



**THE EFFECT OF USING PLAN STRATEGY ON SENIOR HIGH SCHOOL
STUDENTS' NARRATIVE TEXT READING COMPREHENSION
ACHIEVEMENT AT SMAN 1 JOMBANG**

THESIS

By

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

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CONSULTANTS' APPROVAL

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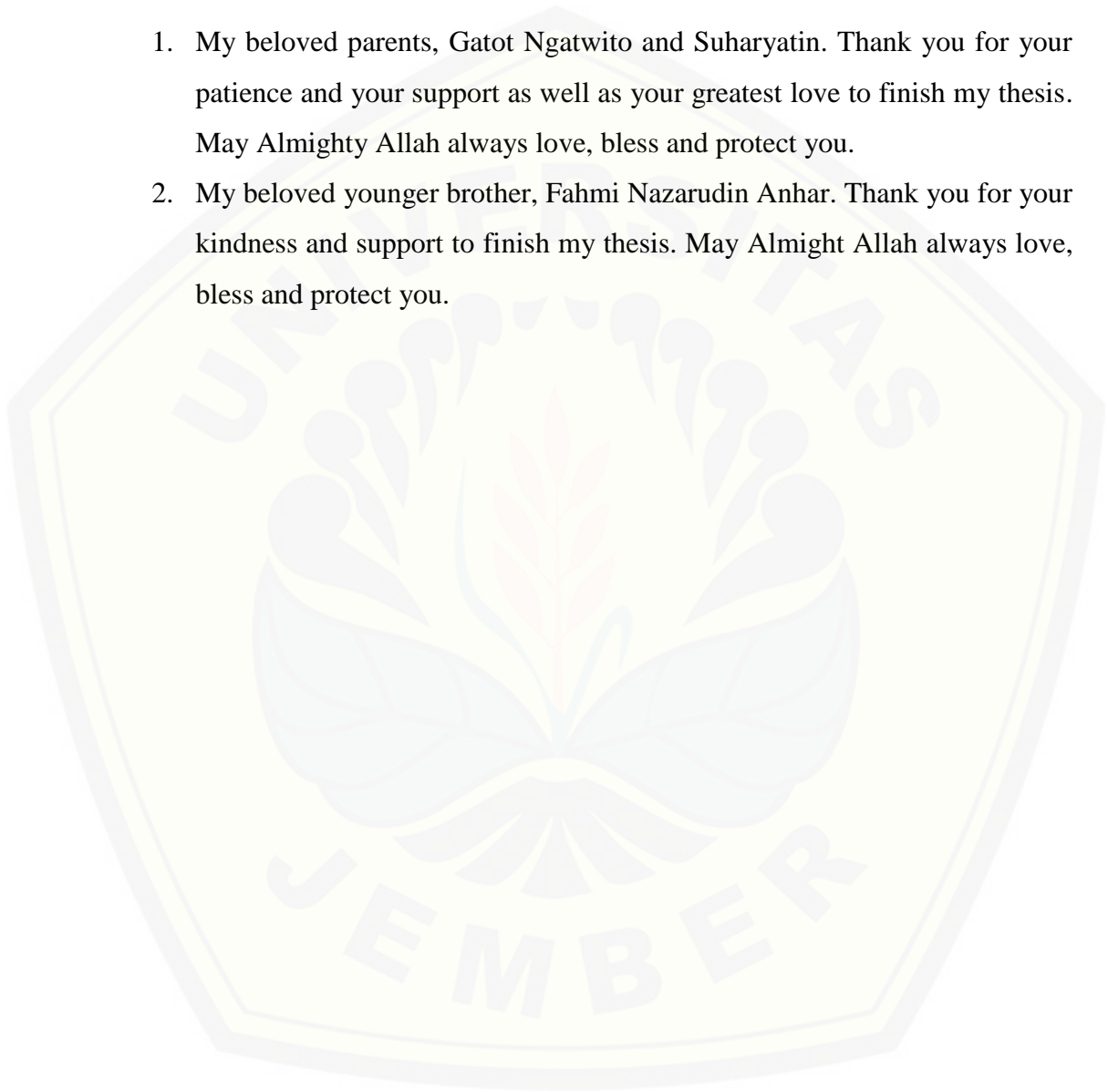
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DEDICATION

This thesis is dedicated to:

1. My beloved parents, Gatot Ngatwito and Suharyatin. Thank you for your patience and your support as well as your greatest love to finish my thesis. May Almighty Allah always love, bless and protect you.
2. My beloved younger brother, Fahmi Nazarudin Anhar. Thank you for your kindness and support to finish my thesis. May Almighty Allah always love, bless and protect you.



