

**The use of Collaborative Strategy in Teaching Students' Reading
Comprehension**

*(An Experimental Research on eight grade Students at SMP SOMBA
OPU SUNGGUMINASA)*



A THESIS

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ABSTRACT

Niarti. 2017. *The Use of Collaborative Strategy in Teaching Students' Reading Comprehension (Pre-Experimental Study at the Eighth Grade of SMP Somba Opu)*. Thesis, FKIP Universitas Muhammadiyah Makassar. Supervised by **Ummi khaerati syam, and Hj.ilmiah.**

The objective of the writer was to find out whether or not collaborative strategy in teaching reading comprehension was able to increase the ability of the students of SMP Somba Opu Gowa to improve reading of narrative text.

The writer employed Pre-experimental method by applying collaborative strategy to team reading comprehension in narrative text. The study had been done for six meetings that were designed; first meeting was pre-test, 4 meetings for was the treatment, and the last meeting was post-test The population was the eighth grade students of SMP Somba Opu in academic year 2016/2017. Total number of population was 54 students and class VIII.B was taken as sample by using purposive sampling technique.

As the Quantitative method, the writer analyzed the data by using t-test. The result showed that there were significance difference on the students' reading narrative text in terms of main idea and vocabulary taught with collaborative strategy. The students' mean score of main idea was 58.65 in pre-test to be 80.35 in post-test. Then, the students' mean score of vocabulary was 59.64 in pre-test to be 82.32 in post-test. And the value of the t-test was greater than t-table. The score in variable of reading narrative text was (5.44>1.703). That was said that the null hypothesis (Ho) rejected and the alternative hypothesis (Hi) accepted. It means that there is a significance difference between the results of students' reading narrative text using collaborative strategy reading.

The study concluded that teaching reading comprehension by using collaborative strategy increased the students' ability to reading narrative text at the Eighth grade of SMP Somba Opu Gowa.

Key words; Collaborative Strategy, Narrative Text, Reading Comprehension.

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Finally, the writer realizes that this thesis has some weakness and shortage. Thus, she would be grateful to accept any suggestions and corrections from anyone for better writing.

Makassar, 10 January 2018

Writer

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CHAPTER I

INTRODUCTION

A. Background

Language is a system of communication. According to Johnston (2008:26) Language is the process or set of processes used to ensure there is agreement between the sender and receiver for meanings assigned to the symbols and the schema for combining them used for each communication. In the globalization era, English language as an important especially in international communication to development of education, economy, and politic. Many people spend time to study English language to use as an international communication.

As social beings, people need communication to each other. Communication is one of the most important tools to get information. There are so many ways to communicate, language is one of them. International world knows as English as the global language. In era globalization, English language the most important for everyone.

Reading is one of the Basic Skills of English. It is categorized as input skill. It means when people read something they will get information from it. Nunan (2004: 68) states, reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning. In the reading, readers combine the information from the text and the information from their existing background knowledge.

In learning English, it is necessary to know that there are four skills to be mastered which cover reading, listening, speaking, and writing. They are important factors in the process of English teaching and learning. In this sense the writer does not discuss of language skills but she limits to discuss reading especially on reading comprehension. There are many skills that can be used by the students. According to Johnston (2008:110-111) reading comprehension skills are strategies readers use to retrieve information and construct meaning from expository text. They are thinking process, braked down into steps to comprehend. These comprehension skills can be easily learned and flexibly selected to a variety of reading situations. Brown (2001: 308) stated, perhaps the most valuable strategies for learners (as well as native speaker) are skimming and scanning strategies. Several skills above can be improved, trained and developed as the way the students grow. Improving reading comprehension skills is valuable to make them good reader and effective reader.

Many reading methods and strategies have been used in classroom alternately. They result shows that some are successful with particular group of student but some are not. Actually, there are some teacher still use speech methods (teacher centre) in teaching so the students feel bored in the learning process. What should be taken into consideration is the way of teaching and how to students can understand and comprehend it.

There were some methods to teach English in junior high school. The researcher chooses one of method in Collaborative Strategy Reading

in Narrative Text because narrative text is a part of recent target in teaching. Mark Anderson and Kathy Anderson (1998:54) stated that narrative is a text that tells a story and, doing so, entertains the readers. It consists of orientation, complication of problems, a sequence of events, and orientation.

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 process. Thus, the researcher will use technique Collaborative Strategic Reading (CSR) in teaching reading comprehension

CSR is a collaborative technique that teaches students to use comprehension strategies while working cooperatively. Student strategies include previewing the text, giving ongoing feedback by deciding "click" (I get it) or "clunk" (I don't get it) at the end of each paragraph, "getting the gist" of the most important parts of the text, and "wrapping up" key ideas. In other words, students are given the opportunity to contribute their group by working together.

Based on the statement, the research tried to conduct a research under the title "The use of Collaborative Strategy in teaching students Reading Comprehension (pre Experimental Research at the eighth Grade Students of Junior High School).

B. Problem Statement

Based on the problem that has stated in the background above, the research question is formulated as follows:

1. Does the use of Collaborative Strategy improve the students' reading Comprehension in term of main idea in Narrative Text at the eighth grade of SMP Somba Opu?
2. Does the use of Collaborative Strategy improve the students' reading Comprehension in term of vocabulary in Narrative Text at the eighth grade of SMP Somba Opu?

C. Objective of the Research

Dealing with the research problem, the objective of the research is as follow:

1. Use of Collaborative Strategy effective in teaching reading Comprehension to improve students of narrative text in term of main idea at SMP Somba Opu.
2. Use of Collaborative Strategy effective in teaching reading Comprehension to improve students of narrative text in term of vocabulary at SMP Somba Opu.

D. Significance of the Research

The result of the study was expected to be used theoretically and practically. Theoretically, this research was expected to be an effort to change the students' image about reading was difficult and also as an information and reference alternative method for teacher and students' in

learning reading teaching process. Practically, the teacher adds information of the teaching strategy in the class. Especially for reading comprehension and expected to the student to improve and make them mastering vocabulary and interest to read English material. Therefore, the teacher was expected to apply Collaborative strategy teaching reading at their class.

E. Scope of the Research

This research was restricted on the implementation Collaborative Strategy can improve the students' reading comprehension especially in reading narrative text dealing with main idea and vocabulary. Collaborative strategy reading two genres that are entertain and educate. The researcher conducts to use an experimental study as a method of this research. This study was limited in the eighth grade in SMP SOMBA OPU GOWA.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with some previous research findings, some pertinent ideas, and theoretical framework.

A. Previous Related Research Findings

There had been some research related to the reading comprehension by using group work. Some of them are quoted below.

1. Mutia Ramadhana. 2016. In her thesis entitle “The Use of Collaborative Strategic Reading (CSR) to improve the Students Ability in Reading Comprehension. (An Experimental Study at Second Grade Student of SMPN 1 Banda Aceh in the Academic Year 2015/2016). Conclude that using Collaborative Strategy reading is effective to improve Students’ Reading Comprehension. There is similarity between her researches with this research. The similarity is that she uses the same technique and the same research method. But there is the difference with researchers’ thesis is teaching material.
2. Afrilianti. 2014. In her thesis “The Effectiveness of using TPS (THINK-PAIR-SHARE) strategy to improve students’ reading comprehension (pre-Experimental Design at second grade students’ at MtSn Aryojeding Rejotangan Tulungagung 2013/2014). The result of the analysis showed that using TPS (THINK-PAIR-SHARE) can improve students’ reading comprehension contributes. The similarity is

that she uses the same teaching material. But there are differences those are technique in teaching reading and research method.

3. Ibrahim, Amelia. 2013. in her thesis “Collaborative Strategic Reading (CSR) teaching students’ to improve reading comprehension in Narrative text (An Experimental Design at Eleventh year students of SMAN 1 Kabila). Found that using Collaborative strategy can improve students’ reading comprehension and the class situations. It becomes one of appropriate ways in teaching reading.

Based on previous related research finding, there are similarities this research. Reading narrative text is relevance with this research and also using collaborative Strategy, the method difference in this research use pre experimental research. In this research same with using technique in teaching students reading comprehension.

B. Pertinent Ideas

1. Concept of Reading

a. Definition of Reading

Ahuja (2001:5) state that reading is both a sensory and mental process. It involves use of the eye and the mind. The eyes receive messages and the brain has to work out the significance of this messages. It requires the students to read for meaning. It means that they not only read the text but also understand the meaning of written text being read. Reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information (scanlon et al, 2010:9).

Aebersold and Field (1997: 15) say that reading is what happens when people look at a text and assign meaning to the written symbols in that text, further, the text and the reader are the two physical entities necessary for the reading process to begin. So, there is an interaction between the text and the reader that constitute actual reading.

Davies (1995:1) says that reading is a private activity. It is a mental or cognitive process, which involves a reader in trying to follow and respond to a message from a writer, who is in distant space and time. Due to this privacy, the process of reading and responding to a writer is not directly observable. Reading also always involves an interaction between the writer and the reader. It is culminating act of the communication process, initiated by the thoughts of the writer and expressed through symbols on the page. Reading also as an interaction by which meaning encoded in visual stimuli by author becomes meaning in the mind of the reader.

