11.583  
Skew                    0.389  
Kurtosis                -0.558  
Minimum                 11.000  
Maximum                 54.000  
Median                  30.000  
Alpha                   0.928  
SEM                     3.106  
Mean P                  0.518  
Mean Item-Tot.         0.436  
Mean Biserial          0.595