

**APPLYING AUDIOBOOKS MEDIA TO BUILD UP STUDENTS IN
READING COMPREHENSION
(A Pre-Experimental Research at First Year Students
of SMA Negeri 3 Bulukumba)**



A THESIS

*Submitted to the Faculty of Teachers Training and Education Makassar
Muhammadiyah University in Partial Fulfillment of the Requirement for the
Degree of Education in English Departement*

**ANISAH
10535 5393 13**

**ENGLISH EDUCATION DEPARTMENT
FACULTY TEACHING AND TRAINING EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2018**



**UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

LEMBAR PENGESAHAN

Skripsi atas nama ANISAH, NIM 10535 5393 13 diterima dan disahkan oleh Panitia Ujian Skripsi berdasarkan Surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: 018 Tahun 1439 H/2018 M, tanggal 24 Jumadil Awal 1439 H/ 10 Februari 2018 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris (SI) Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Senin tanggal 12 Februari 2018.

Makassar, 29 Jumadil Awal 1439 H
15 Februari 2018 M

PANITIA UJIAN :

- 1. Pengawas Umum : Dr. H. Abdul Rahman Rahim, SE., MM. 
- 2. Ketua : Erwin Akib, M.Pd., Ph.D. 
- 3. Sekretaris : Dr. Khairuddin, S.Pd., M.Pd. 
- 4. Dosen Penguji : 1. Erwin Akib, M.Pd., Ph.D. 
- 2. Hj. Ilmiah, S.Pd., M.Pd. 
- 3. Nur Qalby, SS., M.Hum 
- 4. Dra. Radiah, M.Pd 

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar


Erwin Akib, M.Pd., Ph.D
NBM: 860 934



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

APPROVAL SHEET

Title : Applying Audiobooks Media to Build up Students in Reading Comprehension (A Pre-Experimental Research at First Year Students of SMA Negeri 3 Bulukumba)
Name : ANISAH
Reg. Number : 10895 539313
Program : English Education Department Strata 1 (S1)
Faculty : Faculty of Teacher training and Education

Makassar, Februari 2018

Approved By

Consultant I


Erwin Akib, M.Pd., Ph.D

Consultant II

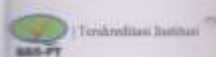

Nurdevi Bte. Abdul, S.Pd., M.Pd

Dean of FKIP
Makassar Muhammadiyah University


Erwin Akib, M.Pd., Ph.D
NBM: 860 9340

Head of English
Education Department


Umami Khairati Svam, S.Pd., M.Pd
NBM: 977 807



SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : **ANISAH**
NIM : **10535 5393 13**
Jurusan : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Applying Audiobooks Media to Build up Students in Reading Comprehension (A Pre-Experimental Research at First Year Students of SMA Negeri 3 Bulukumba)**

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Makassar, 2018

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ANISAH

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini :

Nama : **ANISAH**

NIM : **10535 5393 13**

Jurusan : **Pendidikan Bahasa Inggris**

Judul Skripsi : **Applying Audiobooks Media to Build up Students in Reading Comprehension (A Pre-Experimental Research at First Year Students of SMA Negeri 3 Bulukumba)**

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ANISAH

MOTTO

**“SUCCESS IS NOT THE KEY TO HAPPINESS.
HAPPINESS IS THE KEY TO SUCCESS.
IF YOU LOVE WHAT YOU ARE DOING,
YOU WILL BE SUCCESSFUL.”**

I dedicate this thesis to my beloved parents and my beloved brothers

ABSTRACT

ANISAH, 2018. *Applying Audiobooks Media to Build up Students in Reading Comprehension (Pre-Experimental Research at First Year Students of SMA Negeri 3 Bulukumba)* under the thesis of English Education Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, supervised by Erwin Akib and Nurdevi Bte Abdul.

This research aimed to find out the improvement of the students' reading comprehension by using audiobook media that focused on level of reading comprehension which consisted of literal comprehension and interpretative comprehension.

The researcher used a pre-experimental design with one group pre-test and post-test. It was conducted with one class of the First Year students of SMA Negeri 3 Bulukumba. The researcher used purposive sampling technique. The sample of the research was class X IIS 1 of SMA Negeri 3 Bulukumba. The data were obtained through reading test.

The research findings showed that audiobook media can improve students' reading comprehension. It was proved by the mean score of pre-test was 69.27 and post-test was 77.18. The improvement of the students' reading comprehension achievement was 11.26%. Where the t_{test} is greater than t_{table} means that there is significantly difference between pre-test and post-test after using treatment ($13.42 > 1.695$). It indicated that the alternative hypothesis (H_1) was accepted while the null hypothesis (H_0) was rejected. Based on the result analysis, the researcher concluded that, using audiobook media can improve students' reading comprehension.

Keywords: Audiobook media, literal and interpretative comprehension.

ACKNOWLEDGEMENT



In the name of Allah swt, the Most Gracious, the Most Merciful

Alhamdulillah Rabbil ‘Alamin, all praise to be Allah swt, the Lord of the Universe who has been giving and blessing the researcher until she could complete this thesis, with the title *“Applying Audiobooks Media to Build up Students’ in Reading Comprehension at First Years Students of SMA Negeri 3 Bulukumba”*. Salam and Salawat are due to the highly chosen Prophet Muhammad SAW, his families and followers until the end of the world.

Further, the researcher also express sincerely deepest gratitude to his beloved parents Suparman and Santi also for her beloved brother Abdullah and Fachri Sani who always pray, who have helped and involved in completing this thesis, for their useful motivation, guidance, sacrifices, give support, their love sincerely and purely without time.

Special thanks are given to Muhammadiyah University of Makassar because of giving an opportunity to the researcher in getting undergraduate education. Therefore, the researcher also includes the thanks to the all people and instances that provide the best four years moment in Muhammadiyah University of Makassar. The writer intended to express her appreciation and thanks to:

1. Dr. H. Abd. Rahman Rahim, SE, M.M, the rector of Makassar Muhammadiyah University.

2. Erwin Akib, M.Pd., Ph.D., the dean of training and education faculty.
3. Umami Khaerati Syam, S.Pd., M.Pd., the head of English Education Department.
4. Erwin Akib, M.Pd., Ph.D., as first consultant and Nurdevi Bte Abdul , S.Pd., M.Pd., as second consultant for their patience, motivation, advices, guidance and immense knowledge in arranging this thesis.
5. All the lectures of English Education who have taught her new knowledge and have given her gorgeous experiences in study during this time.
6. The Principal of SMAN 3 Bulukumba, Drs. Subhan as the Headmaster and also Nursiah, S.Pd as the English Teacher for allowing the witer to conduct the research.
7. All the best friends especially for Erika Meydina and Nelly Musdalifa who always ready to help, give support and motivation for all this time.
8. All her beloved friends of Atmosphere Class (Class A) of English Education Department academic year of 2013 for the support and all of the members English Department student that could not be mentioned one by one.

Finally, the writer relized that this thesis is still need suggestion and critics, but it is expected to be useful for us. Therefore, the improvement of this thesis is needed.

Makassar, February 2018

Researcher

ANISAH

TABLE OF CONTENTS

TITLE PAGE	i
LEMBAR PENGESAHAN	ii
APPROVAL SHEET	iii
COUNSELLING SHEET	iv
SURAT PERNYATAAN	v
SURAT PERJANJIAN	vi
MOTTO	vii
ABSTRACT	viii
ACKNOWLEDGEMENTS	ix
TABLE OF CONTENTS	xii
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
 CHAPTER I INTRODUCTION	
A. Background	1
B. Research Problem.....	5
C. Research Objective.....	5
D. Significance of the Research	6
E. Scope of the Research	6
 CHAPTER II REVIEW RELATED LITERATURE	
A. Previous of Related Research Findings	7
B. The Concept of Reading	9
1. Definition of Reading	9

2. Techniques in Efficient Reading.....	10
3. The Aims of Reading	11
4. The Reasons for Reading	12
C. The Concept of Reading Comprehension	12
1. Definition of Reading Comprehension	12
2. The Level of Reading Comprehension	13
D. The Concept of Literal and Interpretative Comprehension	15
1. Literal Reading.....	15
2. Interpretative Reading	16
E. The Concept of Narrative Text	18
1. The Generic Structure of Narrative text.....	19
F. The Concept of Media	20
1. Definition of Media.....	20
2. Types of Media	20
G. The Concept of Audiobooks	21
1. Definition and history of audiobook	21
2. Why use audiobooks	23
3. Advantages of the Audiobooks	26
4. The Implementation of Using Audiobook in the Classroom	32
H. Concept Framework	36
I. Research Hypothesis	38

CHAPTER III RESEARCH METHOD

A. Research Design.....	39
B. Variables and Indicators.....	40
1. Variables	40
2. Indicators.....	41
C. Population and Sample	41
1. Population	41
2. Sample.....	41
D. Research Instrument.....	42

E. Procedure of Collecting Data.....	42
F. Technique of Data Analysis.....	42
CHAPTER IV FINDINGS AND DISCUSSION	
A. Findings	47
B. Discussion.....	54
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	58
B. Suggestion.....	59
BIBLIOGRAPHY	60
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

Table 1.1	Criteria Score of Main Idea	47
Table 1.2	Criteria Score of Supporting Details	48
Table 1.3	Criteria Score of Conclusion	49
Table 2.1	Classification of Students' score	50
Table 2.2	Criteria Score of Students' Reading Comprehension	51
Table 2.3	Criteria the Students' Improvement	52
Table 2.4	Criteria of Hypothesis Testing	53

LIST OF FIGURE

Figure 2.1 Conceptual Framework	36
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CHAPTER I

INTRODUCTION

A. Background

There are four English language skills that should be study in English, namely Reading, Writing, Listening and Speaking. From those four skills, reading is one of the skills that have an important role in English language teaching. Reading is one of important skill in English through reading which we can get much information and increase our knowledge and experience. Reading gives many advantages for students because they can receive more information after reading. The information paragraph consists of words and sentences to build the meaning of the content of reading material. Through reading the students can get information that they need.

In addition, teaching of reading is essential for preparing students with basic reading skill to be able to gain information and knowledge from any teaching text. Reading is complex process which involves not only the read the text, but also they experience to comprehend of the text. It have possible for a student to understand all of the words in a passage of text, but still fail to comprehend the text. If students say words in passage without gathering meaning, one would hesitate to call that reading. In other word, students can't get the purposes or message of author without comprehension properly. if students read without understanding, they will get nothing from this reading. Besides, the another problem is English teacher at SMA Negeri 3 Bulukumba that faced with the daily task of helping students to learn a new language cannot afford the luxury of

complete dedication to each new method or approach that comes into vogue. Because of its complexity, many teachers of English at junior high school find difficulties in all teaching reading and prefer teaching structure to reading. Moreover, the students are hard to understand their reading ability. Difficulties faced by first year students at SMA Negeri 3 Bulukumba that they are difficult to understand what they read, they are difficult to retell that the story they have read, they do not interest to read texts in English language. For instance, when the teacher asks them to read a text, they refuse it. It is also evidence that in class, the students have limited time to practice their reading skill. However, they are not interested to read a text and feel boring with a text. Sometimes, they feel lazy and tired to read a text. Therefore, interesting is very important in reading subject. From some of the problems facing by students, researcher want to provide an easy way for students to learn to read and improve students' interest in reading.

The most often become to complain is the teachers ability in applying appropriate approach, methods, strategies or technique in teaching or learning. So then, many students are not interest in learning English. In Indonesia, English is a foreign language that must be master by everyone, especially the students. However, the difficulties faced by the students namely Reading. They get some difficulties finding general information in the passage, finding specific information, identifying main ideas. This condition is caused by several factors such as, students' low motivation in learning english, students' lack of vocabulary, students' low ability in mastering the reading ability and etc. Accordingly, for the improvement of the students in reading comprehension, the

implementation of an appropriate method in teaching reading comprehension is urgently needed. One of which is applying Audiobooks media in teaching reading.

In teaching and learning process, teacher needs media to make the lesson easier. Teaching learning process should be varied to make students feel fun during the learning process. They need more than instruction from their teacher. It is teachers' challenge to be able to motivate the students to pay attention in their lesson. Therefore, teacher needs media in language learning so that the students do not feel bored in the teaching learning process. Through interesting media, such as Audiobooks it can be wonderful media in facilitating students' understanding in reading skill, with Audiobooks media, students can get a clear description of the story. It is expected that Audiobooks media can make students easy to describe the story and attract their motivation in reading skill.

They have been used as a popular tool for many years in order to make books accessible for disabled people who are unable to read printed paper (Engelen, 2008). In addition to being used by disadvantaged individuals, they can also be used for some educational purposes and considered as a technical support for improving students' reading comprehension, listening comprehension, critical thinking and pronunciation in particular. Therefore the use of audiobooks and their benefits in language teaching have been the subject of many research studies (Blum, Koskinen, Tennant, Parker, Straub, & Curry, 1995; Koskinen, et al., 2000; Nalder & Elley, 2003). Using audio books to improve reading skills is similar to reading aloud (Wolf, 2008). But, reading aloud to different groups of students throughout the day is often overwhelming for teachers (Beers, 1998). Audio

books may seem to improve only reading skills but it is not the case. Marchionda (2001, in Türker, 2010, p.1) states that audio books provide learners opportunities to increase active listening and critical thinking skills, which are vital for reading comprehension. Words are just part of the message and someone should pay attention to the body language and tone of voice (Wilkie, 2001). Some people learn by reading about things and some people learn by listening. Using Audiobooks media in the classroom is not only an educational tool but also it is a way to make learning more interesting and memorable for students. So Audio books help each kind of learners at the same time. The visual aid of Audiobooks is a resource that can make good teaching sense in the classroom are gives students the positive effects of reading experiences. Based on the explanation, the writer is going to specify the teaching reading by applying audiobooks media. This research is designed to know the improvement students in *Reading Comprehension with Applying Audiobooks Media at the First Year of SMA Negeri 3 Bulukumba in Academic Year of 2016/2017.*

B. Research Problem

Related to the background above, the researcher formulates the following research problem :

1. Does the use of Audiobooks Media build up students literal reading comprehension at the First Year of SMA Negeri 3 Bulukumba?
2. Does the use of Audiobooks Media build up students interpretative reading comprehension at the First Year of SMA Negeri 3 Bulukumba?

C. Objective of the Study

Based on the problem statements above, the objective of the research is formulated as follows:

1. To find out the improvement of the students literal comprehension by Applying Audiobooks Media in teaching of the First Year students at SMA Negeri 3 Bulukumba.
2. To find out the result of Applying Audiobooks Media to Build up Students interpretative in Reading Comprehension of the First Year students at SMA Negeri 3 Bulukumba.

D. Significance of the Study

From the research which the writer performs is expected that it can be useful in terms of :

- a. This research to help students increase their reading motivation and get interesting learning.
- b. This research to help students improve their ability to comprehend about reading.
- c. This research to give the alternative solution for teacher in teaching reading skill.

E. Scope of the Study

The scope of this research is restricted focused on finding out the students improvement in students' literal (main idea), supporting details and interpretative (conclusion) Reading Comprehension with Applying Audiobooks Media of the First Year Students at SMA Negeri 3 Bulukumba. This research is limited to the Reading Comprehension in Narrative text by using Audiobooks.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research Findings

Many researchers have report to expose the identification of student's achievement in learning English to make the teaching and learning process more effective some of the researchers' findings are concisely below:

Serafini (2004) in his research *Examining the influence of using audiobooks on the improvement of sound recognition and sound production of iranian EFL learner* she has explained that much research validates the importance of reading aloud to students, positing that the act of reading aloud introduces new vocabulary and concepts, provides a fluent model, and allows students access to literature they are unable to read independently. He adds that audiobooks are an important component of a comprehensive reading program. In his study, Serafini (2004) discussed how audiobooks could be beneficial in a language classroom in a number of ways: by providing opportunities to read fluently, exposing students to new vocabulary, understanding the content rather without focusing on structures, engaging with literature and enjoying it.

Beers (1998) in his research *Examining the influence of using audiobooks on the improvement of sound recognition and sound production of iranian EFL learner* has said that audiobooks, when used with reluctant, struggling, or second language learners, serve as a scaffold that allows students to read beyond their

reading level. The use of audiobooks is a natural extension of the assisted-reading strategy used with struggling students.

Audiobooks expose struggling readers to something they have never experienced before by allowing them to experience what fluent readers have every time they read a book (Stone-Harris 2008).

Since the reading process develops through oral language experiences, audiobooks benefit struggling readers by increasing comprehension and appreciation of written text (Wolfson 2008). This benefit has long been seen by classroom teachers.

In the literature there are some studies that found audiobooks useful for the language teaching-learning processes (Blum et al., 1995; Koskinen et al., 2000). Among the studies which back up the usefulness of audiobooks for language learning-teaching purposes, O'Day (2002), noted several specific ways that audiobooks help learners, including improving reading comprehension level, serving students as a model of fluent text reading and increased vocabulary acquisition and word recognition among students.

From the previous findings above, it is possible that audiobooks create additional opportunities for language learners to hear the pronunciation of the words. While these studies suggest possible positive effects, the majority of the studies focused mainly on the relationship between audiobooks and reading skills. The writer using audiobooks as a media in teaching because audiobooks is one way to improve students' activity in reading class. Using audiobooks, it can assist

students in reading comprehension, giving students an opportunity in listening skills practice in a low pressure environment.