From the definition above it can be concluded that reading is an effort to understand the content of the texts and the result of interaction between the perception of graphic symbols and the readers language skills and the knowledge of the world. Besides that, reading is used to get an idea, pleasure, or feeling that is expressed by the writer. Reading is also interaction between the reader and the author's ideas.

b. The Purposes of Reading

The purposes of reading described by Grabe (2009: 8-10) there are at least six main purposes for comprehensive reading. These purposes include:

1) Reading for information

The combination of scanning (identifying a specific graphic form) and skimming (building a simple quick understanding of the text) allows a reader to search information.

2) Reading for quick understanding (skimming)

Reading for quick understanding used for variety of other reasons and so may be seen as a super ordinate purpose. The readers used skimming when they want to determine what a text is about and whether or not they want to spend more time reading it.

3) Reading to learn

Reading to learn is often carried out in academic and professional settings. Reading to learn places more processing demands on the reader because the reader is expected to remember the main ideas and many supporting ideas and be able to recall this information as needed.

4) Reading to integrated information

This type of reading requires that the reader synthesize and learn information from multiple texts or bring together information from different part of a long text.

5) Reading to evaluate, critique, and use information

It often also represents an increased level of demand and a more complex interaction of reading processes.

6) Reading for general comprehension

Reading for general comprehension is the most common purpose for reading among fluent readers, and it is the default assumption for the term reading comprehension.

c. The Techniques of Reading

Different readers may have their own ways and technique in reading in accordance with their favor and purpose. Some linguists have proposed many ways of reading, which the mainly used in Grellet (1998: 40) summarized as follows:

1) Skimming

Quickly running one's eyes across a whole text (an essay, article, or chapter) to get the gist of it. The reader goes through the text extremely quickly. The purpose of skimming is simply to see what a text is about. The reader skims in order to satisfy a very general curiosity about a text.

2) Scanning

Reading was quickly going to a text to find a particular piece of information. Scanning occurs when a reader goes through a text very quickly in order to find a particular point of information (Williams, 1996: 100). The purpose of scanning is to extract

certain specific information without reading the whole text (Brown, 2008: 293).

3) Extensive Reading

Reading is longer text usually for someone's pleasure. This is a fluency activity, mainly involving global understanding.

4) Intensive Reading

Reading is short text to extract specific information. This is more on accuracy activity involving reading for detail. In this course, each text is read carefully and thoroughly for maximum comprehension.

d. The Principles of Reading

In according to Harmer (2001:70), there are some principles behind the teaching of reading:

- 1) Reading is not a passive skill. Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.
- 2) Students need to be engaged with what they are reading. As with everything else in lessons, students who are not engaged with the reading text, actively, not interested in what they are doing, are less likely to benefit.
- 3) Students should be encouraged to respond to the content of a reading text, not just the language. It is important to study reading

texts for the way they use language, the number of paragraph they contain and how many times they use relative clause.

- 4) Prediction is a major factor in reading. When students read texts in our own language, students frequently have a good idea of the context before we actually read.
- 5) Match the task to the topic. Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks, the right kind of questions, engaging and useful puzzle.
- 6) Good teacher exploit reading text to the full. They integrate the reading text into interesting class sequences, using the topic for discuss and further tasks, using the language for study and later activation.

2. Concept of Reading Comprehension

a. Definition of Reading Comprehension

Reading cannot be separated from comprehension, because reader has to comprehend what he/she reads to get information from a text or a book. According to Scanlon et al (2010: 276), Comprehension is an active, constructive process in which the ultimate understanding of the text is determined by a combination of what is stated directly in the text and the reader's preexisting knowledge related to the topic of the text.

Mc Guinne (2004: 234) also said that Reading comprehension was seen not as a passive receptive process, but as an active one that engaged the reader. Reading came to be seen as intentional thinking during which meaning is constructed through interactions between text and reader. Reading comprehension was seen as the construction of the meaning of a written text through a reciprocal interchange of ideas between the reader and the message in a particular text.

Neufeld (2005:302) states that comprehension is the process of constructing a supportable understanding of a text. He added comprehension involves two important features: being actively involved with the text and using appropriate background knowledge to interpret the text. It is also supported by Ahuja and Ahuja (2001:10), she states that comprehension is the product of reconstructing the facts within the nervous system of the reader. It means that the reader will reconstruct her or his background knowledge in understanding the text.

According to Howell, et al. (1993:182), reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning. While Adam (in Howel, Fox, Morehead, 1993:182) states that reading comprehension is an active process through which the reader uses

code, context analysis, prior knowledge, vocabulary, and language along with executive control strategies, to understand the text.

From the ideas above, it can be concluded that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge, and interpret it with the reader's needs and purpose.

b. Components of Reading Comprehension

King and Stanly in Darlis (2004:8) state that reading has five components contained in reading texts, which are appropriate with the junior high school curriculum. They are:

1) Finding factual information

Factual information requires readers to scan specific details. The factual information questions are generally prepared for students and those which appear with WH question word. There are many types of questions; reason, purpose, result, time, comparison, etc in which of the answer can be found in the text.

2) Finding main ideas.

Recognition of the main idea of a paragraph is very important because it helps students not only understand the paragraph on the first reading, but also helps to remember the content later. The main idea of a paragraph is what the paragraph develops. An efficient reader understands not only the

ideas but also the relative significance as expressed by the writer. An efficient reader understand not only the ideas but also their relative significance, as expressed by the author, in other words, some of the ideas as super ordinate while other subordinate.

3) Finding the meaning of vocabulary in context

It means that the reader could develop his or her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have nearly equivalent meaning when it has it or nearly the same meaning as another word.

4) Identifying references

In English, as in other language, it would be clumsy and boring to have and repeat the same word or phrase every time you used it. Instead of repeating the same word or phrase several times, after it has been used we can usually refer to it than repeat it. For this purpose, we use reference words. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun.

5) Making inferences

Inference is a skill where the reader has to be able to read between lines. King and Stanley divide into two main attentions, draw logical inferences and make accurate prediction.

c. Levels of Comprehension

In constructing the meaning of the text, readers may engage in different types or levels of thinking. According to Burnes and Page (1991:52) states that there are several levels of comprehension:

1) Four linguistic levels of analysis

It includes comprehension at the word level, at the sentence level, at the paragraph level and at the whole text level.

2) Traditional levels of comprehension

The best known description of the traditional levels of comprehension is probably the taxonomy of reading comprehension proposed Barrett as quoted by Burnes and Page (1991:53)

a) Literal : Literal comprehension requires the recognition or recall of ideas, information and happenings that are explicitly stated in the materials read.

b) Inference : Inferential comprehension is demonstrated by students when they use a synthesis of the literal content of a

selection, their personal knowledge, intuition and imagination as a basis for conjectures or hypotheses.

- c) Evaluation : Evaluation is demonstrated by students when they make judgments about the content of a reading selection by comparing it with external criteria, for example, information provided by the teacher on the subject, authorities on the subject or by accredited written sources on the subject; or with internal criteria, for example, the reader's experiences, knowledge, or values related to the subject under consideration.
- d) Appreciation: Appreciation has to do with students' awareness of the literary techniques, forms, styles and structures employed by authors to stimulate emotional responses in their readers.

d. Factors Affecting Students on Reading Comprehension

To help students handle their short comings in comprehending what they read, the teachers must understand the factors that affect comprehension (Dallman, Rouch, Char, &DeBoer, 1982: 25). Here as follows:

1) Difficulty of material

One of the major factor causes of lack of comprehension is that the teachers expect them to read materials beyond their level.

a) Intelligence

A child's ability to comprehend in reading is sometimes limited by the conceptual "load" that his mental ability enables him to carry. All the mechanical reading skills in the world will not be able to read materials involving abstractions beyond the level of his mental development.

b) Environment

Noisy surroundings, inadequate lighting, high or low temperature, stimulating or distracting surroundings may interfere with maximum comprehension. The extent to which the environment affects comprehension varies with individuals. The same person may at one time not be bothered by factors that at other times decidedly decrease his comprehension.

c) Emphasize on word recognition

Method of teaching that concentrates on the recognition of individual words but neglects attention to meanings that can be derived from connected discourse may account for deficiencies in comprehension.

d) Emphasize on reading

Oral reading can have either a desirable or a detrimental effect on comprehension. At times oral reading of a selection that is particularly difficult for the reader may increase his

understanding of it, since then not only sees but also hears what he reads.

e) Background for reading selection

A frequent cause of poor comprehension is lack of an experience background essential to the understanding of what is being read. Lack of knowledge of the words used and of understanding of the concepts involved are limitations to comprehension.

f) Adjustment of reading techniques to purpose and type of material

Effective reading requires a flexible approach to the printed page. There should be versatility in adapting the reading method to the reading purpose and to the nature of the material being read.

2. Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) was developed by Klinger & Vaughn (1987). It is learner-centre comprehension approach which combines modification of Reciprocal Teaching (RT) and Cooperative Learning (CL) strategy (Zainol Abidin, 2012, p.192). Boardman ET. al. (2015, p.2) state that Collaborative Strategic Reading (CSR) is a set of strategies designed to improve reading comprehension, enhance students' content area learning, facilitate access to higher- level texts, and to promote student engagement.

According to Klinger & Vaughn (1998, p.33), the goals of CSR are to improve reading comprehension, and increase conceptual learning in ways that maximize students' involvement and help them take on more responsibility for their learning.