MOTTO

“The social function of narrative is not limited to 'primitive' people sitting around the fire telling each other where Fire came from and why they're sitting around it.”¹

— Ursula K. Le Guin



¹ <http://www.goodreads.com/quotes/165283-the-social-function-of-narrative-is-not-limited-to-primitive>

STATEMENT OF THE THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis of work which has been carried out since official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in a part, to qualify for any other academic award; ethnics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, June 2nd, 2016

Rachma Safira Nur Azizah

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SUMMARY

The Effect of Using PLAN Strategy on Senior High School Students' Narrative Text Reading Comprehension Achievement at SMAN 1 Jombang. Rachma Safira Nur Azizah, 110210401076; 2016; 69 pages; English Education Program; Language and Arts Department, The Faculty of Teacher Training and Education, Jember University.

Reading strategy is one of important factors in successful reading comprehension. It helps the students to trick the text in finding the information presented. Teachers use reading strategies to help the students comprehend reading texts. However the effect of using a particular reading strategy on students' reading comprehension varies. Therefore, using a reading strategy, such as PLAN is the main concern in this research.

This research was conducted to find the effect of using Predict Locate Add Note Strategy on the Eleventh Grade students' narrative text reading comprehension achievement at SMAN 1 Jombang in the 2015/1016 academic year. The design of this research was a quasi-experimental research. The school was chosen purposively as the research area since there was no previous research dealing with the effect of Predict Locate Add Note Strategy in teaching reading especially narrative text at SMAN 1 Jombang. The primary data of this research were gained by conducting the narrative text reading comprehension test, meanwhile the secondary data were collected through interview and documentation

In this research, the result of the ANOVA formula for homogeneity analysis showed that the research population was homogenous since the F value was 0.260 which lower than that of the F_{table} which was 2.6783. Thus, the researcher determined the experimental group and control group by using Cluster Random Sampling. Based on the lottery, the class chosen for experimental group was XI IIS 5 and XI IIS 2 belonged to control group.

The researcher administered the try out test at XI IIS 1 as one of the classes which did not include as the sample of the research. The scores obtained in the try out test analyzed by using Split-Half Odd Even of SPSS. The result

showed that the test given to the students was reliable since the reliability coefficient of the whole test was 0.801. Moreover, the difficulty index of the test items were categorized as fair items.

After teaching both groups with different method, the researcher administered the posttest. The posttest was in the form of multiple choices. There were 20 test items with 2 different texts in the posttest. In this posttest, the students from both groups were required to find out the general and specific information contained in the text. Each text contained 10 test items which could be classified as four test items for identifying the general information and six test items for identifying the specific information. To gain the primary data of this research, the researcher analyzed the score obtained by the research respondents in the posttest by using Independent sample T-Test of SPSS. The result showed that the value of significant (2-tailed) was 0.028 in the significant level of 5%. It means that the value of significant (2-tailed) was less than 0.05 ($0.028 < 0.05$). It showed that the null hypothesis (H_0) which was “There is no significant effect of using PLAN Strategy on Senior High School Students’ narrative text reading comprehension achievement at SMAN 1 Jombang” was rejected. As a result, the alternative hypothesis (H_a) which was “There is a significant effect of using PLAN Strategy on Senior High School Students’ narrative text reading comprehension achievement at SMAN 1 Jombang” was accepted.

Based on the result of the research, since PLAN Strategy can be used to comprehend many kind of texts such as fictional and nonfictional, the English teacher is highly recommended to apply this strategy in teaching reading, not only in narrative text but also in informational text, analytical exposition and hortatory exposition as well. Furthermore, it is suggested to the other researchers who want to conduct the other researches about PLAN Strategy to pay attention to the main problem occurred like time location and less note taking.

CHAPTER 1. INTRODUCTION

This chapter is intended to explain briefly about the issues underpin the topic of the research. This chapter presents some topics related to the reasons of using PLAN (Predict, Locate, Add, Note) strategy and narrative reading comprehension which underlie this research. They consist of the background of the research, the problem of the research, the objectives of the research and the significances of the research.