B. The Concept of Reading

1. Definition of Reading

Reading is one of the language skills which is very important to develop students' knowledge in their studies. Reading is a tool of learning; students need a variety of reading skills to understand textbooks, reference materials, magazines, newspaper, etc. Therefore, if the students does not read them, they will miss the latest information of science and technology. According to Peter Streven, reading is "a skill of great importance to student because it provides him to access to great quantity of further experience of the language and gives him a window into the normal means of continuing his personal education.

Reading is one of the basic communicative skills, but it have very complex process. It can be said that the reading is a process in which the reader gets messages from the authors in the written from. In this case, reading can be said as an interactive process. Because while reading, a reader guesses, predicts, checks, and asks questions about what the text about.

According to Harmer (2004: 70), "Reading is an incredibly active occupation. to do it successfully, we have to understand what we words means, see the pictures the words are painting, understand the argument, and work out if we agree with them. if we do not do these things and if students do not do these things then we only just scratch the surface of the text and we quickly forget it."

From the quotes above can be conclude that reading is an activity to extract information which the readers want to derive from the point whether it is on a piece of paper on in many other media.

2. Techniques in Efficient Reading

According to Sarwono and Yudhy Purwanto (2013 : 2) there are many techniques in reading comprehension, some of them are scanning, skimming, intensive reading. The technique are:

a. Skimming

Skimming is used to quickly gather the most important information, or the gist of the text. When we conduct skimming of a certain text, run our eyes over the text and nothing important information. In skimming, it is not essential to understand every word in the text.

b. Scanning

Scanning is a technique used to find specific information by looking at the text to find information we need. Scanning is also used to discover required information to complete a given a task such as making a decision about what to watch on tv, or which museum to visit while visiting a foreign city. Students do not necessarily need to read the excerpt before they begin the excercise, but rather to focus on completing the task based on what the questions requires. It is probably a good idea to raise some awareness of the various types of reading skills that they use naturally in their own mother tongue before beginning this exercise.

c. Intensive reading

Intensive reading is used on shorter text in order to extract specific information. It includes very accurate reading for detail. We use intensive reading skills to grasp the details of a specific situation. Intensive reading involves learners reading in detail with specific learning aims and tasks. For example, the learners read a short text, such as a contract and put events from it into chronological order.

Based on the quotes above, the researcher concludes that there are three strategy of reading skill. Those are essential for the students to read story or passage easily.

3. The Aims of Reading

There are the aims of reading, described by Grellet (1981:4) :

a) Reading for pleasure

If you read for pleasure you have enjoyment and you can prepared for read such as you decide to sit in your comfortable chair or prop yourself up in bed ready to relax with your book and you can find out what happens.

b) Reading for information

Reading for information use when the students read and written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations. It is often the case that workplace communications are not necessarily well-written or targeted to the appropriate audience. Reading for information materials do not include information that is presented graphically, such as in charts, forms, or blueprints.

4. The Reasons for Reading

According to Harmer (1987), there are four reasons for reading, they are:

1. Reading in language learning

Reading is an exercise dominated by the eyes and the brain. The eyes receive message and the brain then has to work out the significance of these message. The reading to confirm expectation technique is highly motivation and successful since it interest students, creates expected, and gives them a purpose for reading.

2. Reading for language learning

In real life people generally read something because they want to and they have a purpose, which is more fundamental than involved in some language learning tasks seem only to be asking about details at language. People read to language because they have a desire to do so and a purpose to achieve.

3. Reading for information

In most cases, reading for information is relevant to current study of the reader they read to find out information, to reduce their uncertainties.

4. Reading for pleasure

Reading for pleasure is done without other people's order but according to an individual reader's wish, and taste.

C. The Concept of Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is an understanding, evaluating, and utilizing of information and ideas gain through the interaction between the author and the

reader. Taylor (1988:200) states that reading comprehension is a met cognitive process in which readers are aware of and have control over their comprehension. Thus, comprehension plays an important part in reading. It is the reason for reading and also the main goal of learning to read. If readers can read the words but do not understand what they are reading, they are really not reading. Comprehending what the readers read is very important to give new information to them. Because of comprehending, it can makes the questions in reader'mind get answer.

Graham (2007:8) Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). Besides, reading in this study refers to comprehensive reading at the process of understanding written text. Knowledge is the basic element for the comprehension. It is related to what they do not know about information to they have already known. Reading really depends on some information through the eyes to the brain.

2. The Level of Reading Comprehension

Smith in Usnawati (2012:11) states that there are four levels of reading comprehension:

- a. Literal comprehension refers to the idea and fact that are directly stated at the printed pages. The literal level comprehension is fundamental to all reading comprehension at any level because a reader must first

understand what the writer said before they can draw inference or make evaluation.

- b. Interpretation, a reading level that demands a higher level of thinking ability because the material involves is not directly stated in the text but only suggested or implied. At this level teacher can ask more challenging questions such as asking students to do the following task:
 - 1. Rearrange the ideas of topic discussed in the text.
 - 2. Explain the author's purpose of writing in the text.
 - 3. Summarize the main idea when this is not explicitly stated in the text.
 - 4. Select conclusion, which can be deduced from the text, they have read.
 - c. Critical reading, a high-level reading skill that involves evaluation, making personal judgment on the accuracy, value, and truthfulness of what is read. Critical evaluation occurs only after the students have understood the ideas and information the writer presented. At this level, the students can be tested on the following skill. The ability to recognize persuasive statement.
 - d. The ability to judge the accuracy of the information given in the text.
- Creative reading, a reading level that uses divergent thinking skill to go beyond the literal comprehension, interpretation, and critical reading level. The lowest level of reading comprehension is literal comprehension.

Literal comprehension is getting the primary, direct, literal meaning of an idea in context. The readers are only able to use the information which is stated

explicitly in the text. The readers are able to answer such a question that simply, demand them to recall from memory what the exact words given in the book. Although, it only needs little or no thinking on the part of the readers, it gives them opportunity to practice in recalling and reproducing statements of facts and have a place in detailed factual reading. In interpretation readers read between the line, make connection among individual stated idea, make inferences, draw conclusions or experience emotional reaction. To answer the questions at the interpretative level, readers must have problem-solving ability and be able to work at various levels of abstraction. Obviously, students who are slow learners will have difficulty working at this level as well as in the next two categories.

D. The Concept of Literal and Interpretative Comprehension

1. Literal Reading

Literal reading refers to the ideas and fact that directly stated on the pages. Literal reading is the skill word, ideas, or sentence in context. The basic of literal reading are recognized state main ideas, details cause, effect, and sequences. This level of reading comprehension is fundamental to all reading skill at any levels because a reader must first understand what the author said before the reader can draw an inference or make an evaluation.

a. Main Idea

The author's message, idea, point, concept, or meaning he wants to portray to the reader is what is known as the main idea of the passage. It may also be referred to as the controlling idea, central idea, or gist. We as the reader must understand the importance in grasping the main idea the author portray. The main

idea is commonly found in the beginning and is followed by supporting sentences. Very often the writer begins with supporting evidence and places the main idea in the last sentence. Sometimes the writer uses a few sentences to introduce the topic, places the main idea in the middle and follows it with supporting sentences.

b. Supporting Details

The question about supporting details asks the reader to find detail information that is printed explicitly in the text. It is commonly signed by words such as: *according to the author...*; *according to the passage...*; *who, what, when, where, why, how, which*. Here are some examples of question to ask about supporting details:

1. Which of the following question does the passage answer?
2. According to the passage, which statement is true?
3. When did something happen?
4. Who did something

(Djiwandono, in Usnawati, 2012)

2. Interpretative Reading

Interpretative reading involves reading between the lines or making inference. It is the process of deriving ideas that are implied rather than directly state. This level demand higher or thinking ability because the question in the category of interpretation are concern with answer that are not directly stated in the text but are suggest or implied where the students make connections among individuals'state ideas, make inferences, draw conclusion, making generalizations and predicting outcomes, read between the lines to get inferences, or implied

meaning from the text. At this level, teachers can ask more challenging question such asking students to the following:

- a. Re-arrange the ideas or topics discussed in the text
- b. Explain the authors' purpose of writing
- c. Summarize the main idea when this not explicitly stated on the text.
- d. Select conclusion which can be deduced from the text they have read.

Inferences are the conclusions we draw based on what one already knows and judgments we make based on given information. This startegy help students make connection between their personal experiences and their comprehension of a text. Rather than stopping students during the reading process to comment on specific points. This strategy focuses on their thinking and how new information reshapes their prior knowledge. Reading in order to find information which is not explicitly stated in the passage. To make a complete inference, the reader must read the passage carefully, put ideas and fact together to draw conclusion, then inferences it by using their experience and intuition.

- a. Conclusion

The conclusion is your last chance to make your point clear. A conclusion is the last paragraph in your research paper, or the last part in any other type of presentation. A conclusion is like the final chord in a song. It makes the listener feel that the piece is complete and well done. The same is true for audience. You want them to feel that you supported what you stated in your thesis. You then become a reliable author for them and they are impressed by that and will be more

likely to read your work in the future. They may also have learned something and maybe have their opinion changed by what you have written or created.

The concluding paragraph consists of:

1. A summary of the main points, or a restatement of your thesis in different words;
2. Your final comment on the subject, based on the information you have provided.

There are some basic principles you should follow to write an effective conclusion:

1. The conclusion should follow logically from the body of the essay.
2. The conclusion must summarize the whole essay, not just one or two major points.
3. The conclusion should not raise any new points but must be related to the thesis statement or body of the essay.

E. The Concept of Narrative Text

According to Kizner and Mandell (1980), narrative is a story talking by presenting sequence even in chronological order. Any time when we tell what happens, we use narration. They state that narrative discourse is a type of discourse that tells an event chronologically. In addition, according to Ackey (1986) narrative is a kind of writing that tells a story, real or imagined. In this case a series of connected incidents or an action. In narrative, the incidents that make up the story are usually told in the order in which they would really happen. Narrative is the

focusing specific participants. The language features of narrative are using process verbs, temporal, conjunction, and simple past tense.

1. The Generic structure of Narrative Text

According to Cooper (1986), like other kinds of text, narrative text is built up by generic structure. A narrative text will consists of the following structure:

a. Orientation

The introduction of what is inside the text, introducing the participants and informing the time and place. In other hand, what text is talk in general, who involves in the text, when and where it happens.

b. Complication

Describing the rising crises which the participant have to do with what happens with the participants. It explores the conflict among the participants. Complication is the main elements of narrative. Without complication, the text is not a narrative. The conflict can be shown as natural, social or psychological conflict.

c. Resolution

Showing the way of participant to solve the crises, better or worse. This is the phase where the participants solve the problem aroused by the conflict. It is not matter whether the participants success or fail. The point is the conflict become ended.

In simple word, narrative text have generic structure as orientation, complication and resolution.

F. The Concept of Media

1. Definition of Media

Teaching is a process of communication. It has to be created through the way of teaching and exchanging the message or information by every teacher and student. The message can be knowledge, skills, ideas, experience, and many others. Through the process of communication, the people can receive the message or information. To avoid misunderstanding in the process of communication, media are needed in the process of teaching. Media also can be said at any devices that help the teacher to make things being learnt and discussed in the classroom clearer. Media intend to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively. In the teaching and learning process, media is the teacher's way to communicate with the students. It does not only helping the teacher to communicate and send a message to the students but also to give some responses so the students can carry out meaningful learning experiences. Media have an important role in the teaching and learning process because they are the devices for transferring materials from teachers to students. However, the teacher should select and think carefully about the appropriate media based on the student's need and the materials.

2. Types of Media

There are various kinds of media that can be used in the teaching and learning process. Teachers should know what kind of media which appropriate to the students in the teaching and learning process. According to Smaldino (2007), there are six kinds of media: text, audio, visuals, video, manipulative and people.

Furthermore, Alessi (2001) mentions that there are five types of media. Those can be seen below.

1. Human-based media: teachers, instructors, and tutors
2. Print-based media: books, guidelines, workbooks, and handouts
3. Visual-based media: books, charts, graphics, maps, transparencies, and slide
4. Audiovisual-based media: video, films, slide-tape programs and television.

However, the researcher choose audio and videos as the media in the teaching and learning process. The use of audio and videos in the teaching and learning process can be more communicative than long explanation or it can supplement the teacher's explanation. Besides, audio and videos can make students motivated and interest in the teaching and learning process.

G. The Concept of Audiobooks

1. Definition and History of Audiobook

Audio books have become a collection of library and bookstore. According to Chen (2004:22) in the late 1970s and early 1980s, audio books are growing. She explains that "in 1986, the Audio Publisher Association (APA) was organized and it formally adopted "audiobook" as the accepted term for recorded books or books on tape. Audio books have been growing continuously in recent years. A survey in American household indicated that over 22% of society had listen to audio books. The result showed that people can listen to audio books while doing homework, participating in exercises, taking a trip, and undertaking anything that

doesn't need full concentration. Audio books help learners to understand books in every condition and limited time.

Audio books are printed book with an audio file. Moody (1989) stated that "Audio books have evolved from straightforward oral readings to full-scale dramatic presentations that can include music, sophisticated sound effects, and a full cast of characters" (p.1). Chen (2004) argued that in early 1980s, audio books are a combination of conventional storytelling and cassette. She stated that audio books have a magic power. Audio books are used to engage learners' interesting with a dramatic narrator of recorded story. After the success of storytelling recorded, many publishers develop audio books in various books. Nowadays, audio books are available in library and bookstore with many kinds of collection.

Audiobook is a recording of a text being read by a narrator. Audio books are a great tool for acquiring language and understand it as it is spoken, so it is a new way to learn new vocabulary and grammar. Therefore; Audio books are an important material for developing literacy. Pat Yoska stated that "Students enjoy listening to listening library selections because they provide a voice for the novel they are reading in class. Listening to dialects, a powerful tool in differentiate instruction enriches the enjoyment of literature by connecting the reader to the region itself. They are invaluable to our students with special needs as well as reluctant readers who may need assistance to become actively involved in a story".

In other words, audiobooks provide an easy way to understand different kind of text and it allows the student's to comprehend and analyze literature.

2. Why Use Audiobooks

According to Jennifer Hodgson (2016) there are some reason why audiobooks should be used, namely:

1. Exposure to patterns, intonation, expressions, different accents and dialects, and pronunciation of language
2. Provide example of fluent reading
3. Dramatized audiobooks can increase students interest in the text
4. Allows “readers” to enjoy a book at their interest level, even if it is above their reading level
5. Students can work at the same pace
6. With text & audio: a multisensory approach to reading
7. Supports auditory learners
8. Helps with literacy development
9. Improves comprehension of text

Furthermore, audiobooks used in esl classes is a good piece of audio can go a long way in grabbing someone’s attention. When you have a good piece of audio, your students will want to listen and follow along with the plot. By hearing the proper pronunciation of words in an audiobook, students are able to better comprehend and retain the English language. Often, students are given reading assignments to complete on their own, and it is difficult for them to grasp the pronunciation of words they might not know. But by listening and reading at the same time, students can improve their vocabulary and build confidence, which all help to build their English fluency. And, not only does it increase fluency and

build vocabulary, but audiobooks are interesting! Students get tired of listening to their teacher's voice all the time, so these books provide them with a new voice, in addition to an engaging story.

Here are a few effective teaching strategies and tips for integrating audiobooks into the classroom by Janelle Cox, namely :

1. Use Audiobooks Across the Curriculum

The best thing about audiobooks is that you can use them across the curriculum. They work well in all subject areas and grade levels. You can use them during read-alouds, to reinforce key concepts, to make more complex or difficult subjects like math and science easier to understand, to help build background knowledge, or to even develop and strengthen academic independence. When students are able to listen while they read along, you are providing them with a multisensory experience. This can help lessen the frustration for students who have a hard time understanding text materials.

2. Use Audiobooks to Develop Skills

Audio books are help develop important skills such as fluency, comprehension, critical thinking, and listening. Here are a few tips for each skill.

- a. **Fluency** – When students listening to books read aloud multiple times, it can increase their reading fluency. Provide students with the opportunity to read and re-read the same audiobook to increase fluency and build their vocabulary.
- b. **Comprehension** – Audiobooks help students who struggle with understanding what they are reading. To help build comprehension, have

students retell the story after they have listened to it. You can also give students specific questions to listen for so they are reading and listening for a purpose.

- c. **Critical Thinking/Listening** – Audiobooks can build students’ critical thinking and listening skills. Here’s what you can do. Give students a graphic organizer to fill out and record their thoughts. Have students summarize what they have listened to and retell it to a friend. Give students a specific task before listening to a book, then have them write down the answer after they have finished.

3. **Make Audiobooks a Part of Your Classroom**

Audiobooks can be used in a variety of settings: Whole class instruction, small group instruction, individual instruction, or learning centers. Here are a few tips on how to use them in each setting.

- a. **Learning centers** - Create an area in the classroom where students have access to the audiobooks so they can use them as a reward or during leisure time.
- b. **Whole Group** – Allow time for students who struggle with print to preview the audiobook before whole group instruction.
- c. **Small Group** – Play and then replay audiobooks during small group instruction to reinforce key concepts.
- d. **Individual Use** – Use audiobooks for students who struggle with print, and allow these students to have access to these books at the same time as their peers are reading plain print.

Audiobooks can be a very powerful tool to use in your classroom. If you haven't tried them already, give them a chance. You will see your struggling and reluctant readers transform as they discover a whole new world with the magic of books.