This approach is created to enhance students' comprehension of text. Specifically, it is designed to teach and activate reading comprehension strategies. In this regard, students work in collaborative groups with defined roles to engage in reading. Al Roomy (2013, p.55) mentions that it is important to know that CSR is based on Vygotsky's (1978) theories of learning and social constructivism. Social constructivism is defined as a theory that humans construct their own learning by building new knowledge upon old. The key idea of constructivism is that knowledge and understanding are not received from others so much as actively constructed by the learner. The active role of the learners means that language should be used by them socially to make meanings understood. CSR reflects this belief as students initiate the comprehension strategies in small collaborative groups of five or six. Learning takes place in a cooperative format where students complete shared goals while taking a significant role within the group.

Voughn et al. (2011: 3) state that students learn four strategies as part of CSR's Plan for Strategic Reading: preview, click and clunk (fix-up strategies), get the gist (main idea) and wrap-up (summarizing

and questioning strategies). *Preview* is used only before reading the entire text for that lesson, and *Wrap Up* is used only after reading the entire text for the lesson. The other two strategies, *Click and Clunk* and *Get the Gist*, are used many times while reading the text, after each paragraph or two. These strategies are implemented in collaborative groups. When students understand the material, it is said they are "clicking". If students experience difficulty comprehending the material, they are "clunking". In this regard, they use "fix-up" strategies to determine meaning.

3. How is CSR implemented in EFL reading comprehension classes?

1. Strategies of Implementing CSR

The Roles of Students learn four strategies as part of CSR's plan for strategic reading:

Strategy 1: Preview

Teacher asks students to preview the entire passage before they read each section. The goals of previewing are;

- a) For students to learn as much about the passage as they can in a brief period of time (2 – 3 minutes).
- b) To activate their background knowledge about the topic.
- c) To help them make predictions about what they will learn.

Previewing serves to motivate student's interest in the topic and to engage them in active reading from the on ET.

Strategy 2: Click and Clunk

Student Click and clunk while reading each section of the passage. The goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding. Clicks refer to portions of the text that make sense to the reader: "Click, click, click" – comprehension clicks into place as the reader proceeds smoothly through the text. When a student comes to a word, concept, or idea that does not make sense, "Clunk"- comprehension breaks down. For example, when students do not know the meaning of a word, it is a clunk.

Strategy 3: Get the Gist

Students learn to "get the gist" by identifying the most important idea in a section of text (usually a paragraph). The goal of getting the gist is to teach students to restate in their own words the most important point as a way of making sure they have understood what they have read. This strategy can improve students' understanding and memory of what they have learned.

Strategy 4: Wrap up

Students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students' knowledge, understanding, and memory of what was read.

Students generate questions that ask about important information in the passage they have just read. The best way to teach wrap up is to tell students to use the following question starters to begin their questions: who, what, when, where, why and how (the 5 W and 1 H).

4. Narrative Text

1. The Understanding of Narrative Text

Anderson and Anderson define that a narrative is the text that tells a story to entertain the audience. Narrative can be presented as written or spoken texts, written narrative often takes form of novels. The story is said to be told in the first person. If a person outside the story is the narrator, then story is being told in the third person. Meanwhile, according to Siahaan and Shinoda, narrative text is a text which is written to entertain people and to tell a story or experience in different ways. It means that the narrator intended to make the story interesting to read by setting the characters, events, and something can be learned from the story.

From those explanations above it can be concluded that narrative text is a text which tells a story of series or events. It tells the readers about an amusing story. The components of narrative text are made to entertain the readers.

2. The Purpose of Narrative Text

The aim of narrative, other than providing entertainment, it can also make the audience think about the issue, teach them a lesson, or excite their emotion.

Its purpose is to present a view of the world that entertains or informs the reader or listeners. It is in line with Rudi Hartono who states that the social function of narrative text is to amuse and to deal with actual or various experiences in different ways.

3. Schematic Structures of Narrative Text

Generally, Narrative text has a schematic structure, there are:

a. Orientation

In this paragraph, the narrator tells the audience who is in the story, when it is happening, and what is going on.

b. Complication

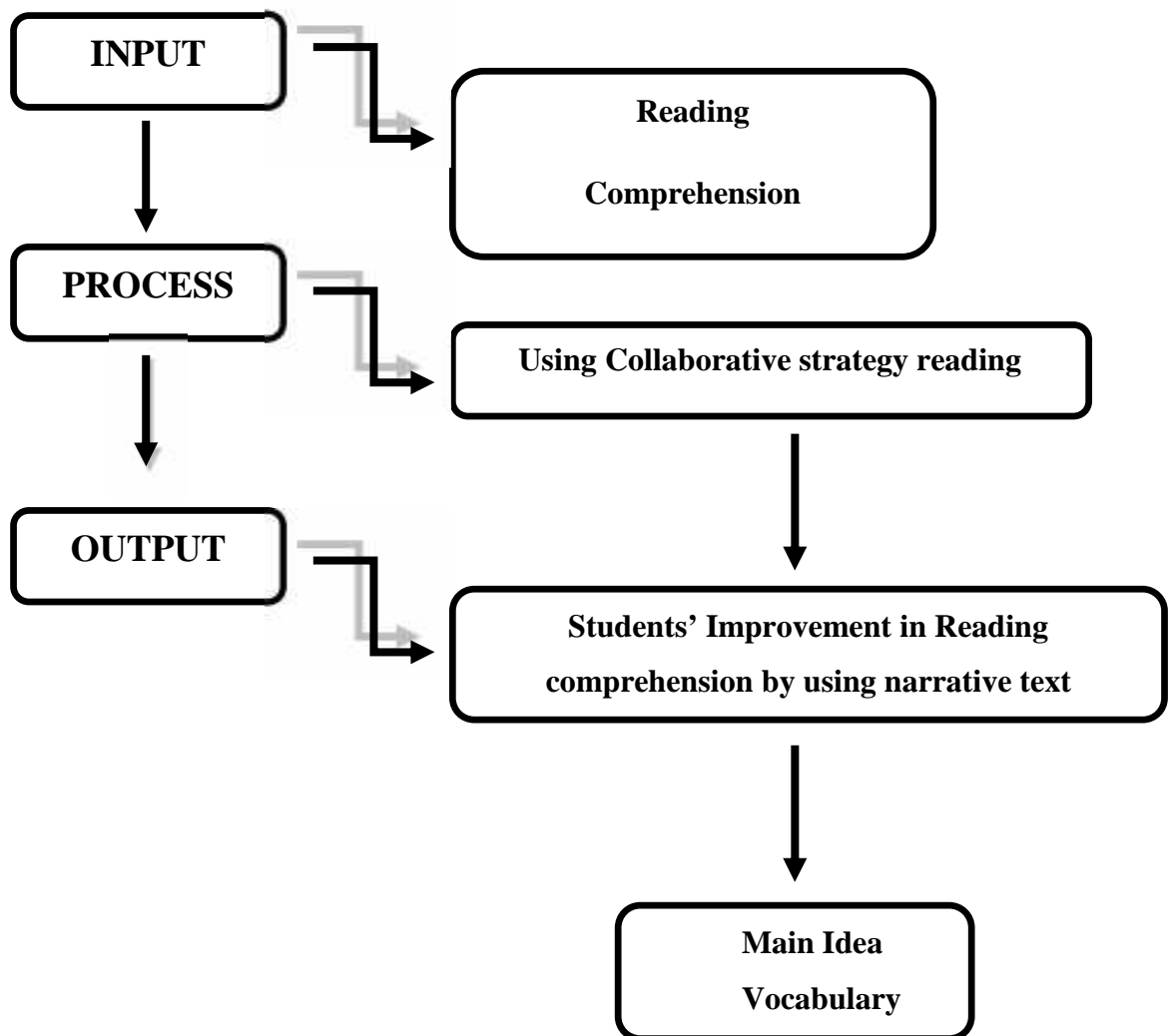
This is the part of the story where the narrator tells about something that will begin in a chain of events, these events will affect one or more of the characters. The complication is the trigger.

c. Resolution

In this part of the narrative, the complication is sorted out or problem is solved.

C. Conceptual Framework

The conceptual framework of the research illustrate as follows:



* Input : Teaching Material

Before apply the media in the class, the researcher gave observation in the classroom.

- * Process : Treatment given using animation movie

The researcher applied collaborative strategy reading as a media in four group class.

- * Output :

The treatment that was given in the process of the research was evaluated the students' interest and how effective using collaborative strategy reading in teaching reading on narrative text.

E. Hypothesis

Hypothesis consists of words hypo and thesis. Hypo is under or less or weak. Thesis is theory or proposition that showed as a proof." Hypothesis is a temporary answer of problems in research until proved from the data which collected. Thus, hypothesis can define a weak truth statement towards problems on research and need to prove the truth after collecting data. To find the answer of the problem, the researcher should propose alternative hypothesis (Hi) and null hypothesis (Ho) as below:

Alternative Hypothesis (Hi)

The use of collaborative strategy reading as a media improves students' reading narrative text.

Null Hypothesis (Ho)

The use of collaborative strategy reading as media does not improve students' reading narrative text

CHAPTER III

RESEARCH METHOD

This chapter contains of research design, population and sample of the research, data collections, and the instruments of the research, the procedures of data collection.