1.1. The Background of the Research

Reading is one of the essential skills in learning English which bridges the readers to meaning of a text. Since, reading skill is categorized receptive that in the sense the students receive input from what they read then decode the meaning to understand the message (Nation: 1982:37). In other words, through reading, the students might get some information and knowledge from what the writers try to share and persuade their ideas and arguments in a text. Hence, according to the English curriculum, reading skill is understanding the meaning in various types of written interactional and monolog text. There are three types of the texts which are taught in the eleventh grade of senior high school, report text, narrative text and analytical exposition text. This research focuses on the narrative text only as one of the texts that should be mastered by eleventh grade senior high school students.

Besides, reading cannot be separated from the word “comprehension”. Comprehension is the aim of reading activity. In reading comprehension, the students not only read the text but also have to understand what they read. Therefore, the purpose of a certain text comprehension does not only understand the message but also to be able to do the task involved. It measures the students whether or not they get the information and the meaning from the text. Meanwhile, the 2013 curriculum

as the latest one which is applied in many schools nowadays still uses English as one of the assessment lessons in National Examination. Thus, the influence of reading comprehension as one of the assessed skills in the examination cannot be considered as a small deal. The students have to realize that the importance of comprehending a text will influence purposively on their study.

Reading is known to be a complex cognitive activity, and teaching reading skills presents some difficulties (Kavaliauskienė, 2004:12). Length of words and sentences in written texts is one of the key difficulties. But, the real obstacle that the students in Indonesia face in reading activity is the use of unfamiliar vocabulary in the authentic materials. They argue that those unfamiliar words used are the main issue in understanding the message from the text. It insists them to get the message by opening their dictionary rather than finding the closest meaning of the unfamiliar word which is usually explained on before or after the word occurred. Unfortunately, finding the synonym of some unfamiliar words in order to get the information in the text is not considered by the students while they are reading. Whereas, it can cause a bad impact on their study reading such as consume much time in reading. It does not fit into the aim of teaching reading that requires the students able to read English text effectively and efficiently.

Thus, in teaching learning English there must be a significant interaction between the teacher and the students in the classroom. This interaction creates a conducive situation in the classroom while teaching learning English is ongoing. The teacher has an obligation to make the students get the meaning of the text easily by motivating them to be familiar with the text first. By considering the students' prior knowledge, the teacher can give a suitable text which is familiar with their daily life. If the students have been motivated enough, they do not feel difficult in comprehending the text to find the general and specific information they need. Therefore, they might get comprehension in reading. Still the other teacher's obligation in teaching English is creating a habit for the students to keep practicing

the reading strategy. It helps them in gaining the general and specific information from the text.

Reading strategy is one of important factors in successful reading comprehension. It helps the students to track the text in finding the information presented. Reading strategies are instruments that the teacher uses to ease the students in comprehending what they are actually reading. When teaching a strategy, it should be revealed and taught with detailed and explicit instruction. The teacher has to show how to apply the strategy through guided practice and independent practice with feedback as the final exam (Harvey, 2012:5). The aim of revealing the detailed and explicit instruction of strategy is to make the students know how to apply this strategy in a real reading comprehension activity.

To solve the above problem, the researcher decided conducting an experimental research in order to know the effect of using PLAN (Predict, Locate, Add and Note) Strategy. It is the strategy which can help the students organize their reading experience by activating their prior knowledge in pre-reading stage, improving their critical thinking in during reading stage, and helping them in summarizing the content of a text in after reading stage (Radcliffe, Caverly, Hand and Franke, 2008:402). Therefore, by applying this strategy in reading class, the use of concept map or graphic organizer in PLAN Strategy supports the students' needs to identify the text construction (Radcliffe, Mandeville and Nicholson 1995 as cited in Seagrave, 2006:7). For example, if the English teacher wants to teach narrative text in reading class, the teacher must choose a well-known text that the students might be familiar with it. So, they might able to organize the narrative text's generic structure by using graphic organizer provided in PLAN Strategy. Furthermore, the English teacher should aware of explaining the detailed and explicit instruction of using PLAN Strategy since it incorporates a number of reading and learning strategies into a single note-taking tool.