3. Advantages of the Audiobooks

Audio books have several advantages. According to (Serafini, 2004) claimed that:

- a. Expose readers to new vocabulary .as new words are heard in the context of a story they become part of a child's oral and eventually written vocabularies.
- b. Provide demonstrations of fluent reading and appropriate phrasing , intonation, and articulation.
- c. Expand access to materials for readers' .experienced readers and those struggling with decoding can listen to stories well beyond their independent reading level and can comprehend more complex literature.
- d. Create opportunity for reader's to discuss literature. Reading comprehension is enhanced through discussion, and audio books provide a perfect opportunity for classes to share these stories.
- e. Support struggling readers .As developing readers listen to audio books provide and follow along with a printed version of the story, they learn to much the sounds of oral language to their written counterparts .this matching of sounds to symbols is the basis for reading instruction .

- f. Invite children into the world of reading and literature. One of the most important roles of classrooms teachers and librarians are exposing children to quality literature.

Further, real benefits from audiobooks are provided as Hett (2012) found that audiobooks offer more time for adolescents to read, model verbal fluency, and provide motivation to reluctant readers.

- a. Audiobooks. Audiobooks should factor into any comprehensive reading program. Educators who do not consider the benefits of this technology are ignoring an effective strategy for struggling and proficient readers alike (Serafini, 2004; Whittingham et. al). Researchers have found that using audiobook technology in the classroom has long been a viable instructional intervention for struggling readers (Carbo 1978; Gilbert, Williams & McLaughlin). In regards to availability, audiobook popularity has grown in the last decade, and audiobook publishing has become a billion-dollar industry (Benson, 2011).

Casbergue and Harris (1996) detailed that there is now a heightened awareness of the pleasure audiobooks provide. Written text is derived from oral storytelling, so it follows that audiobooks are capturing the enthusiasm of an old tradition. With this recognition of the technology, educators find that there are now many more titles one could select. In the past, audiobook titles largely stayed in the domain of picture books for beginning readers. There are now many more audio versions of classic and contemporary books available (Casbergue and Harris, 1996). Digital

devices that hold the capacity to carry audiobooks are also expanding, and more Americans have access to these devices. This allows for even more options for educators to get the technology into the hands of the reader (Hett, 2012). To educators, this is an exciting prospect as more choices lend them the ability to find more exciting and relevant books to motivate students. Further, real benefits from audiobooks are provided as Hett (2012) found that audiobooks offer more time for adolescents to read, model verbal fluency, and provide motivation to reluctant readers.

- b. Reading Enjoyment and Audiobooks. An essential corollary to reading skill is reading enjoyment. If a student enjoys reading, they are generally found to have a high reading skill. It is plausible that the most insightful metric of reading skill is whether a person can describe the feeling of an internal movie playing in their mind (Grover & Hannegan, 2012; Beers, 1998). It follows then that one of the most important functions of any literacy program is to help students find joy in reading. Audiobooks has been found to be a viable strategy to increase joy of reading (Grover & Hannegan, 2012; Beers, 1998; Serafini, 2004). Audiobooks provide access to literature otherwise too complex for struggling readers. Instead of using all their energy on decoding or defining meanings of words, audiobooks allow readers to focus on the story. Audiobooks help students access the plot structures, themes, vocabulary and ultimately the adventure of the story (Beers, 1998; Wolfson, 2008). In the book, *Listening to Learn*, the authors found that “avid readers who have regularly been read to are able

to visualize a book's actions in their minds, whereas alliterate students who have no recollection of being read to are unable to imagine text scenarios in their minds. These students rarely see reading as a pleasurable or meaningful experience" (P. 10). In a study that utilized the assisted reading model with a fluent audiobook reader, the findings found an improvement of students' attitudes toward reading (Kuhn & Stahl, 2003). Extending this to English Language Learners, listening to the English language is the best way for the student to hear the language and visualize the images that the words depict (Beers, 1998).

The greatest attribute that an audiobook, perhaps, allows is the ability for a struggling reader to complete a book (Gander, 2013). Marchionda (2001) suggests that a positive attitude develops from the successful completion of an audiobook. Successful completion of multiple books then fosters a reading habit where reading becomes a normal, consequential activity. The reading habit is what creates the life-long reader and more importantly, the life-long learner as one continually searches out new literature and new information.

- c. Reading Comprehension and Audiobooks. The ultimate goal of reading a text is to gain meaning from that text. Reading comprehension skill and interest in the subject matter are then essential for learning. Students with a high level of skill in text comprehension are more apt to become expert learners. This ability is extended into all content areas. Serafini (2004) describes the act of reading as one that permits students to learn new

vocabulary and concepts. The new vocabulary and concept material can then be applied to a variety of different reading materials and subject areas that can continue to expand a learner's academic process.

Reading skill develops through oral language experiences. So, audiobooks can benefit struggling readers by increasing comprehension of the text. The Whittingham study (2013) found a significant increase in the reading ability of participants following an audiobook instructional program according to a pre-and post-test study. Beers (1998) also found that for many struggling readers to increase comprehension they have to see words and hear them simultaneously.

- d. Assisted Reading with Audiobooks. Audio based reading programs have a long history, starting first with an instructional strategy known as assisted reading. Assisted reading includes a fluent model in the form of a teacher and an audio recording. The process of assisted reading first starts with a student listening to an audio recording of a text selection while also reading a text- based version. Following this, the teacher reads the selection, and the student follows along with a text version. Finally, the student reads the selection individually without the use of an audio version. This process found positive gains in vocabulary and comprehension (Gilbert, Williams, McLaughlin, 1996; Whittingham et al., 2012). The assisted reading strategy, designed largely as an intervention rather than a primary mode of literacy, has changed throughout the years from human-only delivery to audiotape, to compact disc, and finally, to digital downloads. However, whatever medium has been deployed, great

gains in reading skill have been noted (Esteves & Whitten, 2011; Whittingham et al., 2012). Wolfson (2008) has found that this strategy of assisted reading with the use of audiobooks is akin to reading aloud, stating “the reading process develops through oral language, and audiobooks in an assisted reading program provide another opportunity to increase the understanding and appreciation of the written word.” Another study by Gilbert, Williams & McLaughlin (1996) noted that assisted reading has been successfully implemented with children of learning disabilities and second-language English speakers. They also extended the study to pronunciation and found that assisted reading programs increased the number of words read correctly in a selected reading passage.

- e. Current Best Practices. Technology is a tool. When implementing a particular technology into the classroom, an educator needs to know what outcome they are fulfilling by integrating the technology into the lesson (Holum & Gahala, 2010). In a reading lesson, audiobook technology can fulfill a particular outcome if utilized in a strategic way. For example, outcomes that relate to student’s vocabulary, comprehension skills, and syntactic development can be targeted as there has been proven growth in each of these areas (Lane & Wright, 2007).

Audiobook technology is most impactful when used in conjunction with the written text. (Holum & Gahala 2001; Whittingham et al., 2012) The technology enhances regular reading instruction; it does not take its place. When used in support of struggling readers, the student can listen to the audiobook and follow along with the printed text. As they are completing this

activity, they learn to match the sounds that each written word makes. Similar to phonological instruction, the matching of symbols is one of the basics of reading instruction and is enhanced by audiobook technology (Serafini, 2004).

4. The implementation of using audio books in the classroom

When teachers want to implement audio book as their supporting material, they have to notice some aspects. The aspects include how to create the activities during teaching practices, the guidelines such as tips and how learning with audio books and the criteria of audio books which suitable with their students.

1. Activities of audio books in the classroom. As educators, teachers should create their ideas to provide various activities. The activities should be interesting so that they can engage students in learning. Serafini (2004) points out some ideas of activities by using audio books that can be implemented in the classroom.
2. Discussion. The teachers play an audio book. In the middle, the teachers may pause. Then ask students about the story including the characters, setting, and summarizing by drawing inferences. After the whole of the story end, ask them to analyze every character. Teachers also ask about the story and the value of the story. This way requires students to provide their ideas.
3. Book clubs. Teachers divide students into small groups. Each group consists of 3-5 students. Ask every group to choose one of their favorite books. Books will be discussed by every group. Using these book clubs,

students will discuss in groups. They can share their ideas. Give time for them, for example one week for one story.

4. Teasers. Give a teaser of an audio books to students. The teachers may introduce the story. By introducing them a new story, it can make them curious about a whole of the books.
5. Book backpacks. Book backpack allows students to take home the audio book as their book backpack. For example, teachers choose an audio books as homework. Teachers share a copy of audio book. Students can read at home. This way involves the role of parents in improving learners' skill. In the next meeting, the teachers discuss that audio book as the topic.

In addition of that, He pointed out that audio books serve the classroom by:

1. Supplementing teachers' and parent's ability to read to their children and students.
2. Providing access to new vocabulary, a key to success in reading.
3. Providing demonstrations of fluent reading.
4. Providing readers access to books they are unable to read for themselves.
5. Creating opportunities for discussing stories, in order to better comprehend them.
6. Supporting struggling readers by helping them focus in meaning rather than the decoding of text.
7. Inviting children to enter to magical world of literature.
8. Fostering a love of literature and reading

5. Guideline to teach students using audio books. Based on Learning Ally (2011) there are some tips using audio books. These tips guide the teachers to implement audio books in the classroom. This guideline also explains audio book based on students' level.

1. Use audio books to teach and reinforce phonemic awareness and phonics skills. Audio books provide auditory reinforcement by introducing letters and sounds. Audio books allow students to listen and read a book by connecting the words with the letters and sounds. Audio books are effective for listening center, whole class listening session, and students' independent learning.
2. Integrate audio books at all grade levels across the curriculum. Audio books can be implemented at the elementary, middle, and high school with various levels. Listening while reading provides a multi-sensory reading experience and can eliminate some of the frustrations for students who have difficulties with text-only materials.
3. Use audio books to build students' critical thinking and listening skills. Students are asked to provide a specific goal for listening. The teachers may ask them to listen several pages and they have to identify the characters or the value of the story. The teachers may give some exercises after listening such as graphic organizer and blank words. These exercises help students clarify and record their thoughts. The last teachers can use pair students to summarize and draw the interference.

4. Use audiobooks to develop fluency and comprehension skills. Listening while reading are multiple activities that can increase students' fluency. It provides students with opportunities to access audio books and literature in multiple times. Besides, audio books also allow students to focus on the meaning rather than struggling with decoding. Teachers ask students to listen with purpose including give students specific question, make a prediction, and retell the story after they have listened.
5. Make audio books a standard part of your classroom management approach. Teachers can treat their students using audio books by some approaches. There are whole class listening, listening centers, small group instruction, and individual use.

H. Conceptual Framework

Reading is very important skill that the students should be master on it. If the students are able read well and have a good comprehension they can success understand the whole passage or paragraph given, without comprehension a reader doesn't really read. It is that reading comprehension is very important in reading learning process. The conceptual framework underlying in this research given below:

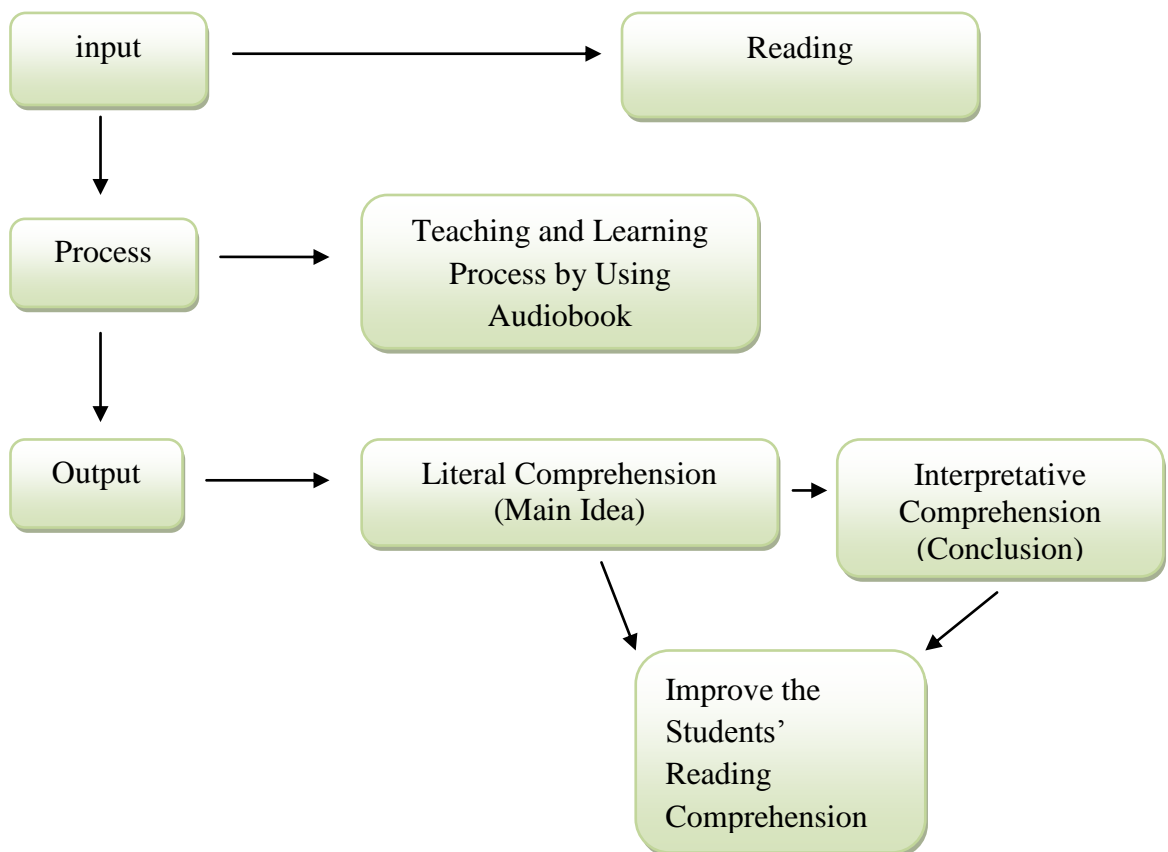


Figure 2.1 : Conceptual Framework

A brief explanation of conceptual framework will be delivered as follows:

In this research, the researcher wants to teach students' reading comprehension. In this research, the researcher uses pre-experimental design especially one group pre-test and posttest. It means the researcher uses one class experiment for giving pre-test, treatment and post-test. In the diagram above on input, the researcher gives to the student's material in reading skill. Audiobook media story that will be given to the students. In process, the researcher gives a pre-test to see their prior knowledge in reading comprehension, and then the researcher gives treatment by applying audio book. In output, the students' reading comprehension achievement that focused on literal comprehension and interpretative comprehension. The researcher just focus on two levels of comprehension, those are literal and interpretative comprehension. Literal comprehension is generally accepted as the most simple or basic comprehension skill and one that requires little thinking and reasoning. In literal reading, the main ideas are directly stated in the text. While interpretative comprehension is the process of deriving ideas that implied rather than directly stated. It means the students have to make their own interpretation about the topic or text. Therefore, it is expected that audiobooks media can make students easy to describe the story and then, can help students to achieve the good result in reading comprehension.

I. Research Hypothesis

Based on the theoretical framework, the hypothesis can be formulated as follows.

1. Alternative Hypothesis (H_1)

There is a significant difference of the students' reading comprehension before and after presenting reading material by using audiobook media.

2. Null Hypothesis (H_0)

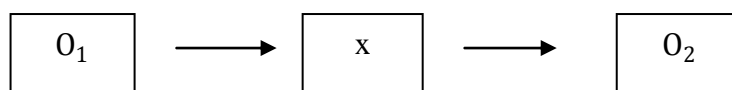
There is no significant result students reading comprehension before and after giving treatment.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research design was a pre-experimental method, with one group pretest and post-test. This research design involves one group as pre-test (O_1), exposed to treatment (X), and post-test (O_2), the schematic, representation of the design as follows :



(Gay, in Usnawati, 2012:19)

Where :

O_1 : Pre-test

X : Treatment

O_2 : Post-test

a. Pre-test

In this research for the first meeting, the researcher gave pre-test to the students. The pre-test is done to know the students' reading comprehension before giving treatment.

b. Treatment

In this research, the researcher applied Audiobooks in teaching and learning reading. The procedure of the treatment is:

1. Teacher conducted a reading lesson in the classroom using audiobooks. The audiobooks chosen is The Four Friends by Retold from BookBox, The First Well Retold by BookBox, Turtle's Flute by A Brazilian folktale, and Zippy the Zebra By Urmila Ellappan
2. The researcher gave paper of the students that consist of the text in audiobooks.
3. After that, the researcher applied audiobooks based on the paper that gave of students.
4. Students should be listened the audio recorder of native speaker of audiobooks who pronounce the text based on the paper.
5. Then, the researcher invited the students to read the text based on the audio that they hear of audiobooks while listening to the audiobook as an aid. A set of comprehension questions is given to the students to be completed as exercise.
6. The researcher did these procedures for thirty minute treatment.

c. Post-test

The researcher gave post-test to the students. The test was similar to the pre-test. The test, students were given the paper that should be read and heard from native speaker in audiobooks. Post test was done to find out the student achievement in reading comprehension after giving treatment by using Audiobooks.