A. Research Design

The type of the research was pre-experimental design. The kind of pre-experimental design of this research was one group pre-test and post-test. This design involved one group which was pre-tested (O1), exposed to a treatment (X), and post-test (O2). The design was presented as follows:

PRE TEST	TREATMENT	POST TEST
O1	X	O2

Table 3.1 Pattern of one group Pre-test Post-test

(GayL.R.E.Mills, 2006)

Where:

O1 = Pre test

The researcher gave the pretest to know the limit of students in reading comprehension especially narrative text.

X1 = Treatment by using Collaborative Strategy Reading

Apply the use of Collaborative Strategy Reading in narrative text. The researcher explained the treatment in every meeting in the following:

- 1) The first meeting: the researcher introduced and explained about definition of narrative text, generic structure and the feature of narrative text.
- 2) The second meeting: the researcher introduced Collaborative Strategy Reading to students as a media that would be used to teach the material. The researcher gave the material about narrative text and gave evaluation after treatment.
- 3) The third meeting: the researcher reviewed the material and gave the students more explanation about narrative text.
- 4) The fourth meeting: the researcher gave the material about narrative text by using Collaborative Strategy reading and gave some example about narrative text then the researcher gave evaluation to the students.

O2 = Post test

The researcher gave the posttest to know the improvement of students in reading comprehension especially narrative text after the treatment.

B. Variables and Indicators

1) Variable

There were two variables in this research, namely independent and dependent variable. The independent variable is implementation of using collaborative strategy reading as a Media. It was a strategy that used by the teacher to though the material. While, dependent variable is the students' reading comprehension, especially in narrative text.

2) Indicator

The indicator of this research was the use of collaborative strategy reading in narrative text. It focused only in main idea and vocabulary as the classification score.

C. Population and Sample

1. Population

The population of this research was the eighth grade students of SMP Somba Opu. The number of population was 54 students.

2. Sample

The sampling technique of this research was purposive sampling. The researcher selects this technique based on the statement of the teacher that the students' achievement in eighth grade student was getting low in English, especially in reading comprehension. Besides that, this class was suggested by the teacher to be researched. The class selected as a sample was VIII B that consisted of 28 students.

D. Research Instrument

In collecting the data for the research, the researcher needed a research instrument. According to Arikunto (2006:149) instrument is a means to collect data.

The instrument of this research was reading test with essay form. This instrument was used to find the result of students' achievement in reading comprehension especially in their reading on narrative text. For knowing students' reading comprehension, the researcher made an essay form about 10 questions. The test consists pre-test and post-test. The pre-test was given before applying the treatment which consists of several questions. It aims to know students' prior knowledge in reading. While, the post-test aims finding out students' achievement in reading after giving the treatment.

E. Procedure of Collecting Data

Mujis (2004:56) stated that data collection is done by observing a situation, setting or interaction using the constructed instrument. To collect the data needed, the researcher uses procedure as follows:

1. Pre-test used at the first meeting to measure the students' ability before giving a treatment.
2. Treatment used to make students understand about material. There were four times for treatment by using collaborative strategy as a media in teaching reading comprehension in narrative text.

3. Post-test used after treatment to measure the students' improvement and understanding about the material through collaborative strategy reading. Thus, the total meeting of this research was six times, it concludes pre-test, treatment, and post-test.

F. Technique of Data Analysis

The data collected through quantitative analysis. The researcher used a procedure as follows:

1. Scoring the result of the students' test classified as follows:

The researcher scoring the result of the students correct of reading comprehension based on the analogies scale for reading.

a. Main Idea

Score	Classification	Criteria
5	Excellent	-Meaning is conveyed effectively -Show a clear understanding of reading topic and main idea
4	Very Good	-Meaning is conveyed but breaks down at items -Show a good understanding of reading topic and main idea
3	Good	-Meaning is frequently clear unclear - Show some understanding of reading topic and main idea, less development
2	Poor	-Meaning is unclear

		-Show little evidence of discourse understanding
1	Very Poor	-No complete sentence is reading -No evidence of concept of reading

b. Vocabulary

Score	Classification	Criteria
5	Excellent	If the vocabularies of the composition are all correct.
4	Very Good	An extensive vocabulary is used accurately and effectively.
3	Good	Range of vocabulary is used, causing few obvious limitations in the expressions of ideas.
2	Poor	Restricted vocabulary range and or poor word choice often creates difficulties in expressions of ideas.
1	Very Poor	Vocabulary is extremely limited.

(Harmer, Jeremy in Satriani, 2010: 31-32)

2. To score the students' answer of test, the researcher used formula.

$$\text{Scoring} = \frac{\text{Correct answer score}}{\text{Maximum score}} \times 10$$

(Sudijono in MawaddaRahma, 2011: 50)

3. Classifying the students score which falls into seven classifications:

No	Classification	Score
1	Excellent	9.6-10
2	Very good	8.6-9.5
3	Good	7.6-8.5
4	Fairly good	6.6-7.5
5	Fair	5.6-6.5
6	Poor	3.6-5.5
7	Very poor	0-3.5

(Depdikbudin Munira Uddin 2012:34)

4. Finding out t pretest and posttest by calculating the value of the test.

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

Where:

\bar{D} = Deviation

$\sum D$ = The sum of total score of significance

N = the number of subject

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}}$$

Where:

S = Standard deviation

$\sum X$ = Total row score

N = Number of students

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

Where:

- SD = Standard deviation
- t = Test of significance
- \bar{D} = Different between the matcher pairs
- D = Mean of Deviation
- D = the sum of total score of significance
- D^2 = the square of D
- N = Number of students

(Gay, 1981:331)

CHAPTER IV
FINDINGS AND DISCUSSIONS

A. Findings

The findings obtained through reading test in the eighth grade students of SMP Somba Opu were presented as follows:

1. The Students reading narrative text by collaborative strategy

The findings of this research, the researcher gave treatment to both pre-experiments about reading narrative text. The research used collaborative strategy reading. After that, the researcher measured students reading comprehension achievement by using a test in essay form. The result description of the research through the distribution score of pre-test and post-test in terms of main idea and vocabulary.

Table 4.1: The Students' Main Idea and Vocabulary Progress in Pre-Test and Post-Test

Indicator	Mean Score		Percentage Improvement
	Pre-test	Post-test	
Main Idea	59.82	80.35	35.9%
Vocabulary	59.64	82.32	38.1%

Table 4.1 showed that mean score and percentage improvement of the students in pre-test and post-test. When, content mean score of the students in pre-test were 59.82 and post-test which to be 59.64 and vocabulary mean score in pre-test were 80.35 and post-test which to be 82.32 and there were

improvement of students' main idea and vocabulary in pre-test and post-test which was in content the students progress was 35.9%. While, in vocabulary the students' progress was 38.1%. Through the result of pre-test and post-test, the result of t-test value of the level of the significant = 0.05, degree of the freedom (df)= (n-1) 28-1=27 indicated that t-table value was 1.703 and t-test value of vocabulary was $20.53 > 1.703$ and t-test value of content was $3.48 > 1.703$. Therefore, it could be concluded that statistically hypothesis of H_1 is accepted and the statistically hypothesis of H_0 is rejected. It means that the used of collaborative strategy in teaching reading comprehension could improve students' reading especially in narrative text.

a. The students' content achievement reading narrative text

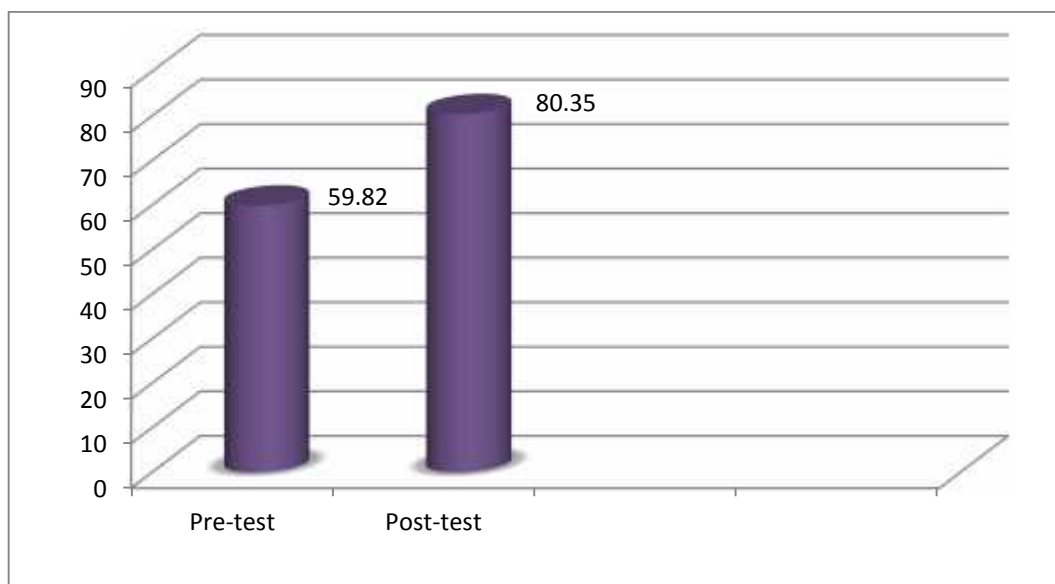
The students' content achievement as indicator in reading the result of the students' of pre-test and post-test in this research could be seen in the following table:

Table 4.2: The Students' Main Idea Achievement in Pre-Test and Post-Test

Indicator	Mean Score	
	Pre-test	Post-test
Main Idea	59.82	80.35

Table 4.2 the above shows that the students' improvement of main ideas in pre-test before implementation collaborative strategy in narrative text indicates that test was poor 59.82. But after implementation in post-test the student improvement main idea 80.35

Graphic 4.2: Percentage of Sample main idea in Pre-Test and Post-Test.