By discussing further about the use of PLAN strategy, there are several researchers who had conducted researches dealing with this strategy in teaching and learning reading skill. One of them is Lindy J. Seagrave (2006) who had conducted a classroom action research entitled “Implementation of the PLAN Reading Strategy in a Secondary Science Classroom”. On her research findings, it is revealed that the use of PLAN strategy can help the students in understanding some certain texts related to Science term. The research respondents reported that they were able to understand the big concepts from a science textbook into a short summary based on their understanding (Seagrave, 2006:50). Moreover, by using the concept map in the step of *Predict*, the students could make a visual connection from a difficult text and revise the concept map into another academically significant task to solidify their knowledge of reading assignment in the step of *Note*. Furthermore, in this research, there is an improvement result on the students’ base score (BS) a score which achieves before implementing PLAN strategy to the PLAN score (PS). Thus, there is a significant increase in students’ achievement among the below average students after PLAN is implemented.

PLAN strategy is a study-reading strategy developed by Caverly, Mandeville and Nicholson (1995). PLAN is an acronym for four steps (Predict, Locate, Add, and Note) involved in before, during, and after reading activity (Caverly et.al., 1995:190). They add that higher level thinking skills improved and overall testing scores increased while the PLAN reading strategy is implemented. Through these steps, Fastilla (2012:203) states that readers are pushed to use a number of strategies such as relating text to prior knowledge, predicting, summarizing, questioning, using imaginary and setting a purpose for reading. Furthermore, according to Cohen and Cowen (2008:219), PLAN strategy is a four-strategy used to increase comprehension of expository texts such as textbooks and nonfiction. In addition, she explains that a reading strategy, such as the PLAN, is valuable for secondary students due to the difficulty in reading narrative text to reading for information that occurs at this age.

In implementing PLAN strategy in teaching reading, the researcher believes that these four steps really have a huge benefit for the students. Besides, activating the students' prior knowledge involved in before, during and after reading activity which influence on their reading comprehension achievement, the students can easily recognize text construction. This strategy encourages the students to take a responsibility of their comprehension by requiring concrete evidence of their reading as well. Visualizing the coming ideas in the text helps them understanding the plot of the story. And for the main reason of using this strategy, the students can get the message from the text either implicitly or explicitly. It can make a sense if the students who are truly understanding and doing this strategy might have a slight improvement score as their reading comprehension achievement. But overall, the purpose of conducting this research which uses PLAN strategy as the topic is because the researcher believes that this strategy can have some effects on the students' reading comprehension achievement. Also as a reading strategy, it not only can ease the students' narrative reading comprehension but also can be applied to other types of texts, such as expository text.

Considering the result of the previous research, the success of the PLAN Strategy in improving the students' reading comprehension achievement, and the strengths of using this strategy in understanding a text, the researcher tried to conduct an experimental research to know whether or not PLAN Strategy has effects on reading comprehension achievement. In this case, the researcher focused on narrative text only. And furthermore, based on the interview with the Eleventh Grade English teacher of SMAN 1 Jombang, the researcher found matches between the information gained and the research instrument. The information was about the curriculum applied was 2013 Curriculum. In teaching all the materials of English subjects include reading activity, the English teacher uses a handbook which is developed by the government "Buku Siswa Bahasa Inggris". The teacher also said that all the teaching and learning processes are not only based on the handbook only, but also

from the internet sources and he said he never applied Predict Locate Add Note Strategy before because he usually used Teacher-Fronted Technique in any class he taught. Thus, based on those interview's result, the researcher wanted to conduct an experimental research entitled: "The Effect of Using PLAN Strategy on Senior High School Students' Narrative Text Reading Comprehension Achievement at SMAN 1 Jombang."

1.2 The Problem of the Research

Based on the research background, the problem is formulated in the following question: Is there any significant effect of using PLAN strategy on senior high school students' narrative text reading comprehension achievement at SMA Negeri 1 Jombang?

1.3 The Objectives of the Research

The objective of the research is to know whether or not there is a significant effect of using PLAN Strategy on senior high school students' narrative text reading comprehension achievement at SMA Negeri 1 Jombang.