B. Research Variable and Indicator

1. Research Variable

This research used two variables namely independent variable and dependent variable. The independent variable is Audiobooks. It is used by the researcher when teaching the material. While dependent variable is the students' reading achievement in reading comprehension to find the literal comprehension and interpretative comprehension.

2. Research Indicator

The indicators on this research was the students' comprehension in reading text after learning process by applying audiobook media that focused on literal comprehension and interpretative comprehension. This research was seen the students' improvement and students in reading comprehension with applying Audiobooks Media.

C. Population and Sample

1. Population

The population of this research was the first grade students of SMA Negeri 3 Bulukumba. The total numbers of the population in this research were 212 students, which spreads to nine classes.

2. Sample

In selecting the sample, in this research, the researcher was used purposive sampling in selecting classes of the population to become experiment class. In this research used purposive sampling, the researcher takes sample for students who only have a laptop or mobile phone, because researcher wanted to know the

ability of students' understanding in reading by using audiobooks. In this research, the researcher took 31 students from class X Iis 1 as experiment class.

D. Research Instrument

The instrument of this research was reading test in narrative text form. Pre-test, treatment, and post-test. The pre-test wanted to know the students previous knowledge in reading. While post test wanted to know students' reading comprehension after giving the treatment.

E. Data Collection

a. Pre-test

Before doing the treatment, the students was given a pre-test to knew the student achievement in reading. The researcher was given students paper based on the native speaker in audiobooks that should be heard while read a text. After that, the researcher was checked the students' reading ability.

b. Post-test

After the treatment was carried out, the researcher did the same thing as in the pre-test. The researcher distributed the instrument to identify how the students reading comprehension by using Audiobooks.

F. Data Analysis

Before giving the pre-test and post-test, the researcher wanted to know how to given a score for reading test, expecially for literal (main idea) and interpretative (conclusion). Below is the scoring rubric of each item of comprehension.

1. Rubric of Literal Comprehension

a. Main Idea

Table 1.1 Criteria Score of Main Ideas

No.	Criteria	Score
1.	Clearly identified the main idea by providing evidence strong evidence, details relating to the main idea.	4
2.	Identified the main idea and provided adequate evidence, details relating to the main idea.	3
3.	Limited main idea identification and limited evidence, details relating to the main idea.	2
4.	Did not identify the main idea of the story or provide any evidence, details relating to the main idea.	1

(Harmer, in Nurindah, 2012:31)

2. Rubric of Supporting Details

No.	Criteria	Score
1.	Student response includes at least 2 key details from the passage that support the main idea of the passage.	4
2.	Student response includes at least 2 details with at least one key detail from the passage that support the main idea.	3
3.	Student response includes 2 detail which does not support the correct main idea.	2
4.	Student response includes one detail that does not support the main idea.	1
5.	Student did not provide any details, or students did not attempt to respond to the item.	0

(Gay, in Ismail, 2012:40)

3. Rubric of Interpretive Reading

Table 1.2 The Assesment of Conclusion

No.	Criteria	Score
1.	Conclusion reflects resource reading in development of idea. It is excellent.	4
2.	Conclusion reflects reading in development of idea. It is good.	3
3.	Conclusion reflects only reading in development of idea. It is poor.	2
4.	Conclusion there answer but do not reflect any reading of resource in development idea.	1

(Harmer, in Nurindah, 2012:31)

In this research, the researcher tries to find the students score based on the test result. To determine the score of each student, the researcher uses the following formula:

1. Scoring the students' correct answer of pre-test and post-test by using the formula:

$$Score = \frac{\text{students' correct answer}}{\text{Total number of items}} \times 100$$

(Gay, in Usnawati, 2012:25)

2. Classifying the students score which falls into seven classification:

Table – 1.2 *The Classification of Students' Score*

No.	Indicators	Score
1.	96-100	Excellent
2.	86-95	Very Good
3.	76-85	Good
4.	66-75	Fairly Good
5.	56-65	Fair
6.	36-55	Poor
7.	0-35	Very Poor

(Layman, in Usnawati 2012:25)

3. Calculating the collecting data from the students in answer the test, the writer will be used formula to get mean score of the students as follows:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} : Mean score

$\sum X$: Total score

N : The number of students

(Gay, in Usnawati, 2012:26)

4. Calculating the improvement of the students' score of pre-test and post-test, the researcher use the following formula:

$$P = \frac{\bar{x}_2 - \bar{x}_1}{\bar{x}_1} \times 100\%$$

Where:

P : Improvement

\bar{x}_2 : The mean score of post-test

\bar{x}_1 : The mean score of pre-test

(Gay, in Rosdiana, 2012:33)

5. Computing the frequency and the percentage of the students' score:

$$p = \frac{fq}{n} \times 100$$

Notation:

P = Percentage

Fq = number of correct answer

N = the number answer

(Gay, 1981)

6. Finding out the means of the different score by using the formula:

$$\bar{D} = \frac{\sum D}{N}$$

Notation:

\bar{D} = The mean of the different score

$\sum D$ = The same of all score

N = The total number of student

(Gay, 2006)

7. Finding out the the significant difference between the score of the pre-test and post-test the writer calculated the value of the test by using the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

T : Test of Significant

D : Mean of Score

$\sum D$: Sum of Different

N : The total number of students

$(\sum D)^2$: The square of sum of total score of difference

(Gay, in Rosdiana, 2012:34)

BAB IV

FINDINGS AND DISCUSSION

This chapter consist particularly present the finding of the research and discussion. The finding deals with rate of frequency of the students score obtained through the reading test that given to students. It present the result of the students' reading comprehension on literal and interpretative comprehension by applying Audiobooks Media, while the discussion of the research covers further explanation of the findings.

A. Findings

The findings of the research consist of the result data analysis through the pre-test and post-test in reading comprehension focused on literal (main idea) and interpretative (supporting details and conclusion) deal with applying audiobooks media could improved the students' reading comprehension at the First Year of SMAN 3 Bulukumba.

1. The Improvement of Students' Literal Comprehension

The students' literal comprehension in reading could be seen in the following table:

Table 1.1: The Mean Score of Students' Literal Comprehension in Term of Main Idea.

Indicator	Mean Score		Improvement%
	Pre-test	Post-Test	
Main idea	67.18	83.59	24.43%

From the table above, it shows that there was difference of students score of pre-test and post-test in literal comprehension. The data analysis shows that the students mean score improved from pre-test to post-test. The students mean score of pre-test was 67.18. However, after applying treatment the students' literal comprehension was improved. It was proved by students mean score in post-test was 83.59. The improvement of students' achievement in literal comprehension was 24.43%. It means that, applying audiobook was good to improve the students' literal comprehension in reading.

Based on the these result, it concluded that applying audiobooks media could improved the students' reading comprehension in term of literal comprehension.

Table 1.2 The Mean Score of Students' Literal Comprehension in Term of Supporting Details.

Indicator	Mean Score		Improvement%
	Pre-test	Post-Test	
Supporting Details	75	75.52	0.69%

Table 1.2 indicated the students score of finding the supporting details of the story in literal comprehension between pre-test and post-test. Before applying treatment in pre-test, the students mean score was 75. After applying treatment, students mean score improved, where in post-test was 75.52. So, the difference score between pre-test and post-test was 0.69%. It means that

students score in post-test was a little higher than students score in pre-test. Thus, applying audiobook was improved students' literal in reading comprehension.

Based on the these result, it concluded that applying audiobooks media could improved the students' reading comprehension in term of literal comprehension.

2. The Improvement of Students' Interpretative Comprehension

The students' interpretative comprehension in reading could be seen in the following table.

Table 1.3 The Mean Score of Students' Interpretative Comprehension in Term of Conclusion.

Indicator	Mean Score		Improvement%
	Pre-test	Post-Test	
Conclusion	60.94	84.37	38.45%

Table 1.3 indicates that there was difference between student's score of interpretative comprehension before and after giving the treatment in reading. The data analysis shows that the students mean score improved from pre-test to post-test. The students mean score of pre-test was 60.94 and after applying giving the treatment, students' interpretative comprehension was improved. It was proved by students mean score in post-test was 84.37. So, the improvement of students' achievement in interpretative comprehension was 38.45.

Based on the result, it concluded that applying audiobooks media could improved the students' interpretative in reading comprehension.

The students' reading comprehension, the score of the literal comprehension and interpretative observed as follows:

Table 2.1 Rate Percentage and Frequency of the Students' Reading Comprehension final score.

Classification	Score	Pre-test		Post-test	
		F	%	F	%
Excellent	96-100	0	0	0	0
Very good	86-95	0	0	2	6.25%
Good	76-85	4	12.5%	10	31.25%
Fairly good	66-75	13	40.62%	20	62.5%
Fair	56-65	15	46.87%	0	0
Poor	36-55	0	0	0	0
Very poor	0-35	0	0	0	0
Total		32		32	

Based on the rate percentage on Table 2.1, in pre-test is was found that there were not students got excellent and very good, 4(12.5%) students got good, 13(40.62) students got fairly good, 15(46.87%) students got fair and then there was not students got poor and very poor. Then, in post-test it was found that there was not students got excellent, 2(6.25%) students got very good, 10(31.25%) students got good, 20(62.5%) students got fairly good, and then there was not students got poor and very poor.

Based on the Table 2.1 the research concluded that students' reading comprehension final score, 4 student (12.5%) got good in pre-test then in post-test got good with 10 students (31.25%).

3. The Improvement of the Students' Reading Comprehension

The students' reading comprehension in reading could be seen in the following table.

Table 2.2 The Mean Score of Students' in Reading Comprehension.

Indicator	Mean Score		Improvement%
	Pre-test	Post-Test	
Reading Comprehension	69.37	77.18	11.26%

Table 2.2 indicates that there was the difference of student's score of pre-test and post-test in reading comprehension. The data analysis shows the students mean score improved from pre-test to post-test. The students mean score of pre-test was 69.37 and after applying treatment the students reading comprehension improved. It was proved by students mean score in post-test 77.18. The students' improvement in reading comprehension was 11.26%.

After the calculating the entire of score variable, the data on table 2.2 showed that the students reading comprehension improved (11.26%) from the mean score in pre-test was 69.37 and post-test was 77.18. It indicated by the mean score post-test were higher than pre-test. Therefore, applying audiobook was able to improve the students' reading comprehension at the first year of SMAN 3 Bulukumba.

Table 2.3 The Student's Improvement

No.	Variables	Mean Score		Improvement
		Pre-test	Post-test	
1.	Literal Comprehension	71.48	75.39	5.47%
2.	Interpretative Comprehension	60.94	84.37	38.45%
3.	Reading Comprehension	69.37	77.18	11.26%

Table 2.3 indicates the difference between the mean score of students' comprehension between pre-test and post-test. Before applying treatment in pre-test, the students mean score reading comprehension was 69.37. After applying the treatment, students mean score improved where in post-test were 77.18. So, the difference score between both groups was 11.26%. It means that the students score in post-test was greater than students score in pre-test. The same thing also indicates that the students score in post-test improved after teaching reading comprehension by using audiobook for literal and interpretative. Before giving treatment the students score in pre-test for literal comprehension was 71.48 and interpretative comprehension was 60.94. However, after giving treatment, the students score in post-test improved to be 75.39 for literal and 84.37 for interpretative. The student's improvement for literal comprehension was 5.47% and the students' improvement for interpretative comprehension was 38.45%.

4. Hypothesis Testing (t-test of Significant)

The hypothesis testing was aimed to know the significance different toward the students' reading comprehension in pre-test and post-test. The result of significant analysis of the level of significant 0.05 with degree of freedom (df) = n-1, where n: number of students was 32. It could be seen as follows:

$$df = n-1,$$

$$df = 32-1, df = 31$$

Based on the level of significance and the degree of the freedom (df) = 31 = 0.05 above, the value of the t-table = 1.695. The result of t-test for reading comprehension focused on literal and interpretative could be seen below:

Table 2.4 the t-test value of Students' Reading Comprehension

Variable	Mean score of Pre-test	Mean score of Post-test	t-test	t-table	Comparison	Classification
$\bar{X}_2 - \bar{X}_1$	69.37	77.18	13.42	1.695	t-test>t-table	Significantly different

Table on 2.4, showed that t-test value for reading comprehension focused on literal and interpretative with the t-test value was $13.42 > 1.695$. It indicated that the result of t-test value in all of variable and indicator was higher than t-table value. It means that there was a significant different between the results of pre-test and post-test in reading comprehension. It was happened because the students were practiced to comprehend the short explanation, read the whole text and discuss in a small group while help each other to know the meaning of the text. It could help to increase students' comprehension before, while, and after reading. They were practiced to identify main idea stated in the text, supporting detail and

draw conclusion of the text through audiobook which could expand their knowledge, comprehension and experience.

Based on the result, it concluded that there was significant difference of the students' reading comprehension deal with literal and interpretative comprehension after treatment by applying audio book media at the first year of SMAN 3 Bulukumba.

B. Discussion

In this section discussed about the result of the data collected and analysis through a testing as explained in the previous section showed about the improvement of students' reading comprehension in terms on literal comprehension and literal comprehension. In the treatment process, the researcher had done the teaching learning process more interesting by applying audio book media. The students enjoy the learning process, which the students made imaging what they was read and what they was seen. It indicated that the students were more active and helped them recalling the story and comprehending the text.

In other words, audiobooks provide an easy way to understand different kind of text and it allows the students' to comprehend of the text. By listened the words in audiobooks, students are able to better comprehend and retain the English language. By listen and reading at the same time, students can improve their reading fluency. Audiobooks help students who struggle with understanding what they read, to help build comprehension. Students can retell the story after they have listened to it. Audiobooks help students access the plot, structure,

themes, vocabulary and ultimately the adventure of the story. So, audiobooks can benefit struggling reading by increasing comprehension of the text.

Meanwhile, the test used on this research was aimed at finding out the improvement of the students' reading comprehension by applying audio book media. The findings showed that there were an improvement and significant difference between the students' result in pre-test and post-test. It was indicated as follows:

1. The Students' Reading Comprehension in Literal Comprehension

Literal comprehension represents the ability of the students to understand the content of the text. A main idea was more than just guessing what was going happened next. Main ideas helped students become actively involved in reading and helped to keep their interest level high. Main ideas could also helped the students more fully comprehend what they had read and was retain the information for longer periods of time.

Based on the result of finding that before giving treatment, the student's literal comprehension was categorized into fair in main ideas on pre-test but after treatment, categorized into good in main ideas on post-test. The main ideas improved (24.43%) from the mean score in pre-test was 67.18 and post-test was 83.59. It indicated that the score of main ideas (literal comprehension) in post-test was higher than pre-test.

2. The Students' Reading Comprehension in Interpretative Comprehension

Interpretative comprehension represents the ability of the students to understand the content of the text. Conclusion was more than just guessing what

was going happened next. Conclusion helped students become actively involved in reading and helped to keep their interest level high. Conclusion could also help the students to understand difficult sentences or ideas.

Based on the result of finding that before giving the treatment, the students' interpretative comprehension was categorized into fair in answering question on pre-test but after treatment, categorized into good in answering question on post-test. The score of conclusion improved (38.45%) from the mean score in pre-test was 60.94 and post-test was 84.37. It indicated that the score of interpretative comprehension in post-test was higher than pre-test.

3. The Improvement of the Students' Reading Comprehension

After the calculating the entire of the score variable, the data on table 1.4 showed that the students' reading comprehension improved (11.26%) from the mean score in pre-test was 69.37 and post-test was 77.18. It indicated by the mean score post-test were higher than pre-test. Therefore, applying audiobook was able to improve the students' reading comprehension at the first year of SMAN 3 Bulukumba.

4. The Test of the Students' Significant

Through the result of pre-test and post-test, the result of t-test value of the level of the significant (p)= 0.05 with degree of freedom (df)= 31 indicated t-test value was greater than t-table value was $13.42 > 1.695$ there was significant different. Therefore, it can be concluded that statistically hypothesis of (H_0) was rejected and the statistically hypothesis of (H_1) was accepted. It means that the

use with Applying Audiobook Media could improve the students' reading comprehension in literal and interpretative comprehension.

Based on discussion above, it concluded that using Audiobook Media was one of way that could improved the students' reading comprehension especially on literal and interpretative comprehension at the First Year of SMA Negeri 3 Bulukumba.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion and implication of the research findings, some suggestion regarding to the finding for the improvement of teaching reading comprehension by applying Audiobook Media.

A. Conclusion

Based on the research findings and discussion in the previous, the research draws conclusion in the following statement. Applying Audiobook Media improved the students' reading comprehension more significantly at the First Year students of SMAN 3 Bulukumba. The following conclusions were presented:

1. Applying Audiobook Media was effective to improve the students' literal reading comprehension in term of main ideas at the First Year Students of SMAN 3 Bulukumba. It was improved by the mean score of literal comprehension was (24.43%) from the mean score in pre-test was 67.18 and post-test was 83.59. It indicated that the score of literal comprehension each indicator in post-test was higher than pre-test.
2. Applying Audiobook Media was effective to improve the students' interpretative reading comprehension in term of conclusion at the First Year Students of SMAN 3 Bulukumba. It was improved by the mean score of interpretative was (38.45%) from the mean score in pre-test was 60.94 and

post-test was 84.37. It indicated that the score of interpretative comprehension in post-test was higher than pre-test.