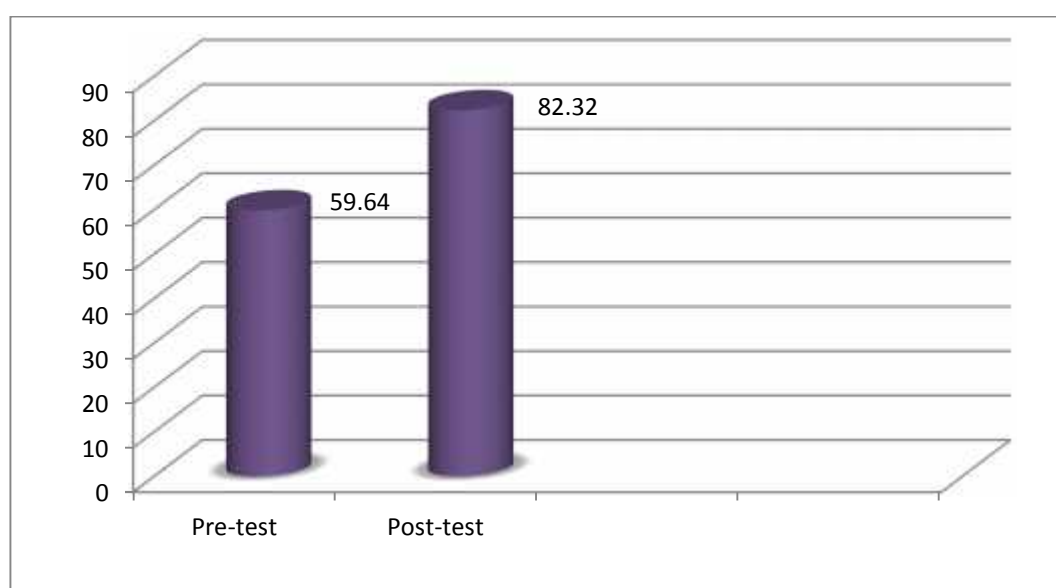
The graphic 4.2 shows that the percentage improvement of pre-test to post-test was 52.2%. That was seen by several element namely; students more dilligent and more active in the class after teacher gave a motivation during treatment, student more interest with the material taught by using collaborative strategy, and the importantly, students read text was given by teacher especially in reading in narrative text.

The students' vocabulary achievement as indicator in reading the result of the students' of pre-test and post-test in this research could be seen in the following table:

Table 4.3: The Students' Vocabulary Achievement in Pre-Test and Post-Test

Indicator	Mean Score	
	Pre-test	Post-test
Vocabulary	59.64	82.32

Table 4.2 the above shows that the students' improvement of vocabulary in pre-test before implementation collaborative strategy in narrative text indicates that test was poor 59.64. But after implementation in post-test the student improvement vocabulary 82.32



Graphic 4.3: Percentage of Sample Vocabulary in Pre-Test and Post-Test.

The graphic 4.3 shows that the vocabulary percentage improvement of pre-test to post-test higher than main idea percentage was 38.1%. It is because students find it easier to memorize word by word than to memorize the main idea from the sentence. Before the teacher gave treatment by using collaborative strategy

reading the students difficult to reading text. But, during a treatment by using collaborative strategy reading student more excited to found new word and meaning of the word that the students.

Table 4.4: the Percentage of Sample main idea in Pre-Test and Pots-Test

No.	Classification	Pre-Test		Post-test	
		F	%	F	%
1	Excellent	0	0	15	57.7
2	Very good	0	0	0	0
3	Good	0	0	0	0
4	Fairly good	10	34.6	13	42.3
5	Fair	0	0	0	0
6	Poor	18	65.4	0	0
7	Very poor	0	0	0	0
	TOTAL	28	100	28	100

Table 4.4 showed that before giving treatment by using collaborative strategy, in pre-test there were only 10 (34.6%) out of 28 students was classified into fairly good scores, 18 (65.4%) out of 28 students was classified poor score, and none students was classified into very good scores, very poor and excellent..

While, after using collaborative strategy reading in post-test there were 15 (57.7%) out of 28 students was classified into excellent scores, 13 (42.3%) out of 28 students was classified into fairly good scores.

Based on the table 4.3 showed that the score of students' content achievement in post-test improved after teaching reading narrative text in terms of content by using collaborative strategy reading. The mean score of the students in pre-test were 59.82 and post-test which to be 80.35.

Table 4.5: The Classification of Sample Vocabulary in Pre-Test and Post-Test

No.	Classification	Pre-Test		Post-test	
		F	%	F	%
1	Excellent	0	0	18	69.2
2	Very good	0	0	0	0
3	Good	0	0	0	0
4	Fairy good	12	38.5	10	30.8
5	Fair	0	0	0	0
6	Poor	16	61.5	0	0
7	Very poor	0	0	0	0
	TOTAL	28	100	28	100

Table 4.5 showed that before giving treatment by using collaborative strategy in pre-test there were only 12 (38.5%) out of 28 students was classified into fairly good scores, and 16 (61.5%) out of 28 students was classified into poor scores.

While, after using collaborative strategy reading in post-test there were 18 (69.2%) out of 28 students was classified into excellent scores, and 8 (30.8%) out of 28 students was classified into fairly good scores

Based on the table 4.4 showed that the score of students' vocabulary achievement in post-test improved after teaching reading Narrative text in terms of vocabulary by using collaborative strategy reading. The mean score of the students in pre-test were 59.64 and post-test which to be 82.32.

2. Hypothesis testing

The hypothesis was tested by using inferential analysis. In this case, the writer used t-test (test of significance) for independent variable test, that is the test to know the significant difference between the result of students' mean scores in pretest and posttest, the writer used t-test analysis on the level of significance (α) = 0.05 with the degree of freedom (df) = N-1, where N = number of subject (27 students) then the value of t-table was 1.703 the t-test statistical analysis for independent sample applied.

The result of the data analysis t-test of the students' reading narrative text using collaborative strategy reading table below:

Table 4.6 The Comparison of T-Test and T-Table Scores of Students' Reading Narrative Text

Variables	T-test	T-table	Description
Main Idea	2.84	1.703	Significance
Vocabulary	2.60	1.703	Significance
X	5.44	1.703	Significance

The table 4.6 shows that the value of the t-test is higher than the value of t-table. T-test value of content was greater than t-table ($2.84 > 1.703$) and t-

test value of vocabulary was greater than t-table ($2.60 > 1.703$). The result of t-test in writing descriptive text was greater than t-table ($5.44 > 1.703$).

The value of the t-test was greater than t-table. The score in variable of reading narrative text was ($5.44 > 1.703$). That was said that the null hypothesis (H_0) rejected and the alternative hypothesis (H_1) accepted. It means that there is a significance difference between the results of students' reading narrative text using collaborative strategy reading after treatment.

If the t-test value was higher than t-table at the level of significance 0.05 and degree freedom ($df=28$ ($N-1=28-1$)), thus the alternative hypothesis (H_1) accepted and null hypothesis (H_0) rejected. In contrary, if the value is lower than t-table at the level of significance 0.05 and the degree freedom 27, thus the alternative hypothesis rejected and null hypothesis accepted.

B. Discussion

The description the analysis of the data from reading test as explanation in the previous section shows that the students' reading narrative text in terms of main idea and vocabulary. It examines the result of treatment teaching and learning process toward the effectiveness by using collaborative strategy reading in develop students' reading narrative text at the eighth grade student of SMP Somba Opu Gowa which is conducted with pre-test, treatment and post-test.

The students' mean score after treatment by using collaborative strategy in teaching reading narrative text better than before the treatment is given to the students. Before giving treatment, the students' reading narrative

text in terms of main idea and vocabulary are poor. After giving the treatment, their reading was significantly improved and categorized as very good especially in reading narrative text.

1. Students' reading narrative text in term of main idea using collaborative strategy reading
2. Students' reading narrative text was supported by the improvement of students on pre-test and post-test in main idea. Before applying the using of collaborative strategy the students could not decide clearly identified the main idea by providing strong evidence, detail relating to the main idea. But, after used collaborative e strategy reading the student easily for decided the main idea on vocabulary.

After calculating the students' score of the indicator of main idea in pre-test and post-test also explained the classification of students' improvement of reading narrative text. In pre-test there were a lot of got poor. After doing treatment, the students' score classification are changed there were a lot of and got fairly good.

Based on the finding above in applying using collaborative strategy reading in teaching reading especially narrative text, the data was collected through the test as explains in the previous finding sections shows that the students reading achievement in main idea was significantly improved. The data on table 4.1 shows that the score of students' main idea. The score of the students' post-test was higher than the mean score of the students' pre-test.

Therefore, it can be concluded that using collaborative strategy reading could improve the students' reading narrative text.

3. Students' reading narrative text in term of vocabulary using collaborative strategy reading

Students' reading narrative text was supported by the improvement of students on pre-test and post-test in vocabulary. Before applying the use of collaborative strategy the students could not clearly identify the vocabulary by providing strong evidence, word and meaning. But, after used collaborative strategy reading in teaching reading narrative text the student's easily to find word and meaning.

After calculating the students' score of the indicator of vocabulary in pre-test and post-test also explained the classification of students' improvement of writing descriptive text. In pre-test there were a lot of good, students got poor and fairly good. After doing treatment, the students' score classification are changed and got excellent and fairly good.

Based on the finding above in applying using collaborative strategy as a media in teaching reading especially narrative text, the data was collected through the test as explains in the previous finding sections shows that the students reading achievement in vocabulary is significantly improved.

The data on table 4.2 shows that the score of students' main idea improved. The score of the students' post-test is higher than the mean score of the students' pre-test. Therefore, it can be concluded that using collaborative strategy reading could improve the students' reading narrative text.

4. Significance difference of T-test and T-table

Through the result of pre-test and post-test, the result of t-test value of the level of the significant = 0.05, degree of the freedom (df) = (n-1) 28-1=27 indicated that t-table value was 1.703 and t-test value 2.48. Therefore, it could be concluded that statistically hypothesis of H_1 was accepted and the statistically hypothesis of H_0 was rejected. It means that the used of collaborative strategy reading in teaching reading narrative text could improve students' reading comprehension especially in reading narrative text.

By see the effectiveness of the students' main idea and vocabulary achievement in learning reading narrative text. It is concluded that the use of collaborative strategy reading to developed students' reading narrative text in terms of main idea and vocabulary. It could be showed from the students' reading pre-test and post-test. In pre-test some students were difficult to answer the questions and find out the main idea of the content and identified the meaning of the words. But, the students in post-test were easy to answer the questions. Then, found the main idea and understood the meaning of the words. Not only based on the pre-test and posttest. But there were some previous findings that used collaborative strategy in teaching reading comprehension, which found that using Collaborative Strategy reading is effective to improve Students' Reading Comprehension (Ramadhana:2016) and found that using Collaborative strategy can improve students' reading comprehension and the class situations. It becomes one of appropriate ways in teaching reading (Ibrahim :2013). Based on found that using collaborative

strategy in teaching reading comprehension can improvement the student in reading narrative text used small group in the class (Anike Rosalina :2014). And then base on found that using the implementation of Collaborative strategy increase students' reading proficiency in narrative text (Indah Fadilah Rahman: 2014).

From the discussion above, it could be concluded that the eighth grade students of SMP Somba Opu Gowa have good skills in reading by using collaborative strategy especially on narrative text.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consisted of two sections, they were conclusion and suggestions. Conclusion dealing with the finding of this research based on data analysis and discussion on the previous chapter, while suggestions deal with the researchers' recommendations.

A. Conclusion

Based on the research findings and discussion in the previous chapter and looking at the result of this research, the researcher made conclusion as follows:

1. Used Collaborative Strategy in teaching reading narrative text that developed the students' reading ability especially narrative text dealing with main idea and vocabulary. The text was given every meeting was different. Every meeting, the students showed a little by little improved in learning. The students more enjoy, active, free, and spirit to learn. It organized at the eighth grade students of SMP Somba Opu. It was proved by the mean score based on pre-test and post-test.
2. The mean score of the students before and after treatment for students' main idea achievement was 59.82 becomes 80.35 and treatment for students' vocabulary achievement was 59.64 becomes 82.32 with the t-test value was greater than t-table for students' vocabulary achievement ($2.60 > 1.703$) and the t-test value was greater than t-table for students' main idea achievement ($2.84 > 1.703$).

B. Suggestions

In this part, the researcher would like to contribute some suggestions for the English teachers and the other researchers based on the research findings and discussion.

It is suggested that the English teacher should be more creative and innovative to select the teaching strategy to deliver their material. The teacher could find a good instructional media to get their students' interest in learning English, especially in reading. Collaborative strategy reading would be helpful to improved students reading ability; therefore, the teacher needs to maintain using media especially teaching reading narrative text in the next academic year.

To the further researcher, particularly does who have the same problem and interested in conducting research, it is suggested that this study can be a reference. Hopefully, there will be any further researcher of how to complete this technique or media.

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APPENDIX A

Pre-test

What is the topic this picture below!



Post –test

What is the topic this place below!



RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII / 1
Alokasi Waktu : 4 JP

A. KOMPETENSI INTI

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan
- 3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
- 4.18. Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Siswa menunjukkan sikap mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
2. Siswa menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
3. Siswa menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

4. Siswa menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan
5. Siswa terampil memahami teks naratif, berbentuk fabel pendek dan sederhana untuk memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan).
6. Siswa terampil menyatakan teks naratif, berbentuk fabel pendek dan sederhana untuk memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan).
7. Siswa terampil menanyakan teks naratif, berbentuk fabel pendek dan sederhana untuk memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan).

D. TUJUAN PEMBELAJARAN

Siswa terampil memahami, menyatakan, dan menanyakan teks naratif, berbentuk fabel pendek dan sederhana untuk memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan).

E. MATERI PEMBELAJARAN

Teks naratif, berbentuk fabel pendek dan sederhana

Fungsi sosial

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

Struktur text

(gagasan utama dan informasi rinci)

- a. Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).
- b. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.
- c. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)
- d. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih
- e. Memberikan alasan atau komentar umum (reorientasi), opsional.

Unsur kebahasaan

- (1) Tata bahasa: Simple Past tense, Past Continuous Tense
- (2) Kalimat langsung dan tidak langsung
- (3) Kosakata: tokoh binatang dalam fabel, tempat dan benda-benda terkait tokoh
- (4) Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dsb.
- (5) Adverbia dan frasa preposisional penunjuk waktu: *a long time ago, one day, in the morning, the next day, immediately*, dsb.
- (6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- (7) Ucapan, tekanan kata, intonasi
- (8) Ejaan dan tanda baca
- (9) Tulisan tangan

Topik

Cerita yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

F. LENGKAH - LANGKAH PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU	PERTEMUAN KE
Kegiatan awal (10 menit)	1. Guru masuk ke kelas dan langsung menyapa	2 menit	

	<p>siswa dengan menggunakan bahasa inggris “<i>Good morning, students</i>” agar <i>English Environment</i> dapat langsung tercipta. Setelah direspon, guru menanyakan keadaan siswa</p> <p>2. Guru menanyakan kehadiran siswa dengan mengucapkan “Who is absent today?”.</p> <p>3. Setelah melakukan presensi, guru menanyakan nama beberapa siswa.</p> <p>4. Guru mengajak siswa untuk menebak tentang topik yang akan dipelajari</p>	<p>2 menit</p> <p>3 menit</p> <p>2 menit</p> <p>1 menit</p>	
--	--	---	--

	5. Guru menekankan topik yang akan dipelajari yaitu tentang pengenalan diri		
Kegiatan Inti (60 menit)	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyalin dengan tulisan tangan yang rapi beberapa fabel, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. • Siswa membaca dan mendengarkan fabel tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, siswa mengidentifikasi fungsi 	11 X 40 menit	Pertemuan 1

	<p>film, koran, majalah, buku teks, dsb.</p> <ul style="list-style-type: none">• Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari fabel.• Siswa membaca semua fabel yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:<ul style="list-style-type: none">- fungsi sosial setiap teks- tokoh, tempat, waktu, terjadinya cerita- krisis yang terjadi		
--	--	--	--

	<ul style="list-style-type: none">• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam fabel yang mereka baca. <p>Mengkomunikasikan</p> <ul style="list-style-type: none">• Siswa menyampaikan beberapa fabel pendek dan sederhana yang telah dibacanya kepada teman-temannya, dengan cara antara lain membacakan, menyalin dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan		
--	---	--	--

	<p>masing-masing tentang isi fabel, dsb.</p> <ul style="list-style-type: none"> • Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam memahami fabel dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 		
Kegiatan Akhir (10 menit)	1. Guru bersama siswa menyimpulkan materi yang sudah dipelajari	5 menit	

	2. Guru memberikan pekerjaan rumah kepada siswa		
	3. Guru menginformasikan materi selanjutnya		

PENILAIAN, PEMBELAJARAN REMEDIAL DAN PENGAYAAN

1. Teknik Penilaian

Penilaian Sikap:

1. Penilaian diri dan penilaian teman sejawat.
2. Menggunakan daftar cek atau skala penilaian (*rating scale*) yang disertai rubrik.