B. Suggestion

Based on the conclusion above, the research presents some suggestion as follows:

1. It is suggested that the English teacher at First Year Students of SMA Negeri 3 Bulukumba using Audiobook Media as alternative in presenting the reading comprehension materials, because it was effective to improve the students' achievement in reading comprehension.
2. In order to improve the students' reading comprehension on literal and interpretative by reading material through applying Audiobook Media, it could brought a positive improvement in reading comprehension for students.

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LIST OF APPENDICES

Appendix A. Students' Classification of Pre-test and Post-test in Reading Comprehension

Appendix B. Table Distribution of T-Table

Appendix C. Lesson Plan and Teaching Material

Appendix D. Pre-test and Post-test Instrument

Appendix E. Documentation

APPENDIX A

Students' Classification of Pre-test and Post-test in Reading Comprehension

Code of Students	Pre-test	Classification	Post-test	Classification
S-1	60	Fair	75	Fairly good
S-2	75	Fairly good	80	Good
S-3	75	Fairly good	85	Good
S-4	85	Good	90	Very good
S-5	65	Fair	75	Fairly good
S-6	60	Fair	70	Fairly good
S-7	65	Fair	75	Fairly good
S-8	70	Fairly good	75	Fairly good
S-9	60	Fair	70	Fairly good
S-10	65	Fair	70	Fairly good
S-11	65	Fair	70	Fairly good
S-12	60	Fair	75	Fairly good
S-13	75	Fairly good	80	Good
S-14	65	Fair	75	Fairly good
S-15	60	Fair	75	Fairly good
S-16	80	Good	85	Good
S-17	75	Fairly good	80	Good
S-18	60	Fair	70	Fairly good
S-19	70	Fairly good	75	Fairly good
S-20	60	Fair	75	Fairly good
S-21	80	Good	85	Good
S-22	65	Fair	70	Fairly good
S-23	75	Fairly good	80	Good
S-24	75	Fairly good	85	Good
S-25	70	Fairly good	75	Fairly good
S-26	85	Good	90	Very good
S-27	65	Fair	70	Fairly good
S-28	70	Fairly good	75	Fairly good
S-29	70	Fairly good	75	Fairly good
S-30	65	Fair	75	Fairly good
S-31	75	Fairly good	85	Good
S-32	75	Fairly good	80	Good

APPENDIX B

Students' Score in Each Number of Pre-Test

Code of Students	Number of Question					Score	Total Score
	1	2	3	4	5		
S-1	2	3	3	3	1	12	60
S-2	3	4	3	2	3	15	75
S-3	4	3	2	3	3	15	75
S-4	4	3	3	3	4	17	85
S-5	2	3	3	3	2	13	65
S-6	2	3	3	3	1	12	60
S-7	2	3	3	3	2	13	65
S-8	3	3	2	3	3	14	70
S-9	2	3	3	3	1	12	60
S-10	2	3	3	3	2	13	65
S-11	2	3	3	3	2	13	65
S-12	2	3	3	3	1	12	60
S-13	3	4	2	3	3	15	75
S-14	2	3	3	3	2	13	65
S-15	2	3	3	3	1	12	60
S-16	4	3	3	2	4	16	80
S-17	3	2	3	4	3	15	75
S-18	2	3	3	3	1	12	60
S-19	3	2	3	3	3	14	70
S-20	2	3	3	3	1	12	60
S-21	4	2	3	3	4	16	80
S-22	2	3	3	3	2	13	65
S-23	3	3	4	2	3	15	75
S-24	3	4	2	3	3	15	75
S-25	3	3	2	3	3	14	70
S-26	4	3	3	3	4	17	85
S-27	2	3	3	3	2	13	65
S-28	3	3	3	2	3	14	70
S-29	3	2	3	3	3	14	70
S-30	2	3	3	3	2	13	65
S-31	3	4	3	2	3	15	75
S-32	3	3	4	2	3	15	75

Students' Score in Each Number of Post-Test

Code of Students	Number of Question					Score	Total Score
	1	2	3	4	5		
S-1	3	4	3	2	3	15	75
S-2	4	3	2	3	4	16	80
S-3	4	3	3	3	4	17	85
S-4	4	4	3	3	4	18	90
S-5	3	3	4	2	3	15	75
S-6	3	3	2	3	3	14	70
S-7	3	3	2	4	3	15	75
S-8	3	4	2	3	3	15	75
S-9	3	3	2	3	3	14	70
S-10	3	2	3	3	3	14	70
S-11	3	3	3	2	3	14	70
S-12	3	3	4	2	3	15	75
S-13	4	2	3	3	4	16	80
S-14	3	2	3	4	3	15	75
S-15	3	4	3	2	3	15	75
S-16	4	3	3	3	4	17	85
S-17	4	3	2	3	4	16	80
S-18	3	3	3	2	3	14	70
S-19	3	3	4	2	3	15	75
S-20	3	4	3	2	3	15	75
S-21	4	3	3	3	4	17	85
S-22	3	3	2	3	3	14	70
S-23	4	3	2	3	4	16	80
S-24	4	3	3	3	4	17	85
S-25	3	4	3	2	3	15	75
S-26	4	4	3	3	4	18	90
S-27	3	3	2	3	3	14	70
S-28	3	3	4	2	3	15	75
S-29	3	4	2	3	3	15	75
S-30	3	2	3	4	3	15	75
S-31	4	3	3	3	4	17	85
S-32	4	3	3	2	4	16	80

DATA ANALYSIS

A. Calculating the Mean Score of Reading Comprehension

a. Mean score of pre-test

$$\bar{X} = \frac{\sum X_1}{N}$$

$$\bar{X} = \frac{2220}{32}$$

$$= 69.37$$

b. Mean score of post-test

$$\bar{X} = \frac{\sum X_2}{N}$$

$$\bar{X} = \frac{2470}{32}$$

$$= 77.18$$

B. Improvement of Reading Comprehension

$$P(\%) = \frac{X_2 - X_1}{X_1} \times 100$$

$$= \frac{77.18 - 69.37}{69.37} \times 100$$

$$= \frac{7.81}{69.37} \times 100$$

$$= \frac{102}{6.43}$$

$$= 11.26\%$$

APPENDIX C

Students' Mean Score in Each Item of Pre-Test

Code of Students	Item of Comprehension		
	Main Idea	Supporting Details	Conclusion
S-1	50	75	25
S-2	75	75	75
S-3	100	75	75
S-4	100	75	100
S-5	50	75	50
S-6	50	75	25
S-7	50	75	50
S-8	75	75	75
S-9	50	75	25
S-10	50	75	50
S-11	50	75	50
S-12	50	75	25
S-13	75	75	75
S-14	50	75	50
S-15	50	75	25
S-16	100	75	100
S-17	75	75	75
S-18	50	75	25
S-19	75	75	75
S-20	50	75	25
S-21	100	75	100
S-22	50	75	50
S-23	75	75	75
S-24	75	75	75
S-25	75	75	75
S-26	100	75	100
S-27	50	75	50
S-28	75	75	75
S-29	75	75	75
S-30	50	75	50
S-31	75	75	75
S-32	75	75	75
Total	2150	2400	1950
Mean Score	67.18	75	60.94

Students' Mean Score in Each Item of Post-Test

Code of Students	Item of Comprehension		
	Main Idea	Supporting Details	Conclusion
S-1	75	75	75
S-2	100	75	100
S-3	100	75	100
S-4	100	83.3	100
S-5	75	75	75
S-6	75	75	75
S-7	75	75	75
S-8	75	75	75
S-9	75	75	75
S-10	75	75	75
S-11	75	75	75
S-12	75	75	75
S-13	75	75	100
S-14	75	75	75
S-15	75	75	75
S-16	100	75	100
S-17	100	75	100
S-18	75	75	75
S-19	75	75	75
S-20	75	75	75
S-21	100	75	100
S-22	75	75	75
S-23	100	75	100
S-24	100	75	100
S-25	75	75	75
S-26	100	83.3	100
S-27	75	75	75
S-28	75	75	75
S-29	75	75	75
S-30	75	75	75
S-31	100	75	100
S-32	100	75	100
Total	2675	2416.6	2700
Mean Score	83.59	75.52	84.37

DATA ANALYSIS

A. Calculating the mean score of Main Idea

1. Mean score of pre-test

$$\bar{X} = \frac{\sum X_1}{N}$$

$$\bar{X} = \frac{2150}{32}$$

$$= 67.18$$

c. Mean score of post-test

$$\bar{X} = \frac{\sum X_2}{N}$$

$$\bar{X} = \frac{2675}{32}$$

$$= 83.59$$

B. Mean Score of Supporting Details

2. Mean score of pre-test

$$\bar{X} = \frac{\sum X_1}{N}$$

$$\bar{X} = \frac{2400}{32}$$

$$= 75$$

d. Mean score of post-test

$$\bar{X} = \frac{\sum X_2}{N}$$

$$\bar{X} = \frac{2416.6}{32}$$

$$= 75.52$$

C. Mean Score of Conclusion

3. Mean score of pre-test

$$\bar{X} = \frac{\sum X_1}{N}$$

$$\bar{X} = \frac{1950}{32}$$

$$= 60.94$$

e. Mean score of post-test

$$\bar{X} = \frac{\sum X_2}{N}$$

$$\bar{X} = \frac{2700}{32}$$

$$= 84.37$$

A. Improvement of Main Idea

$$P(\%) = \frac{X_2 - X_1}{X_1} \times 100$$

$$= \frac{783.59 - 67.18}{67.18} \times 100$$

$$= \frac{16.41}{67.18} \times 100$$

$$= \frac{1641}{67.18}$$

$$= 24.43\%$$

B. Improvement of Supporting Details

$$P(\%) = \frac{X_2 - X_1}{X_1} \times 100$$

$$= \frac{75.52 - 75}{75} \times 100$$

$$= \frac{0.52}{75} \times 100$$

$$= \frac{52}{75}$$

$$= 0.69\%$$

C. Improvement of Conclusion

$$P(\%) = \frac{X_2 - X_1}{X_1} \times 100$$

$$= \frac{84.37 - 60.94}{60.94} \times 100$$

$$= \frac{23.43}{60.94} \times 100$$

$$= \frac{2343}{60.94}$$

$$= 38.45\%$$

APPENDIX D

Students' Score in Literal and Interpretative Comprehension

Code of Students	Pre-Test		Post-Test	
	Literal	Interpretative	Literal	Interpretative
S-1	68.75	25	75	75
S-2	75	75	75	100
S-3	75	75	81.25	100
S-4	81.25	100	87.5	100
S-5	68.75	50	75	75
S-6	68.75	25	68.75	75
S-7	68.75	50	75	75
S-8	68.75	75	75	75
S-9	68.75	25	68.75	75
S-10	68.75	50	68.75	75
S-11	68.75	50	68.75	75
S-12	68.75	25	75	75
S-13	75	75	75	100
S-14	68.75	50	75	75
S-15	68.75	25	75	75
S-16	75	100	81.25	100
S-17	75	75	75	100
S-18	68.75	25	68.75	75
S-19	68.75	75	75	75
S-20	68.75	25	75	75
S-21	75	100	81.25	100
S-22	68.75	50	68.75	75
S-23	75	75	75	100
S-24	75	75	81.25	100
S-25	68.75	75	75	75
S-26	81.25	100	87.5	100
S-27	68.75	50	68.75	75
S-28	68.75	75	75	75
S-29	68.75	75	75	75
S-30	68.75	50	75	75
S-31	75	75	81.25	100
S-32	75	75	75	100
TOTAL	2287.47	1950	2412.5	2700
Mean Score	71.48	60.94	75.39	84.37

DATA ANALYSIS

A. Calculating the mean score of Literal Comprehension

1. Mean score of pre-test

$$\bar{X} = \frac{\sum X_1}{N}$$

$$\bar{X} = \frac{2287.47}{32}$$

$$= 71.48$$

2. Mean score of post-test

$$\bar{X} = \frac{\sum X_2}{N}$$

$$\bar{X} = \frac{2412.5}{32}$$

$$= 75.39$$

B. Improvement of Literal

$$P(\%) = \frac{X_2 - X_1}{X_1} \times 100$$

$$= \frac{75.39 - 71.48}{71.48} \times 100$$

$$= \frac{3.91}{71.48} \times 100$$

$$= \frac{391}{71.48}$$

$$= 5.47\%$$

C. Mean Score of Conclusion

1. Mean score of pre-test

$$\bar{X} = \frac{\sum X_1}{N}$$

$$\bar{X} = \frac{1950}{32}$$

$$= 60.94$$

2. Mean score of post-test

$$\bar{X} = \frac{\sum X_2}{N}$$

$$\bar{X} = \frac{2700}{32}$$

$$= 84.37$$

D. Improvement of Interpretative

$$P(\%) = \frac{X_2 - X_1}{X_1} \times 100$$

$$= \frac{84.37 - 60.94}{60.94} \times 100$$

$$= \frac{23.43}{60.94} \times 100$$

$$= \frac{2343}{60.94}$$

$$= 38.45\%$$

APPENDIX E

**THE GAIN SCORE (D) OF THE STUDENTS' READING
COMPREHENSION**

Students	Pre-Test (X₁)	Post-Test (X₂)	D (X₂-X₁)	D²
S-1	60	75	5	25
S-2	75	80	5	25
S-3	75	85	10	100
S-4	85	90	5	25
S-5	65	75	10	100
S-6	60	70	10	100
S-7	65	75	10	100
S-8	70	75	5	25
S-9	60	70	10	100
S-10	65	70	5	25
S-11	65	70	5	25
S-12	60	75	15	225
S-13	75	80	5	25
S-14	65	75	10	100
S-15	60	75	10	100
S-16	80	85	5	25
S-17	75	80	5	25
S-18	60	70	10	100
S-19	70	75	5	25
S-20	60	75	15	225
S-21	80	85	5	25
S-22	65	70	5	25
S-23	75	80	5	25
S-24	75	85	10	100
S-25	70	75	5	25
S-26	85	90	5	25
S-27	65	70	5	25
S-28	70	75	5	25
S-29	70	75	5	25
S-30	65	75	10	100
S-31	75	85	10	100
S-32	75	80	5	25
N=32	∑X₁=2220	∑X₂=2470	∑D =235	∑D²=2025

DATA ANALYSIS

1. Test of Significance Difference

Calculating the t-test value of mean

$$\begin{aligned}\bar{D} &= \frac{\sum D}{N} \\ &= \frac{235}{32} \\ &= 7.34\end{aligned}$$

$$\sum D^2 = 2025$$

$$\sum D = 235$$

$$N = 32$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{7.34}{\sqrt{\frac{2025 - \frac{(5525)^2}{32}}{32(32-1)}}$$

$$t = \frac{7.34}{\sqrt{\frac{2025 - 1725.78}{992}}}$$

$$t = \frac{7.34}{\sqrt{\frac{299.22}{992}}}$$

$$t = \frac{7.34}{\sqrt{0.30}}$$

$$t = \frac{7.34}{0.547}$$

$$t = 13.42$$

APPENDIX B

Titik Persentase Distribusi t (df = 1 – 40)

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

APPENDIX C

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMA Negeri 3 Bulukumba

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/2

Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami ,menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional	1.1.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	2.3.1 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain 2.3.2 Mengakui ketika membuat kesalahan 2.3.3 Tidak menyalahkan orang lain atas tindakannya sendiri
3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana, sesuai dengan konteks penggunaannya	3.10.1 Mengidentifikasi fungsi sosial teks naratif 3.10.2 Mengidentifikasi struktur teks naratif 3.10.3 Mengidentifikasi unsur kebahasaan teks naratif
4.15 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.	4.15.1 Menceritakan kembali isi teks naratif dengan kata-kata sendiri 4.15.2 Menentukan struktur teks naratif dengan benar 4.15.3 Melengkapi teks naratif rumpang dengan kosakata yang tepat 4.15.4 Menjawab pertanyaan berkaitan dengan isi teks naratif tepat

C. Tujuan Pembelajaran Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2. Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
3. Mengakui ketika membuat kesalahan
4. Tidak menyalahkan orang lain atas tindakannya sendiri
5. Mengidentifikasi fungsi sosial teks naratif
6. Mengidentifikasi struktur teks naratif
7. Mengidentifikasi unsur kebahasaan teks naratif
8. Menceritakan kembali isi teks naratif dengan kata-kata sendiri
9. Menentukan struktur teks naratif dengan benar
10. Melengkapi teks naratif rumpang dengan kosakata yang tepat
11. Menjawab pertanyaan berkaitan dengan isi teks naratif dengan tepat

D. Materi Pelajaran

Fungsi sosial : Narrative text is used to amuse, entertain and to deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Struktur teks

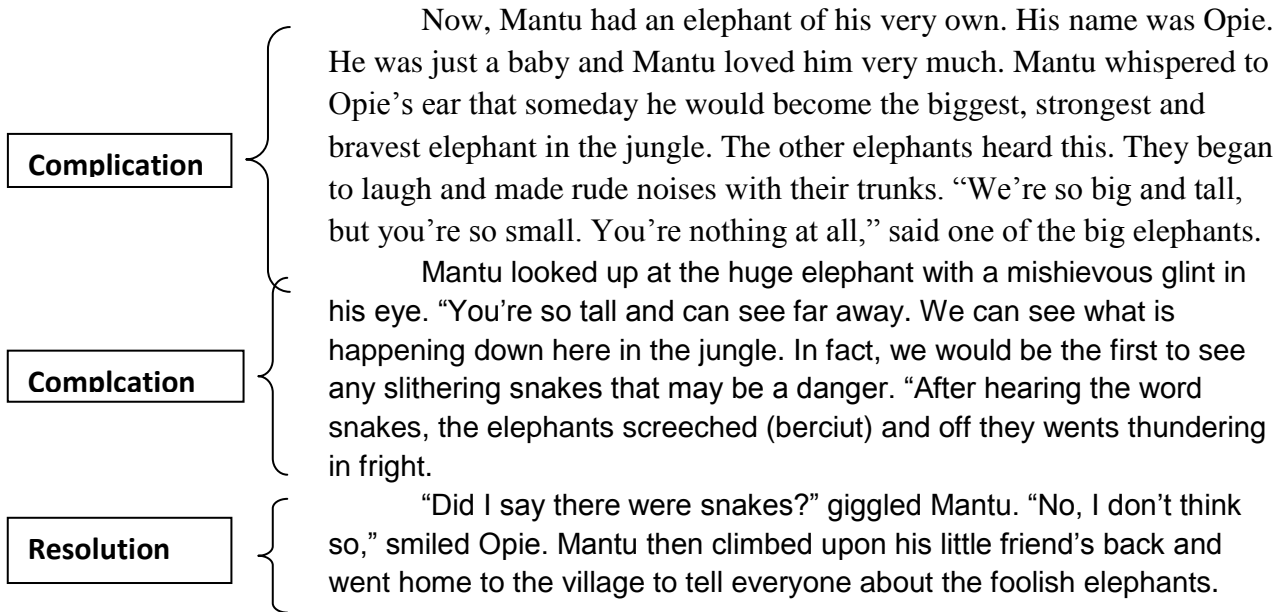
Example of narrative text:

Mantu's Little Elephant



Little Mantu lived in a village deep in the jungle where elephants helped the men with their work. These elephants were so big and strong. They could lift up the heaviest logs with their trunks and toss them high in the air.