Penilaian Keterampilan:

1. Praktik,
2. Produk (proyek)
3. Portofolio

Penilaian Pengetahuan (classroom exercises and homework)

1. Lisan/tulisan

2. Penugasan

2. Instrumen Penilaian

Instrumen Penilaian Sikap

No	Sikap yang di amati yang dinilai	Skor				Keterangan
		4	3	2	1	
1	Serius dalam menerima pelajaran					
2	Bertanggung jawab dan teliti dalam menjalankan tugas					
3	Santun terhadap guru (menghargai)					
4	Menghargai teman					
5	Aktif berperan serta dalam proses PBM					

Kreteria:

4: sangat baik 2: cukup

3: baik 1: kurang

Instrumen Penilaian Keterampilan

No	Keterampilan yang diamati	Skor	Keterangan
----	---------------------------	------	------------

	dan dinilai	4	3	2	1	
1.	Aspek proses					
	• Mengamati media dan lagu					
	• Mengajukan pertanyaan					
2.	Aspek Konkret					
	• Membuat					
	• Merangkai					
	• Mempresentasikan					

Kriteria:

4: Terlibat aktif dari awal sampai akhir pembelajaran

3: Terlibat aktif hanya pada bagian-bagian tertentu

2: Terlibat namun pasif

1: Tidak terlibat bahkan mengganggu PBM

Instrumen Penilaian (Performance)

Komponen	Uraian	Skor
Pronunciation	Terdapat banyak kesalahan pelafalan	1
	Pelafalan benar tetapi tidak seperti native speaker	2
	Pelafalan yang sempurna seperti native speaker	3
Fluency	Pembicaraan selalu terhenti dan terputus-putus sehingga susah untuk dimengerti	1

	Pembicaraan lancar dan halus, tetapi sekali-kali masih kurang konsisten/ajeg	2
	Pembicaraan dalam segala hal lancar dan halus seperti penutur asli	3
Vocabulary	Penguasaan kosa kata sangat terbatas	1
	Pemilihan kosa kata sering tidak tepat dan keterbatasan penguasaannya menghambat kelancaran komunikasi	2
	Penggunaan kosa kata lebih luas dan cermat, kosa kata umum pun tepat sesuai dengan situasisosial	3
Content	Memahami sedikit isi percakapan yang paling sederhana sekalipun	1
	Memahami dengan baik percakapan sederhana, dalam hal tertentu masih perlu penjelasan dan pengulangan	2
	Memahami segala sesuatu dalam pembicaraan normal	3

3. Pembelajaran Remedial dan Pengayaan

1. Materi: Degrees of Comparison

2. Ketuntasan Personal

- Peserta didik yang memperoleh nilai sama atau di atas standar KKM dinyatakan TUNTAS

- Peserta didik yang memperoleh nilai dibawah standar KKM harus mengikukti kegiatan remedial.
- Nilai remedial: jika nilai remedial berada sama atau diatas rata-rata KKM, maka nilai yang dimasukkan adalah nilai standar KKM sedangkan jika nilai remedial berada di bawah standar KKM, maka nilai yang dimasukkan adalah nilai apa adanya.

3. Ketuntasan Kolektif

Jika skor soal yang dicapai $\geq 65\%$ materi pelajaran bisa dilanjutkan.

Jika skor soal yang dicapai $< 65\%$, materi pelajaran harus di ulang terutama soal yang ketuntasannya $< 65\%$

MEDIA/ALAT, BAHAN DAN SUMBER BELAJAR

Media : PowerPoint dan Laptop

Bahan : pembelajaran yang terkait dengan materi “Bear and Rabbit”

Sumber Belajar : Buku Paket Bahasa Inggris WHEN ENGLISH RINGS A BELL, Kementerian Pendidikan dan Kebudayaan, 2014

G. Penilaian

Rubrik untuk penilaian kinerja (performans)

a. Main Idea

Score	Classification	Criteria
50	Excellent	-Meaning is conveyed effectively -Show a clear understanding of reading topic and main idea
40	Very Good	-Meaning is conveyed but breaks down at items -Show a good understanding of reading topic and main idea
30	Good	-Meaning is frequently clear unclear - Show some understanding of reading topic and main idea, less development
20	Poor	-Meaning is unclear -Show little evidence of discourse understanding

b. Vocabulary

Score	Classification	Criteria
50	Excellent	If the vocabularies of the composition are all correct.
40	Very Good	An extensive vocabulary is used accurately and effectively.
30	Good	Range of vocabulary is used, causing few obvious limitations in the expressions of ideas.
20	Poor	Restricted vocabulary range and or poor word choice often creates difficulties in expressions of ideas.
10	Very Poor	Vocabulary is extremely limited.

Sungguminasa, Juli 2017

Mengetahui

Niarti

APPENDIX C

TEACHING MATERIAL AND INSTRUMENTS

Narrative Text

Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

The generic structure of Narrative text

a. Orientation

It set the scene and introduce the participants (it answers the question: who, when, what, and where)

b. Complication

Tells the problems of the story and how the main characters solve them.

c. Resolution :

The crisis is resolved, for better or worse.

Linguistic features

a. Use active verbs

b. Use past tense

c. Use conjunction.

d. The first person (I or We) or the third person (He, She, or They).

e. Use specific nouns.

f. Use adjective and adverbs

Example:



The Story of Smart Monkey and Dull Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top. Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, “My father is very sick. He has to eat the heart of the monkey.

So he will be healthy again.”At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.”The crocodile agreed and turned around.

He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a

tree. "Where is your heart?" asked the crocodile. "You are foolish," said the monkey to the crocodile. "Now I am free and I have my heart."

Generic structure

1. *Orientation*

The participants or characters of the story are a smart monkey and dull crocodile. The time set is just one day. The story takes place in a river

2. *Complication*

Every narrative text must consist of conflict or problem. A simple definition of problem is when something goes and it is not what we want. In the story the complication start when the crocodile want to eats the monkey. Of course the monkey don not want to be the crocodile's meal and that is the problem which sets the whole story.

3. *Resolution*

A problem must be resolved. It can succeed or fail. In this story, the monkey succeeds to solve the problem. He gets free from the hungry crocodile.

APPENDIX D

The Result of Students' Score on Pre-Test and Post-Test

1. The Students' Main Idea achievement Scores

The Number of Sample	Pre-Test	Post-Test
1	60	80
2	65	80
3	60	80
4	50	70
5	70	90
6	70	80
7	60	80
8	60	80
9	50	70
10	60	90
11	70	90
12	60	80
13	50	70
14	60	70
15	70	90
16	70	80

17	60	80
18	50	70
19	60	80
20	60	80
21	60	80
22	60	80
23	40	60
24	60	90
25	60	90
26	60	80
27	60	90
28	60	90
Total	1675	2250

2. The Students' vocabulary achievement Scores

The Number of Sample	Pre-Test	Post-Test
1	40	70
2	50	80
3	70	80
4	50	80
5	60	90

6	40	70
7	50	80
8	60	90
9	60	85
10	60	85
11	80	90
12	60	80
13	70	85
14	80	90
15	50	80
16	80	90
17	70	90
18	60	80
19	60	80
20	60	80
21	50	70
22	50	80
23	50	80
24	60	80
25	60	90
26	60	80
27	70	90

28	60	80
Total	1670	2305

APPENDIX E

The result of student' Mean score on pre-test and post-test

1. The students' mean score of Main Idea

The Number of Sample	X1	$X1^2$	X2	$X2^2$
1	60	3000	80	4800
2	65	3250	80	4800
3	60	3000	80	4800
4	50	2500	70	4200
5	70	3500	90	5400
6	70	3500	80	4800
7	60	3000	80	4800
8	60	3000	80	4800
9	50	2500	70	4200
10	60	3000	90	5400
11	70	3500	90	5400
12	60	3000	80	4800
13	50	2500	70	4200
14	60	3000	70	4200
15	70	3500	90	5400
16	70	3500	80	4800
17	60	3000	80	4800

18	50	2500	70	4200
19	60	3000	80	4800
20	60	3000	80	4800
21	60	3000	80	4800
22	60	3000	80	4800
23	40	2000	60	3600
24	60	3000	90	5400
25	60	3000	90	5400
26	60	3000	80	4800
27	60	3000	90	5400
28	60	3000	90	5400
ΣX	1675	83750	2250	135000
X				

$$X = \frac{\Sigma X}{N}$$

2. The students' mean score of vocabulary

The Number of Sample	X1	X1 ²	X2	X2 ²
1	40	1600	70	4200
2	50	2000	80	4800

3	70	2800	80	4800
4	50	2000	80	4800
5	60	2400	90	5400
6	40	1600	70	4200
7	50	2000	80	4800
8	60	2400	90	5400
9	60	2400	85	5100
10	60	2400	85	5100
11	80	3200	90	5400
12	60	2400	80	4800
13	70	2800	85	5100
14	80	3200	90	5400
15	50	2000	80	4800
16	80	3200	90	5400
17	70	2800	90	5400
18	60	2400	80	4800
19	60	2400	80	4800
20	60	2400	80	4800
21	50	2000	70	4200
22	50	2000	80	4800
23	50	2000	80	4800
24	60	2400	80	4800

25	60	2400	90	5400
26	60	2400	80	4800
27	70	2800	90	5400
28	60	2400	80	4800
ΣX	1670	66800	2305	138300
X	59.64		82.32	

$$X = \frac{\Sigma X}{N}$$

APPENDIX F.