Orientation



Adapted from: *50 Bedtime Stories*, 2002

Unsur Kebahasaan:

Language features of narrative text:

- Using specific participants such as the name of person, place, etc.
- Using past tense such as He walked away from the village
- Using adjective: beautiful, poor, wicked, old, etc.
- Using time connectives: since then, many years later, one day, etc
- Using action verbs, verbal, and mental processes
- Direct and indirect speeches are often used

Topik : Dongeng (Fable)

E. Metode Pembelajaran

Total Physical Response (TPR)

F. Media, Alat dan Sumber Pembelajaran

1. Media: Audiobook
2. Alat: Laptop, Mobile Phone, loudspeaker, spidol etc
3. Sumber Belajar: Buku Bahasa Inggris SMA Kelas X Kurikulum 2013

G. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan

- Guru memberi salam
- Guru memeriksa kehadiran siswa
- Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari
- Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari
- Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai
- Guru menyampaikan cakupan materi dan uraian kegiatan

Kegiatan Inti

Mengamati

- Peserta didik mendengarkan contoh teks audio berbentuk naratif yang disajikan oleh guru, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan
- Guru membimbing peserta didik untuk memahami contoh yang telah disajikan

Mempertanyakan

- Dengan pengarahannya guru, peserta didik mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif
- Peserta didik memperoleh pengetahuan tambahan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif.

Bereksplorasi

- Peserta didik dibentuk untuk membentuk kelompok (3 atau 4 orang)
- Guru memperdengarkan sebuah teks audio berbentuk naratif
- Peserta didik berdiskusi dengan kelompoknya terkait audio yang telah diperdengarkan.

Mengasosiasi/ Menganalisis

- Dengan bimbingan guru, peserta didik berdiskusi dengan kelompok untuk menceritakan kembali isi teks audio yang telah diperdengarkan oleh guru dan menentukan struktur teksnya
- Peserta didik memperoleh balikan (feedback) dari guru dan temannya tentang setiap yang dia sampaikan dalam diskusi.

Berkomunikasi

- Peserta didik mempresentasikan hasil diskusi di depan kelas
- Peserta didik memperoleh balikan dari guru dan teman tentang hasil diskusi
- Peserta didik diminta melengkapi teks rumpang setelah mendengarkan sebuah teks audio berbentuk naratif secara individu;
- Peserta didik menjawab pertanyaan yang disajikan guru berkaitan dengan isi teks tersebut
- Dengan bimbingan guru, peserta didik memeriksa hasil kerja individu secara bersama-sama
- Peserta didik mengungkapkan hal-hal yang sulit dan mudah dilakukan saat menangkap makna teks audio naratif.

Kegiatan Penutup

- Guru dan peserta didik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya
- Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran
- Guru memberikan penugasan berupa tugas mandiri yang ada dalam buku pegangan siswa
- Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
- Guru dan peserta didik mengucapkan salam perpisahan

H. Penilaian

Sikap Sosial

1. Jenis/Teknik Penilaian : penilaian diri
2. Bentuk Instrumen Penilaian Diri : lembar penilaian diri

Penilaian Sikap Sosial

No	Pernyataan	Ya	Tidak
1	Mengerjakan dengan mandiri atau sesuai perintah guru		
2	Mengerjakan tugas tidak mencontek		
3	Datang tepat waktu di kelas		
4	Berpakaian rapi sesuai ketentuan		
5	Mentaati aturan guru saat pembelajaran berlangsung		
6	Berbicara, berbahasa lisan dan tulis dengan baik		
7	Mengumpulkan tugas tepat waktu		
8	Mengejakan tugas yang diberikan guru dengan baik		
9	Tidak menyalahkan teman lain dalam bekerja		
10	Meminta maaf atas kesalahan yang dilakukan		

3. Pedoman Penskoran

Keterangan: Skor = 1 (Ya) Skor = 0 (Tidak)

SB = jika skor 11 - 12

B = jika skor 9 - 10

C = jika skor 6 - 8

2. Pengetahuan

1. Jenis/Teknik Penilaian : tes tertulis
2. Bentuk instrument : uraian

Researcher

Anisah

Nim: 10535539313

APPENDIX C

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMA Negeri 3 Bulukumba

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/2

Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami ,menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional	1.1.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	2.3.1 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain 2.3.2 Mengakui ketika membuat kesalahan 2.3.3 Tidak menyalahkan orang lain atas tindakannya sendiri
3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana, sesuai dengan konteks penggunaannya	3.10.1 Mengidentifikasi fungsi sosial teks naratif 3.10.2 Mengidentifikasi struktur teks naratif 3.10.3 Mengidentifikasi unsur kebahasaan teks naratif
4.15 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.	4.15.1 Menceritakan kembali isi teks naratif dengan kata-kata sendiri 4.15.2 Menentukan struktur teks naratif dengan benar 4.15.3 Melengkapi teks naratif rumpang dengan kosakata yang tepat 4.15.4 Menjawab pertanyaan berkaitan dengan isi teks naratif tepat

C. Tujuan Pembelajaran Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2. Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
3. Mengakui ketika membuat kesalahan
4. Tidak menyalahkan orang lain atas tindakannya sendiri
5. Mengidentifikasi fungsi sosial teks naratif
6. Mengidentifikasi struktur teks naratif
7. Mengidentifikasi unsur kebahasaan teks naratif
8. Menceritakan kembali isi teks naratif dengan kata-kata sendiri
9. Menentukan struktur teks naratif dengan benar
10. Melengkapi teks naratif rumpang dengan kosakata yang tepat
11. Menjawab pertanyaan berkaitan dengan isi teks naratif dengan tepat

D. Materi Pelajaran

Fungsi sosial : Narrative text is used to amuse, entertain and to deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Struktur teks

Example of narrative text:

Turtle's Flute

A Brazilian folktale



Once upon a time, on the banks of a river, Turtle played her flute. When Turtle played, lions, elephants, butterflies, snakes and monkeys danced to Turtle's music.

One day, a man heard Turtle's music. "Ahh," he thought. "That must be Turtle making music. Turtle would taste very good right now." So he called out: "Turtle! Show me your beautiful flute." Turtle slowly walked to the door and held out her flute. But the moment the man saw Turtle, he grabbed her by the neck and began to run. Turtle tried to cry for help, but she couldn't make a sound. She closed her eyes, holding tightly to her flute for good luck.

When the man reached his hut, he put Turtle into a cage and shut it. Then he turned to his children: "Don't let Turtle out of her cage." And off he went to the fields. The children began to play outside. Turtle sat very still inside her cage, thinking about the father's words. She began to play a sweet tune on her flute, and the children ran to the cage. "Is that you playing, Turtle?" they asked, their eyes wide with wonder. "Yes," Turtle said. She kept on playing, for she could see the children were delighted.

At last she stopped. "I can dance even better than I can play," she said. "Would you like to see?" "Oh, please!" the little boy cried. "I'll show you how to dance and play at the same time," said Turtle. "But you must open the cage. There is no room in here." So the little boy opened the cage and Turtle began to dance and play. The children laughed and clapped their hands, for never had they seen such a wonderful thing.

Then Turtle stopped. "Don't stop!" the children cried. "Oh," Turtle groaned. "My legs are stiff. If I could just walk a little bit to loosen them ..." "Don't go too far," the little girl cautioned. "Come right back." "Never fear," said Turtle. "You wait right here." Turtle crawled off toward the jungle. The moment she was out of sight, she raced all the way back to her house. Nobody ever found Turtle again. But to this day, if you strain your ear, you can hear the sweet sound of a flute in the forest.

THE END

Unsur Kebahasaan:

Language features of narative text:

- Using specific participants such as the name of person, place, etc.
- Using past tense such as He walked away from the village
- Using adjective: beautiful, poor, wicked, old, etc.
- Using time connectives: since then, many years later, one day, etc
- Using action verbs, verbal, and mental processes
- Direct and indirect speeches are often used

Topik : Dongeng (Fable)

E. Metode Pembelajaran

Audiobook

F. Media, Alat dan Sumber Pembelajaran

1. Media: Audiobook
2. Alat: Laptop, Mobile Phone, loudspeaker, spidol etc
3. Sumber Belajar: Buku Bahasa Inggris SMA Kelas X Kurikulum 2013

G. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan

- Guru memberi salam
- Guru memeriksa kehadiran siswa
- Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari
- Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari
- Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai
- Guru menyampaikan cakupan materi dan uraian kegiatan

Kegiatan Inti

Mengamati

- Peserta didik mendengarkan contoh teks audio berbentuk naratif yang disajikan oleh guru, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan

- Guru membimbing peserta didik untuk memahami contoh yang telah disajikan

Mempertanyakan

- Dengan pengarahan guru, peserta didik mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif
- Peserta didik memperoleh pengetahuan tambahan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif.

Bereksplorasi

- Peserta didik dibentuk untuk membentuk kelompok (3 atau 4 orang)
- Guru memperdengarkan sebuah teks audio berbentuk naratif
- Peserta didik berdiskusi dengan kelompoknya terkait audio yang telah diperdengarkan.

H. Penilaian

Sikap Sosial

1. Jenis/Teknik Penilaian : penilaian diri
2. Bentuk Instrumen Penilaian Diri : lembar penilaian diri

Penilaian Sikap Sosial

No	Pernyataan	Ya	Tidak
1	Mengerjakan dengan mandiri atau sesuai perintah guru		
2	Mengerjakan tugas tidak mencontek		
3	Datang tepat waktu di kelas		
4	Berpakaian rapi sesuai ketentuan		
5	Mentaati aturan guru saat pembelajaran berlangsung		
6	Berbicara, berbahasa lisan dan tulis dengan baik		
7	Mengumpulkan tugas tepat waktu		
8	Mengejakan tugas yang diberikan guru dengan baik		
9	Tidak menyalahkan teman lain dalam bekerja		
10	Meminta maaf atas kesalahan yang dilakukan		

3. Pedoman Penskoran

Keterangan: Skor = 1 (Ya) Skor = 0 (Tidak)

SB = jika skor 11 - 12

B = jika skor 9 - 10

C = jika skor 6 - 8

2. Pengetahuan

1. Jenis/Teknik Penilaian : tes tertulis

2. Bentuk instrument : uraian

Researcher

Anisah

Nim: 10535539313

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Negeri 3 Bulukumba
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/2
Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami ,menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional	1.1.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	2.3.1 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain 2.3.2 Mengakui ketika membuat kesalahan 2.3.3 Tidak menyalahkan orang lain atas tindakannya sendiri
3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana, sesuai dengan konteks penggunaannya	3.10.1 Mengidentifikasi fungsi sosial teks naratif 3.10.2 Mengidentifikasi struktur teks naratif 3.10.3 Mengidentifikasi unsur kebahasaan teks naratif
4.15 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.	4.15.1 Menceritakan kembali isi teks naratif dengan kata-kata sendiri 4.15.2 Menentukan struktur teks naratif dengan benar 4.15.3 Melengkapi teks naratif rumpang dengan kosakata yang tepat 4.15.4 Menjawab pertanyaan berkaitan dengan isi teks naratif tepat

C. Tujuan Pembelajaran Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2. Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
3. Mengakui ketika membuat kesalahan
4. Tidak menyalahkan orang lain atas tindakannya sendiri
5. Mengidentifikasi fungsi sosial teks naratif
6. Mengidentifikasi struktur teks naratif
7. Mengidentifikasi unsur kebahasaan teks naratif
8. Menceritakan kembali isi teks naratif dengan kata-kata sendiri
9. Menentukan struktur teks naratif dengan benar
10. Melengkapi teks naratif rumpang dengan kosakata yang tepat
11. Menjawab pertanyaan berkaitan dengan isi teks naratif dengan tepat

D. Materi Pelajaran

Fungsi sosial : Narrative text is used to amuse, entertain and to deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Struktur teks

Example of narrative text:

The First Well

Retold by BookBox



There once was a small kingdom around a lake. One very hot summer, it did not rain and the lake dried up. People grew anxious and went to the King. “It

has not rained for so long. Our fields are barren!” said the farmers. “There are no fish to catch. How shall we earn a living?” asked the fishermen. “Save us from disaster, good King,” urged the women, as their children cried with thirst.

The King sent his four generals in all directions to look for water. The first general went east, towards the sunrise; the second went south, to the dust and heat; the third went west, where the sun sets; and the fourth followed the North Star.

They searched day and night, night and day; high and low they searched everywhere, but in vain. Three of the generals returned, empty-handed. But the general who had gone north was determined not to fail his King. At last, he reached a cold mountain village.

As he sat at the foot of the mountain, an old woman came by and sat next to him. The general pointed at the horizon and said, “I belong to a beautiful kingdom, where it has not rained for a whole year. Can you help me find water?”

The woman motioned the general to follow her up the mountain and into a cave. “We have no water in our country either,” she said. Then, pointing to the icicles in the cave, she continued: “We call this ice. Take some, and your kingdom will never go thirsty again.” The general broke off a huge piece, loaded it onto his horse-cart and rushed back home.

By the time he reached the court, the enormous icicle had melted into a small lump of ice. Nobody in the court had ever seen ice, so everybody gazed at it with wonder. “This must be a water-seed!” one of the ministers exclaimed suddenly. The King ordered the ‘water-seed’ to be sowed immediately.

While the farmers dug a hole, the lump dwindled in the sun. They swiftly placed the seed in the hole, but before they could cover it up, it had vanished. The farmers there grew confused and worried. They dug deeper and deeper into the earth, all night long, looking for the mysterious seed.

At the break of dawn, the King found the farmers fast asleep around a hole. Curious, he peeped in and cried out in amazement: “Wake up, my worthy men – the water-seed has sprouted! There’s water in the hole!” This is how the first well was created.

Unsur Kebahasaan:

Language features of narative text:

- Using specific participants such as the name of person, place, etc.
- Using past tense such as He walked away from the village
- Using adjective: beautiful, poor, wicked, old, etc.
- Using time connectives: since then, many years later, one day, etc
- Using action verbs, verbal, and mental processes
- Direct and indirect speeches are often used

Topik : Dongeng (Fable)

E. Metode Pembelajaran

Audiobook

F. Media, Alat dan Sumber Pembelajaran

1. Media: Audiobook
2. Alat: Laptop, Mobile Phone, loudspeaker, spidol etc
3. Sumber Belajar: Buku Bahasa Inggris SMA Kelas X Kurikulum 2013

G. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan

- Guru memberi salam
- Guru memeriksa kehadiran siswa
- Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari
- Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari
- Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai
- Guru menyampaikan cakupan materi dan uraian kegiatan

Kegiatan Inti

Mengamati

- Peserta didik mendengarkan contoh teks audio berbentuk naratif yang disajikan oleh guru, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan

- Guru membimbing peserta didik untuk memahami contoh yang telah disajikan

Mempertanyakan

- Dengan pengarahan guru, peserta didik mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif
- Peserta didik memperoleh pengetahuan tambahan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif.

Bereksplorasi

- Peserta didik dibentuk untuk membentuk kelompok (3 atau 4 orang)
- Guru memperdengarkan sebuah teks audio berbentuk naratif
- Peserta didik berdiskusi dengan kelompoknya terkait audio yang telah diperdengarkan.

Mengasosiasi/ Menganalisis

- Dengan bimbingan guru, peserta didik berdiskusi dengan kelompok untuk menceritakan kembali isi teks audio yang telah diperdengarkan oleh guru dan menentukan struktur teksnya
- Peserta didik memperoleh balikan (feedback) dari guru dan temannya tentang setiap yang dia sampaikan dalam diskusi.

Berkomunikasi

- Peserta didik mempresentasikan hasil diskusi di depan kelas
- Peserta didik memperoleh balikan dari guru dan teman tentang hasil diskusi
- Peserta didik diminta melengkapi teks rumpang setelah mendengarkan sebuah teks audio berbentuk naratif secara individu;
- Peserta didik menjawab pertanyaan yang disajikan guru berkaitan dengan isi teks tersebut
- Dengan bimbingan guru, peserta didik memeriksa hasil kerja individu secara bersama-sama
- Peserta didik mengungkapkan hal-hal yang sulit dan mudah dilakukan saat menangkap makna teks audio naratif.

Kegiatan Penutup

- Guru dan peserta didik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya
- Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran
- Guru memberikan penugasan berupa tugas mandiri yang ada dalam buku pegangan siswa
- Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
- Guru dan peserta didik mengucapkan salam perpisahan

H. Penilaian

Sikap Sosial

1. Jenis/Teknik Penilaian : penilaian diri
2. Bentuk Instrumen Penilaian Diri : lembar penilaian diri

Penilaian Sikap Sosial

No	Pernyataan	Ya	Tidak
1	Mengerjakan dengan mandiri atau sesuai perintah guru		
2	Mengerjakan tugas tidak mencontek		
3	Datang tepat waktu di kelas		
4	Berpakaian rapi sesuai ketentuan		
5	Mentaati aturan guru saat pembelajaran berlangsung		
6	Berbicara, berbahasa lisan dan tulis dengan baik		
7	Mengumpulkan tugas tepat waktu		
8	Mengejakan tugas yang diberikan guru dengan baik		
9	Tidak menyalahkan teman lain dalam bekerja		
10	Meminta maaf atas kesalahan yang dilakukan		

3. Pedoman Penskoran

Keterangan: Skor = 1 (Ya) Skor = 0 (Tidak)

SB = jika skor 11 - 12

B = jika skor 9 - 10

C = jika skor 6 - 8

2. Pengetahuan

1. Jenis/Teknik Penilaian : tes tertulis

2. Bentuk instrument : uraian

Researcher

Anisah

Nim: 10535539313

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Negeri 3 Bulukumba
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/2
Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami ,menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional	1.1.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	2.3.1 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain 2.3.2 Mengakui ketika membuat kesalahan 2.3.3 Tidak menyalahkan orang lain atas tindakannya sendiri
3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana, sesuai dengan konteks penggunaannya	3.10.1 Mengidentifikasi fungsi sosial teks naratif 3.10.2 Mengidentifikasi struktur teks naratif 3.10.3 Mengidentifikasi unsur kebahasaan teks naratif
4.15 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.	4.15.1 Menceritakan kembali isi teks naratif dengan kata-kata sendiri 4.15.2 Menentukan struktur teks naratif dengan benar 4.15.3 Melengkapi teks naratif rumpang dengan kosakata yang tepat 4.15.4 Menjawab pertanyaan berkaitan dengan isi teks naratif tepat

C. Tujuan Pembelajaran Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2. Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
3. Mengakui ketika membuat kesalahan
4. Tidak menyalahkan orang lain atas tindakannya sendiri
5. Mengidentifikasi fungsi sosial teks naratif
6. Mengidentifikasi struktur teks naratif
7. Mengidentifikasi unsur kebahasaan teks naratif
8. Menceritakan kembali isi teks naratif dengan kata-kata sendiri
9. Menentukan struktur teks naratif dengan benar
10. Melengkapi teks naratif rumpang dengan kosakata yang tepat
11. Menjawab pertanyaan berkaitan dengan isi teks naratif dengan tepat

D. Materi Pelajaran

Fungsi sosial : Narrative text is used to amuse, entertain and to deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Struktur teks

Example of narrative text:

The Four Friends

Retold by BookBox



Far from any town, there was a forest, in which all the animals and birds lived together peacefully. The forest was home to four inseparable friends: a deer, a tortoise, a crow and a mouse. Every evening they met to discuss the events of the day.

But one day, the deer became very frightened. “Hunters are laying traps everywhere. Is there anything we can do to escape?” “Yes there is,” the crow cried out. “As our friend the mouse knows!” The crow began telling everyone what he had seen. “Just the other day, I saw the most amazing thing. A flock of doves got trapped in a hunter’s net, their wings flapping wildly. Then suddenly, all together, the doves picked up the net in their beaks and flew into the sky. And where did they go? Straight to our friend the mouse! With his sharp teeth, he tore the net to pieces. Free at last, the doves flew away. They were very grateful to our friend.”

After the story ended, the deer went in search of water while the three friends started nibbling on the fruits, shrubs and leaves of the forest. They chatted late into the night, still waiting for the deer to return. But the deer was nowhere to be seen, and the friends began to worry.

At dawn, while the others called out to the deer, the crow flew in every direction looking for her. In a clearing, he spotted the deer with her foot caught in a net. “Don’t worry,” he told her calmly. “We’ll think of something.” The crow rushed back to his friends. The tortoise had an idea: “Mouse, hop quickly on the crow’s back.” And they flew off to rescue the deer.

Without wasting time, the mouse bit through the net. Just then, the anxious tortoise reached the spot. “Why did you come here? If the hunter returns, you’ll never escape!” the deer exclaimed. And the hunter did return! Hearing his footsteps, all of them ran away, but the tortoise was too slow. The hunter picked him up and tied him to a stick.

“Oh no! Because of me, poor Tortoise is in trouble,” said the deer. Suddenly, the deer leaped up and ran to the pond near the path. She lay down absolutely still, while the crow pecked at her. When the hunter dropped the tortoise and picked up the deer, the mouse quickly cut the cords and released the tortoise. While the tortoise slipped into the water, the deer darted off and the crow simply flew away. The hunter trembled with fear. He had never seen an animal come back to life. Thinking that the forest was haunted, he ran for his life. The four friends went home and were happy to be together again.

Unsur Kebahasaan:

Language features of narative text:

- Using specific participants such as the name of person, place, etc.
- Using past tense such as He walked away from the village
- Using adjective: beautiful, poor, wicked, old, etc.
- Using time connectives: since then, many years later, one day, etc
- Using action verbs, verbal, and mental processes
- Direct and indirect speeches are often used

Topik : Dongeng (Fable)

E. Metode Pembelajaran

Audiobook

F. Media, Alat dan Sumber Pembelajaran

1. Media: Audiobook
2. Alat: Laptop, Mobile Phone, loudspeaker, spidol etc
3. Sumber Belajar: Buku Bahasa Inggris SMA Kelas X Kurikulum 2013

G. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan

- Guru memberi salam
- Guru memeriksa kehadiran siswa
- Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari
- Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari
- Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai
- Guru menyampaikan cakupan materi dan uraian kegiatan

Kegiatan Inti

Mengamati

- Peserta didik mendengarkan contoh teks audio berbentuk naratif yang disajikan oleh guru, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan

- Guru membimbing peserta didik untuk memahami contoh yang telah disajikan

Mempertanyakan

- Dengan pengarahan guru, peserta didik mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif
- Peserta didik memperoleh pengetahuan tambahan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif.

Bereksplorasi

- Peserta didik dibentuk untuk membentuk kelompok (3 atau 4 orang)
- Guru memperdengarkan sebuah teks audio berbentuk naratif
- Peserta didik berdiskusi dengan kelompoknya terkait audio yang telah diperdengarkan.

H. Penilaian

Sikap Sosial

1. Jenis/Teknik Penilaian : penilaian diri
2. Bentuk Instrumen Penilaian Diri : lembar penilaian diri

Penilaian Sikap Sosial

No	Pernyataan	Ya	Tidak
1	Mengerjakan dengan mandiri atau sesuai perintah guru		
2	Mengerjakan tugas tidak mencontek		
3	Datang tepat waktu di kelas		
4	Berpakaian rapi sesuai ketentuan		
5	Mentaati aturan guru saat pembelajaran berlangsung		
6	Berbicara, berbahasa lisan dan tulis dengan baik		
7	Mengumpulkan tugas tepat waktu		
8	Mengejakan tugas yang diberikan guru dengan baik		
9	Tidak menyalahkan teman lain dalam bekerja		
10	Meminta maaf atas kesalahan yang dilakukan		

3. Pedoman Penskoran

Keterangan: Skor = 1 (Ya) Skor = 0 (Tidak)

SB = jika skor 11 - 12

B = jika skor 9 - 10

C = jika skor 6 - 8

2. Pengetahuan

1. Jenis/Teknik Penilaian : tes tertulis

2. Bentuk instrument : uraian

Researcher

Anisah

Nim: 10535539313

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Negeri 3 Bulukumba
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/2
Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami ,menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional	1.1.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	2.3.1 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain 2.3.2 Mengakui ketika membuat kesalahan 2.3.3 Tidak menyalahkan orang lain atas tindakannya sendiri
3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana, sesuai dengan konteks penggunaannya	3.10.1 Mengidentifikasi fungsi sosial teks naratif 3.10.2 Mengidentifikasi struktur teks naratif 3.10.3 Mengidentifikasi unsur kebahasaan teks naratif
4.15 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.	4.15.1 Menceritakan kembali isi teks naratif dengan kata-kata sendiri 4.15.2 Menentukan struktur teks naratif dengan benar 4.15.3 Melengkapi teks naratif rumpang dengan kosakata yang tepat 4.15.4 Menjawab pertanyaan berkaitan dengan isi teks naratif tepat

C. Tujuan Pembelajaran Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2. Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
3. Mengakui ketika membuat kesalahan
4. Tidak menyalahkan orang lain atas tindakannya sendiri
5. Mengidentifikasi fungsi sosial teks naratif
6. Mengidentifikasi struktur teks naratif
7. Mengidentifikasi unsur kebahasaan teks naratif
8. Menceritakan kembali isi teks naratif dengan kata-kata sendiri
9. Menentukan struktur teks naratif dengan benar
10. Melengkapi teks naratif rumpang dengan kosakata yang tepat
11. Menjawab pertanyaan berkaitan dengan isi teks naratif dengan tepat

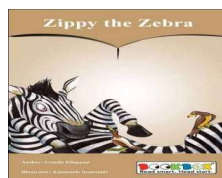
D. Materi Pelajaran

Fungsi sosial : Narrative text is used to amuse, entertain and to deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Struktur teks

Example of narrative text:

**Zippy the Zebra
By Urmila Ellappan**



Zippy had walked a long distance in the African savannah to reach a small lake. He eagerly quenched his thirst and went to rest under the cool shade of a baobab tree.

Zippy tried to fall asleep, but he felt uncomfortable and very itchy. For days, there had been tiny fleas all over his body. He tried to get rid of the fleas by swishing his tail from side to side. He tried to get rid of the fleas by thumping his four legs one by one on the ground. He even tried thumping all four legs at once! He rubbed his whole body against the tree trunk. He tried to get rid of some fleas by licking his face with his long tongue. But nothing seemed to work! The fleas just wouldn't go away! No swishing or licking, and no rubbing and thumping, could make them leave him. Finally, he became so tired and irritated that he rolled on the ground with his feet up in the air.

He saw two little birds perched on a branch of the mighty baobab. They made a lot of noise, winked at each other and darted down. "Wow, that was something. Are you O.K., Pick?" "Sure, Peck, I'm fine! Ehh- hi, I'm Pick!" "And I am Peck, hi!" With a sheepish smile, Zippy got to his feet. "Ahem, nice to meet you. I am Zippy." "You have such deliciously tempting fleas on you!" Pick and Peck settled down on Zippy's back. "Delicious?" groaned Zippy, "I am totally bugged by them! I just can't get them off, no matter how hard I try."

"We are very hungry, Zippy, and we love fleas. May we eat up all these... nasty creatures?" asked Pick and Peck. "Sure! Be my guests!" exclaimed Zippy delighted.

The birds began. They pecked at the fleas on his face and legs, they cleaned Zippy's belly and cleaned Zippy's back. The zebra stood still, letting the birds eat their fill. And finally, they were all happy.

The zebra had been freed of the annoying fleas and the two birds had enjoyed a splendid meal. "Thank you very much for pecking those nasty fleas off my body." "Oh! We must thank you, for providing us with such a flea meal – free meal." Animals helping each other – as Pick and Peck helped Zippy – is called symbiosis.

Unsur Kebahasaan:

Language features of narative text:

- Using specific participants such as the name of person, place, etc.

- Using past tense such as He walked away from the village
- Using adjective: beautiful, poor, wicked, old, etc.
- Using time connectives: since then, many years later, one day, etc
- Using action verbs, verbal, and mental processes
- Direct and indirect speeches are often used

Topik : Dongeng (Fable)

E. Metode Pembelajaran

Audiobook

F. Media, Alat dan Sumber Pembelajaran

1. Media: Audiobook
2. Alat: Laptop, Mobile Phone, loudspeaker, spidol etc
3. Sumber Belajar: Buku Bahasa Inggris SMA Kelas X Kurikulum 2013

G. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan

- Guru memberi salam
- Guru memeriksa kehadiran siswa
- Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari
- Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari
- Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai
- Guru menyampaikan cakupan materi dan uraian kegiatan

Kegiatan Inti

Mengamati

- Peserta didik mendengarkan contoh teks audio berbentuk naratif yang disajikan oleh guru, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan
- Guru membimbing peserta didik untuk memahami contoh yang telah disajikan

Mempertanyakan

- Dengan pengarahan guru, peserta didik mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif
- Peserta didik memperoleh pengetahuan tambahan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif.

Bereksplorasi

- Peserta didik dibentuk untuk membentuk kelompok (3 atau 4 orang)
- Guru memperdengarkan sebuah teks audio berbentuk naratif
- Peserta didik berdiskusi dengan kelompoknya terkait audio yang telah diperdengarkan.

Mengasosiasi/ Menganalisis

- Dengan bimbingan guru, peserta didik berdiskusi dengan kelompok untuk menceritakan kembali isi teks audio yang telah diperdengarkan oleh guru dan menentukan struktur teksnya
- Peserta didik memperoleh balikan (feedback) dari guru dan temannya tentang setiap yang dia sampaikan dalam diskusi.

Berkomunikasi

- Peserta didik mempresentasikan hasil diskusi di depan kelas
- Peserta didik memperoleh balikan dari guru dan teman tentang hasil diskusi
- Peserta didik diminta melengkapi teks rumpang setelah mendengarkan sebuah teks audio berbentuk naratif secara individu;
- Peserta didik menjawab pertanyaan yang disajikan guru berkaitan dengan isi teks tersebut
- Dengan bimbingan guru, peserta didik memeriksa hasil kerja individu secara bersama-sama
- Peserta didik mengungkapkan hal-hal yang sulit dan mudah dilakukan saat menangkap makna teks audio naratif.

Kegiatan Penutup

- Guru dan peserta didik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya
- Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran
- Guru memberikan penugasan berupa tugas mandiri yang ada dalam buku pegangan siswa
- Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
- Guru dan peserta didik mengucapkan salam perpisahan

H. Penilaian

Sikap Sosial

1. Jenis/Teknik Penilaian : penilaian diri
2. Bentuk Instrumen Penilaian Diri : lembar penilaian diri

Penilaian Sikap Sosial

No	Pernyataan	Ya	Tidak
1	Mengerjakan dengan mandiri atau sesuai perintah guru		
2	Mengerjakan tugas tidak mencontek		
3	Datang tepat waktu di kelas		
4	Berpakaian rapi sesuai ketentuan		
5	Mentaati aturan guru saat pembelajaran berlangsung		
6	Berbicara, berbahasa lisan dan tulis dengan baik		
7	Mengumpulkan tugas tepat waktu		
8	Mengejakan tugas yang diberikan guru dengan baik		
9	Tidak menyalahkan teman lain dalam bekerja		
10	Meminta maaf atas kesalahan yang dilakukan		

3. Pedoman Penskoran

Keterangan: Skor = 1 (Ya) Skor = 0 (Tidak)

SB = jika skor 11 - 12

B = jika skor 9 - 10

C = jika skor 6 - 8

2. Pengetahuan

1. Jenis/Teknik Penilaian : tes tertulis
2. Bentuk instrument : uraian

Researcher

Anisah

Nim: 10535539313

Name :
Reg. Number :
Class :

Reading Comprehension

Read the text carefully, then answer the question based on the story.

Cheeku and Tooi By Esther David



Cheeku liked to watch the birds that lived around his house. There were sparrows, crows, pigeons, doves, mynahs and parakeets. They spent every night in the trees of a park near Cheeku's house.

One day, a parakeet suddenly fell from the sky into the courtyard. Baa picked it up and placed it in her knitting basket. "Maybe it is learning to fly," she said. "It must be in a state of shock. When it feels stronger, it will fly away." Cheeku, who was eating an apple, shared a small slice with the bird, and they became fast friends.

Cheeku named the parakeet Tooi. Before leaving, Baa told Cheeku: "Tooi cannot be left alone at night. I'll find a cage for it." Once Cheeku was alone with Tooi, he offered his hand in friendship to the bird. Tooi promptly climbed to his shoulder. Cheeku was happy, and when Baa returned, she was pleased to see Cheeku's new friend.

During the day, Tooi stayed with Baa and Cheeku, but spent the night in a cage. Tooi lived in the house as a free bird. His favourite place was the kitchen, where he ate fresh fruits and vegetables. Once, Cheeku offered him a taste of his chapatti, and he loved it. From then on, Tooi always ate a few pieces of chapatti for lunch at the dining table with the family.