1. Scoring Classification of the students' Main Idea pretest and posttest

The number of student	Content			
	Pre-test	Classification	Post-test	Classification
1	60	Fairly Good	80	good
2	65	Fairly Good	80	Good
3	60	Fairly Good	80	good
4	50	poor	70	Fairly Good
5	70	Fairly good	90	Excellent
6	70	Fairly good	80	Good
7	60	Poor	80	Good
8	60	Poor	80	Good
9	50	Poor	70	Fairly Good
10	60	Poor	90	Excellent
11	70	Fairly Good	90	Excellent
12	60	Poor	80	good
13	50	poor	70	Fairly Good
14	60	Poor	70	Fairly Good
15	70	Fairly Good	90	Excellent
16	70	Fairly Good	80	good
17	60	Fairly Good	80	good
18	50	Fairly good	70	Fairly good
19	60	Fairly Good	80	Excellent

20	60	Poor	80	Very good
21	60	Fairly good	80	Very good
22	60	Poor	80	Very Good
23	40	Poor	60	fair
24	60	Poor	90	Excellent
25	60	poor	90	Excellent
26	60	Poor	80	Excellent
27	60	poor	90	Excellent
28	60	poor	90	Excellent

2. Scoring Classification of the students' vocabulary pretest and posttest

The number of student	Vocabulary			
	Pre-test	Classification	Post-test	Classification
1	40	poor	70	Fairly good
2	50	poor	80	good
3	70	Fairly good	80	Good
4	50	poor	80	good
5	60	Fairly good	90	Excellent

6	40	poor	70	Excellent
7	50	Poor	80	Fairly good
8	60	Fairly good	90	Fairly good
9	60	Fairly good	85	Fairly Good
10	60	Fairly good	85	Excellent
11	80	good	90	Excellent
12	60	Fairly good	80	good
13	70	Fairly good	85	good
14	80	good	90	Excellent
15	50	Poor	80	good
16	80	good	90	Excellent
17	70	Fairly good	90	Excellent
18	60	poor	80	good
19	60	Poor	80	good
20	60	Poor	80	good
21	50	Poor	70	Fairly good
22	50	poor	80	good
23	50	Poor	80	good
24	60	poor	80	good
25	60	poor	90	Excellent
26	60	poor	80	good
27	70	Fairly good	90	Excellent

28	60	poor	80	good
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APPENDIX G

The calculation of the student scores T-test on pre-test and post-test

a. Main Idea

The Number of Sample	Pre-test(X1)		Post-test(X2)		X2-X1	
	X1	(X1) ²	X2	(X2) ²	D(X2-X1)	D(X2-X1) ²
1	60	3000	80	4800	20	1800
2	65	3250	80	4800	15	1550
3	60	3000	80	4800	20	1800
4	50	2500	70	4200	20	1700
5	70	3500	90	5400	20	1900
6	70	3500	80	4800	10	1300
7	60	3000	80	4800	20	1800
8	60	3000	80	4800	20	1800
9	50	2500	70	4200	20	1700
10	60	3000	90	5400	30	2400
11	70	3500	90	5400	20	1900
12	60	3000	80	4800	20	1800
13	50	2500	70	4200	20	1700
14	60	3000	70	4200	10	1200
15	70	3500	90	5400	20	1900
16	70	3500	80	4800	10	1300
17	60	3000	80	4800	20	1800

18	50	2500	70	4200	20	1700
19	60	3000	80	4800	20	1800
20	60	3000	80	4800	20	1800
21	60	3000	80	4800	20	1800
22	60	3000	80	4800	20	1800
23	40	2000	60	3600	20	1600
24	60	3000	90	5400	30	2400
25	60	3000	90	5400	30	2400
26	60	3000	80	4800	20	1800
27	60	3000	90	5400	30	2400
28	60	3000	90	5400	30	2400
Total	1675	83750	2250	135000	575	51250

b. Vocabulary

The Number of Sample	Pre-test(X1)		Post-test(X2)		X2-X1	
	X1	(X1) ²	X2	(X2) ²	D(X2-X1)	D(X2-X1) ²
1	40	1600	70	4200	30	2600
2	50	2000	80	4800	30	2800
3	70	2800	80	4800	10	2000

4	50	2000	80	4800	30	2800
5	60	2400	90	5400	30	3000
6	40	1600	70	4200	30	2600
7	50	2000	80	4800	30	2800
8	60	2400	90	5400	30	3000
9	60	2400	85	5100	25	2700
10	60	2400	85	5100	25	2700
11	80	3200	90	5400	10	2200
12	60	2400	80	4800	20	2400
13	70	2800	85	5100	15	2300
14	80	3200	90	5400	10	2200
15	50	2000	80	4800	30	2800
16	80	3200	90	5400	10	2200
17	70	2800	90	5400	20	2600
18	60	2400	80	4800	20	2400
19	60	2400	80	4800	20	2400
20	60	2400	80	4800	20	2400
21	50	2000	70	4200	20	2200
22	50	2000	80	4800	30	2800
23	50	2000	80	4800	30	2800
24	60	2400	80	4800	20	2400
25	60	2400	90	5400	30	3000

26	60	2400	80	4800	20	2400
27	70	2800	90	5400	20	2600
28	60	2400	80	4800	20	2400
Total	1670	66800	2305	138300	635	71500

a. Calculating the t-test analysis of Main Idea

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

$$t = \frac{20.53}{\frac{51250 - \frac{575^2}{28}}{28 \cdot 28 - 1}}$$

$$t = \frac{20.53}{\frac{51250 - \frac{330.625}{28}}{28 \cdot 27}}$$

$$t = \frac{20.53}{\frac{51250 - 11.808}{756}}$$

$$t = \frac{20,53}{\frac{39.442}{756}}$$

$$t = \frac{20.53}{\sqrt{52.17}}$$

$$t = \frac{20.53}{52.17}$$

$$t = 2.84$$

b. Calculating the test analysis of vocabulary

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

$$t = \frac{22,67}{\frac{71500 - \frac{635^2}{28}}{28 \cdot 28 - 1}}$$

$$t = \frac{22.67}{\frac{71500 - \frac{403225}{28}}{28 \cdot 27}}$$

$$t = \frac{22.67}{\frac{71500 - 14.400}{756}}$$

$$t = \frac{22.67}{\frac{57.700}{756}}$$

$$t = \frac{22.67}{\sqrt{75.52}}$$

$$t = \frac{22.67}{8.69}$$

$$t = 2.60$$

APPENDIXE H

The percentage students' improvement on pre-test and post-test

1. Main Idea

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

$$P = \frac{80.35 - 59.82}{59.82} \times 100\%$$

$$P = \frac{20.53}{59.82} \times 100\%$$

$$P = 34.3 \%$$

2. Vocabulary

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

$$P = \frac{82.32 - 59.64}{59.64} \times 100\%$$

$$P = \frac{22.68}{59.64} \times 100\%$$

$$P = 38.1 \%$$

APPENDIX I.

Distribution of t-table

1. Critical value of t-table Level of significance for one-tailed test

Df	(level of significance) (<i>one-tailed test</i>)					
	0.25	0.10	0.05	0.025	0.01	0.005
1	1.000	3.078	6.314	12.706	31.821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.925
3	0.765	1.638	2.353	3.182	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	3.143	3.707
7	0.711	1.415	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.228	2.764	3.169
11	0.697	1.363	1.796	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.692	1.350	1.771	2.160	2.650	3.012
14	0.691	1.345	1.761	2.145	2.624	2.977
15	0.690	1.341	1.753	2.131	2.602	2.547
16	0.689	1.337	1.746	2.120	2.583	2.921
17	0.688	1.333	1.740	2.110	2.567	2.989
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.687	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.325	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.508	2.829
23	0.685	1.319	1.714	2.069	2.500	2.807
24	0.685	1.318	1.711	2.064	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.7798
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	1.980	2.358	2.617

(Sugiyono, 2014:332)

Df = N-1

Df = 26-1

Df = 25 → t-table for () = **0.05 = 1.703**

APPENDIXE J.

DOCUMENTASION





APPENDIX K.

STUDENTS' WORKSHEET

Pre-Test

* KELOMPOK 3 *

- Ketia : Acronis Mualif
- Anggita :
- Azhar Zamik
- ~~XXXXXXXXXX~~
- ST NUR AZIZAH R
- DIAN PUTRI NUR AZIZAH
- ANNISA FATMA

1. bear and rabbit (The Story of The Rabbit and the bear) ✓
2. Forest / jungle ✓
4. Fortunately, the youngest child of the bear was kind to the rabbit
3. One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows.
5. The rabbit was a good shoot one the contrary, the bear was always clumsy and could not use the arrow to shoot

Ketua kelompok : Apner Widyadi

Anggota : st Nur Asizah M

: Sri Wulan

: Dian Amelia Putri

: Nadira

: Andi putri yanti

1. What is the title of the text?

= story of rabbit and bear ✓

= The story of the rabbit and the bear

2. Where was the story happen?

= Forest ✓

= and jungle

3. Who is the main character of the story?

= Bear : the bear was very greedy ✓

= Rabbit : the rabbit is obedient and timid

4. What is main idea of paragraph 4?

= The bear was the father of five children. The youngest child was very kind of ~~th~~ to the rabbit. ✓

5. What was the moral value of the text above?

= We should not be greedy and should give each other. ✓

Post-Test

Kelompok 1

04/11/17

Ketua : Sri Wulan
: St. Nur Azisah Maharany
: Yusmana
: Nadia Wulan Darni
: Dian Amelia Puffi
: Salmia
: St. Nur Azisah R.

Tugas

1. What is narrative text?
= Narrative text is a kind of text to retell the story that past tense the purpose of text ~~text~~ is to entertain or to amose the readers or listeners about the story.
2. What is the generic structure of narrative text?
= a. Orientation
b. Complication
c. Resolution
3. What did the traveler want?
= America

B. Ings.

Tanggal: 04 November 2017.

Disusun Oleh:

- Hermawan

- Dian Putri Nur-A.

- Nur Ingg

- Hema Fitriani

1. Narrative text is a kind of text to relate the story that has taken place. The purpose of text is to entertain or to amuse the readers or listeners about the story.
2. What is the generic structure of narrative text?
- a. Orientation
 - b. Complication
 - c. Resolution.
3. What did the traveler want?
- American
4. Where does the story take place?
- The story takes place in London.
5. Why did the traveler become annoyed?
- The traveler became annoyed because he was temper and yelled.