One day, Cheeku and Baa couldn't find Tooi. Cheeku was in tears. Baa consoled him saying: "I think Tooi has finally flown away. Anyway, I didn't like

locking him up in a cage. Maybe he has flown away with the other park birds.” Cheeku seemed to understand but nevertheless missed Tooi.

The very next evening, Tooi returned with a family of parakeets to spend the night in the park nearby. Tooi flew into Cheeku’s house to sit on his shoulder. Cheeku and Baa smiled, happy that Tooi had not forgotten them. From then on, every morning, Tooi would pay Cheeku a visit. He would sit on his shoulder, eat a piece of chapatti and fly away.

Indeed, as Baa wisely remarked to Cheeku: “Birds and human beings can be friends, if only they can learn to live together peacefully in the same world.”

THE END



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A. Answer the questions based on the text above!

1. What is the main idea of the first paragraph?
2. Who lives around the cheeku house?
3. Where was the story happen?
4. What is the moral message conveyed by the author in the story?
5. What is the ending of the story and make a conclusion of the story based on your own words!

Key Answer:

1. The story happen in around cheeku house.
2. The main idea of the first paragraph is Cheeku liked to watch the birds that lived around his house. There were sparrows, crows, pigeons, doves, mynahs and parakeets. They spent every night in the trees of a park near Cheeku's house.
3. "Birds and human beings can be friends, if only they can learn to live together peacefully in the same world."
4. Birds that lived around cheeku house. There were sparrows, crows, pigeons, doves, mynahs and parakeets.

Name :
Reg. Number :
Class :

Reading Comprehension

Read the text carefully, then answer the question based on the story.

The Flying Elephant by A Bhili folktale



A sugarcane farmer once lived in a small village. He worked very hard in his fields and hoped to have a big harvest. One morning, he saw that a big chunk of his crop was missing. The next day, another huge chunk of his crop was gone. "I'll stay awake tonight and see who's eating my sugarcane," the farmer thought to himself.

That night, he waited by the window, watching his fields. As the moon rose, he saw a tiny speck grow larger in the sky. It was an elephant flying right into his field! The farmer watched in amazement as it flew down and started eating his sugarcane. He tiptoed outside and waited for the elephant to finish eating.

When the elephant began flying away, the farmer grabbed its tail in order to catch the elephant. Soon he was flying above his fields into Indra's kingdom of Paradise. Paradise was filled with beautiful birds and flowers. The ground was covered with silver grass and precious stones.

The farmer soon found the royal palace and met Indra. "Your elephant has been flying down and eating all my sugarcane. My harvest is ruined," said the farmer. "I am very sorry. Please take whatever you want from my kingdom. I'll make sure he doesn't go down again and damage your crops," said Indra and blessed the man with a safe journey back home.

The farmer took two handfuls of gems and returned home. He built himself a new house and became a very rich man. Soon the whole village was curious about his sudden wealth.

One day, some villagers went to visit the farmer's wife. "Where did you get all this money? Did you find buried treasure in your fields?" they asked. The farmer's wife told them what had happened.

That evening the villagers decided to lure the elephant down themselves. "When we get to Paradise, we'll take more than just two handfuls of

gems!” they said. They planted a field of sugarcane and sure enough, the elephant flew down one night. One villager grabbed its tail and soon there was a chain of villagers flying behind the elephant.

As they flew up, they began talking about what they would bring back. Finally, it was the turn of the villager holding the elephant’s tail.”I’m going to carry back this many gems!” he declared in excitement. He stretched his arms wide and let go of the elephant’s tail. The villagers all fell in a heap on the ground.

They watched sadly as the elephant disappeared into the sky.”Don’t worry. The elephant will come back tomorrow,” said the villagers. But Indra, hearing of the villagers’ trick, arranged for a sugarcane field to be planted in Paradise. The elephant never felt the need to fly down again. The villagers waited for many nights, watching the sky. But the elephant never came back down again.

THE END



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A. Answer the questions based on the text above!

1. What is the main idea of the first paragraph?
2. Who ate the crop of farmer and destroyed it?
3. Where was the story happen?
4. What does the farmer receive in the royal palace?
5. How the ending of the story and make a conclusion of the story based on your own words!

Key answer:

1. The farmer took two handfuls of gems that given by indra, the royal owner
2. The story happen in a small village
3. Elephant flying
4. The main idea of the first paragraph is A sugarcane farmer once lived in a small village. He worked very hard in his fields and hoped to have a big harvest. One morning, he saw that a big chunk of his crop was missing. The next day, another huge chunk of his crop was gone.

Treatment

First

Name :

Reg. Number :

Class :

Reading Comprehension

Read the text carefully, then answer the question based on the story.

Turtle's Flute

By A Brazilian folktale



Once upon a time, on the banks of a river, Turtle played her flute. When Turtle played, lions, elephants, butterflies, snakes and monkeys danced to Turtle's music.

One day, a man heard Turtle's music. "Ahh," he thought. "That must be Turtle making music. Turtle would taste very good right now." So he called out: "Turtle! Show me your beautiful flute." Turtle slowly walked to the door and held out her flute. But the moment the man saw Turtle, he grabbed her by the neck and began to run. Turtle tried to cry for help, but she couldn't make a sound. She closed her eyes, holding tightly to her flute for good luck.

When the man reached his hut, he put Turtle into a cage and shut it. Then he turned to his children: "Don't let Turtle out of her cage." And off he went to the fields. The children began to play outside. Turtle sat very still inside her cage, thinking about the father's words. She began to play a sweet tune on her flute, and

the children ran to the cage. “Is that you playing, Turtle?” they asked, their eyes wide with wonder. “Yes,” Turtle said. She kept on playing, for she could see the children were delighted.

At last she stopped. “I can dance even better than I can play,” she said. “Would you like to see?” “Oh, please!” the little boy cried. “I’ll show you how to dance and play at the same time,” said Turtle. “But you must open the cage. There is no room in here.” So the little boy opened the cage and Turtle began to dance and play. The children laughed and clapped their hands, for never had they seen such a wonderful thing.

Then Turtle stopped. “Don’t stop!” the children cried. “Oh,” Turtle groaned. “My legs are stiff. If I could just walk a little bit to loosen them ...” “Don’t go too far,” the little girl cautioned. “Come right back.” “Never fear,” said Turtle. “You wait right here.” Turtle crawled off toward the jungle. The moment she was out of sight, she raced all the way back to her house. Nobody ever found Turtle again. But to this day, if you strain your ear, you can hear the sweet sound of a flute in the forest.

THE END

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A. Answer the questions based on the text above!

1. What is the main idea of the first paragraph?
2. Where was the story happen?

3. How did the man know there was a turtle in the forest ?
4. Why did turtle couldn't call for help?
5. How the ending of the story and make conclusion of the story based on your own words!

Key Answer :

1. Because, One day a man heard Turtle's music. Turtle played her flute.
"That must be Turtle making music.
2. Because, Turtle tried to cry for help, but she couldn't make a sound. She closed her eyes, holding tightly to her flute for good luck.
3. The main idea of the first paragraph is once upon a time, on the banks of a river, Turtle played her flute. When Turtle played, lions, elephants, butterflies, snakes and monkeys danced to Turtle's music.
4. The story happen on the banks of a river

Treatment
Second

Name :
Reg. Number :
Class :

Reading Comprehension

Read the text carefully, then answer the question based on the story.

The First Well

Retold by BookBox



There once was a small kingdom around a lake. One very hot summer, it did not rain and the lake dried up. People grew anxious and went to the King. “It has not rained for so long. Our fields are barren!” said the farmers. “There are no fish to catch. How shall we earn a living?” asked the fishermen. “Save us from disaster, good King,” urged the women, as their children cried with thirst.

The King sent his four generals in all directions to look for water. The first general went east, towards the sunrise; the second went south, to the dust and heat; the third went west, where the sun sets; and the fourth followed the North Star.

They searched day and night, night and day; high and low they searched everywhere, but in vain. Three of the generals returned, empty-handed. But the general who had gone north was determined not to fail his King. At last, he reached a cold mountain village.

As he sat at the foot of the mountain, an old woman came by and sat next to him. The general pointed at the horizon and said, “I belong to a beautiful kingdom, where it has not rained for a whole year. Can you help me find water?”

The woman motioned the general to follow her up the mountain and into a cave. “We have no water in our country either,” she said. Then, pointing to the icicles in the cave, she continued: “We call this ice. Take some, and your kingdom will never go thirsty again.” The general broke off a huge piece, loaded it onto his horse-cart and rushed back home.

By the time he reached the court, the enormous icicle had melted into a small lump of ice. Nobody in the court had ever seen ice, so everybody gazed at it with wonder. “This must be a water-seed!” one of the ministers exclaimed suddenly. The King ordered the ‘water-seed’ to be sowed immediately.

While the farmers dug a hole, the lump dwindled in the sun. They swiftly placed the seed in the hole, but before they could cover it up, it had vanished. The farmers there grew confused and worried. They dug deeper and deeper into the earth, all night long, looking for the mysterious seed.

At the break of dawn, the King found the farmers fast asleep around a hole. Curious, he peeped in and cried out in amazement: “Wake up, my worthy men – the water-seed has sprouted! There’s water in the hole!” This is how the first well was created.

THE END

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A. Answer the questions based on the text above!

1. What is the main idea of the first paragraph?
2. Where was the story happen?
3. Who does ordered by the king to go looking for water?

4. Where the general gets a big ice chunk and who does gave him a big ice chunk ?
5. How the ending of the story and make conclusion of the story based on your own words!

Key Answer :

1. The general gets a big ice chunk in mountain and old woman came and gave him a big ice chunk.
2. The King sent his four generals in all directions to look for water.
3. The story happen in a small kingdom around a lake.
4. The main idea of the first paragraph is there once was a small kingdom around a lake. One very hot summer, it did not rain and the lake dried up. People grew anxious and went to the King. "It has not rained for so long. Our fields are barren!" said the farmers. "There are no fish to catch.

Treatment
Third

Name :
Reg. Number :
Class :

Reading Comprehension

Read the text carefully, then answer the question based on the story.

The Four Friends

Retold by BookBox



Far from any town, there was a forest, in which all the animals and birds lived together peacefully. The forest was home to four inseparable friends: a deer, a tortoise, a crow and a mouse. Every evening they met to discuss the events of the day.

But one day, the deer became very frightened. “Hunters are laying traps everywhere. Is there anything we can do to escape?” “Yes there is,” the crow cried out. “As our friend the mouse knows!” The crow began telling everyone what he had seen. “Just the other day, I saw the most amazing thing. A flock of doves got trapped in a hunter’s net, their wings flapping wildly. Then suddenly, all together, the doves picked up the net in their beaks and flew into the sky. And where did they go? Straight to our friend the mouse! With his sharp teeth, he tore the net to pieces. Free at last, the doves flew away. They were very grateful to our friend.”

After the story ended, the deer went in search of water while the three friends started nibbling on the fruits, shrubs and leaves of the forest. They chatted late into the night, still waiting for the deer to return. But the deer was nowhere to be seen, and the friends began to worry.

At dawn, while the others called out to the deer, the crow flew in every direction looking for her. In a clearing, he spotted the deer with her foot caught in

a net. "Don't worry," he told her calmly. "We'll think of something." The crow rushed back to his friends. The tortoise had an idea: "Mouse, hop quickly on the crow's back." And they flew off to rescue the deer.

Without wasting time, the mouse bit through the net. Just then, the anxious tortoise reached the spot. "Why did you come here? If the hunter returns, you'll never escape!" the deer exclaimed. And the hunter did return! Hearing his footsteps, all of them ran away, but the tortoise was too slow. The hunter picked him up and tied him to a stick.

"Oh no! Because of me, poor Tortoise is in trouble," said the deer. Suddenly, the deer leaped up and ran to the pond near the path. She lay down absolutely still, while the crow pecked at her. When the hunter dropped the tortoise and picked up the deer, the mouse quickly cut the cords and released the tortoise. While the tortoise slipped into the water, the deer darted off and the crow simply flew away. The hunter trembled with fear. He had never seen an animal come back to life. Thinking that the forest was haunted, he ran for his life. The four friends went home and were happy to be together again.

THE END

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A. Answer the questions based on the text above!

1. What is the main idea of the first paragraph?
2. Where was the story happen?
3. Who helps when a flock of doves got trapped in a hunter's net?
4. Who caught the deer and the tortoise in the forest? And who helps them when they were caught in the net?
5. How the ending of the story and make a conclusion of the story based on your own words!

Key Answer :

1. All together helps when a flock of doves trapped in a hunter's net. the doves picked up the net in their beaks and flew into the sky. Free at last, the doves flew away. They were very grateful to our friend.
2. The hunter caught the deer and the tortoise in the forest, the mouse came help them and quickly cut the cords and released the tortoise.
3. Far from any town, there was a forest, in which all the animals and birds lived together peacefully. The forest was home to four inseparable friends: a deer, a tortoise, a crow and a mouse. Every evening they met to discuss the events of the day.
4. The story happen in a forest

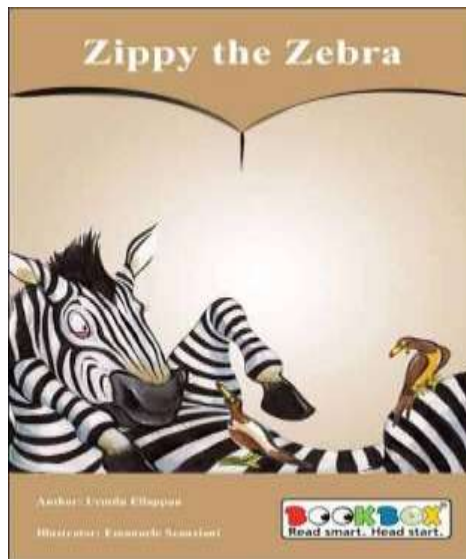
Treatment
Fourth

Name :
Reg. Number :
Class :

Reading Comprehension

Read the text carefully, then answer the question based on the story.

Zippy the Zebra
By Urmila Ellappan



Zippy had walked a long distance in the African savannah to reach a small lake. He eagerly quenched his thirst and went to rest under the cool shade of a baobab tree.

Zippy tried to fall asleep, but he felt uncomfortable and very itchy. For days, there had been tiny fleas all over his body. He tried to get rid of the fleas by swishing his tail from side to side. He tried to get rid of the fleas by thumping his four legs one by one on the ground. He even tried thumping all four legs at once! He rubbed his whole body against the tree trunk. He tried to get rid of some fleas by licking his face with his long tongue. But nothing seemed to work! The fleas just wouldn't go away! No swishing or licking, and no rubbing and thumping, could make them leave him. Finally, he became so tired and irritated that he rolled on the ground with his feet up in the air.

He saw two little birds perched on a branch of the mighty baobab. They made a lot of noise, winked at each other and darted down. "Wow, that was something. Are you O.K., Pick?" "Sure, Peck, I'm fine! Ehh- hi, I'm Pick!" "And I am Peck, hi!" With a sheepish smile, Zippy got to his feet. "Ahem, nice to meet you. I am Zippy." "You have such deliciously tempting fleas on you!" Pick and Peck settled down on Zippy's back. "Delicious?" groaned Zippy, "I am totally bugged by them! I just can't get them off, no matter how hard I try."

“We are very hungry, Zippy, and we love fleas. May we eat up all these... nasty creatures?” asked Pick and Peck. “Sure! Be my guests!” exclaimed Zippy delighted.

The birds began. They pecked at the fleas on his face and legs, they cleaned Zippy’s belly and cleaned Zippy’s back. The zebra stood still, letting the birds eat their fill. And finally, they were all happy.

The zebra had been freed of the annoying fleas and the two birds had enjoyed a splendid meal. “Thank you very much for pecking those nasty fleas off my body.” “Oh! We must thank you, for providing us with such a flea meal – free meal.” Animals helping each other – as Pick and Peck helped Zippy – is called symbiosis.

THE END

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A. Answer the questions based on the text above!

1. What is the main idea of the first paragraph?
2. Where was the story happen?
3. Why zippy feel uncomfortable with his body?
4. Who helps the zippy from tiny fleas that alight in all his body?
5. How the ending of the story and make a conclusion of the story based on your own words!

Key Answer:

1. the story happen in in the African savannah to reach a small lake.

2. two little birds, Pick and Peck
3. because for days, there had been tiny fleas all over his body.
4. The main idea of the first paragraph is Zippy had walked a long distance in the African savannah to reach a small lake. He eagerly quenched his thirst and went to rest under the cool shade of a baobab tree.

APPENDIX F

DOCUMENTATION







CURRICULUM VITAE

ANISAH was born in Pasir Panjang Meral Karimun, on February 9th, 1995. Her father's name is Suparman, and her mother's name is Santi. She is the second child of two siblings. She began her Elementary School at SD 007 PT KG in 2001 and graduated in 2007.

She continued her study at SMP Negeri 2 Meral, Tanjung Balai Karimun Kepulauan Riau and graduated in 2010. After finishing her study at junior high school, she continued her study at SMA Negeri 3 Bulukumba and graduated in 2013. As the same year of 2013, she registered as the student of English Education Department, Faculty of Teacher Training and Education, Makassar Muhammadiyah University. At the end of her study, she could finish her thesis with the title "Applying Audiobooks Media to Build up Students in Reading Comprehension at First Year Students of SMA Negeri 3 Bulukumba (A Pre-Experimental Research)".