1.4 The Significances of the Research

Since this is an educational research, the researcher expects that the result of this research will be useful in the English teaching dan learning process for these following people:

1. The English teacher

The English teacher can use the result of the research as a consideration to apply PLAN (Predict, Locate, Add, and Note) strategy in teaching reading to make the students comprehend well on reading materials.

2. The eleventh grade students of SMA Negeri 1 Jombang

Through PLAN strategy applied in this research, the students' area expected to comprehend the text well and have experience in implementing the PLAN strategy in their learning process of reading comprehension. Furthermore, the students have another stimulant to increase their motivation in reading comprehension.

3. The Future Researchers

The result of this research is expected to be useful for future researchers who want to conduct further research either experimental or classroom action research of using PLAN strategy in teaching reading but different in the research design, area and participants.

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter discusses the theories related to the topic under study covering reading comprehension, reading comprehension achievement, aspects of reading skills, narrative text, the concept of PLAN Strategy, the procedure of teaching reading using PLAN Strategy, the advantages and the disadvantages of using PLAN Strategy in reading comprehension, the effect of PLAN Strategy on reading comprehension achievement and the research hypothesis.

2.1 Reading Comprehension

Reading is always related to the term “comprehension”. There are many definitions of reading comprehension proposed by some experts. Comprehension is the aim of reading activity. In reading comprehension, the students not only read the text but also they have to understand any single point what they read. According to Ness (2011:98), it is stated that comprehension is a process that involves memory, thinking abstractly, visualization and understanding vocabulary as well as knowing how properly decode the text. But if the readers have excellent decoding skills without understanding what they are reading, then they are just simply word reducing and not exactly reading. Furthermore, Westwood (2009:8) adds that reading comprehension is kind of an active process through which is influenced by factors such as word recognition, reading fluency, the students’ prior knowledge of the topic addressed in the text.

In line with those experts’ idea, Hennings (1997:245) also states that reading comprehension means interacting and constructing meaning from the text. This means that the reader interacts with the text to construct meaning. In addition, Bos and Vaughn (2012:189) states that reading comprehension is a process of constructing meaning by integrating the information provided by the author and the reader’s background knowledge.

From the above statement, it can be inferred that reading comprehension is defined as an essential interaction between an author as sender and the reader as receiver, through the process of guessing and understanding the ideas and receiving the message from the reading text being read. After reading, the readers should understand the writer's intention or important information presented in the text. In this reading comprehension deals with the students' ability to understand reading text of finding general information and specific information both implicitly and explicitly stated.

2.2 Reading Comprehension Level

Learning to read requires many building-block skills such as phonological awareness and alphabet understanding. What is not as widely acknowledged is that reading comprehension, an even more complex process, also requires different building-block skills. One model of reading comprehension proposes that understanding what we read is really the result of 3 levels of comprehension, such as: literal comprehension, inferential comprehension, and evaluative comprehension. Besides, the comprehension level that is related in this thesis which can be assessed the students' active reading skill through PLAN Strategy are literal comprehension and inferential comprehension.

a. Literal Comprehension Level

This level is known as what is actually stated which includes facts and details, rote learning and memorization. In this level, the students are required to read through the text simply because it involves surface understanding only. Literal comprehension level closes related to find the general information of a certain text. In this case, the readers build their prior knowledge but they do not necessarily have command of it. Because the readers can easily get the general information through common question that is used to illicit the type of thinking such as who, where, when and what which

sometimes stated in the text directly. Thus, at the literal comprehension level, the readers are at the most basic of levels.

According to Carnine, Silbert and Kameenui cited in Schieffer, Marchand-Martella, Martella and Simonsen (2008:19), literal comprehension is seen as the first level of comprehension. It is the simplest form of locating information in texts because the information is stated directly in the text. Questions assessing literal comprehension skills examine how well students can identify and understand information that is directly stated in a text. They add that by literal comprehension, the students recall relevant information explicitly stated in the reading selection by:

1. Identifying the order of events or a specific event from a sequence of events
2. Identifying a statement that best indicates the main idea.
3. Identifying details such as key words, phrases that explicitly state important characters, times or place.
4. Identifying directly-stated opinions.
5. Identifying directly-stated facts (e.g., actions or events, names of characters, places or things in the text, etc.)

b. Inferential Comprehension Level

At the inferential comprehension level, the focus shifts to reading between the lines, looking at what is implied by the material under study. In this level, the students can easily get the specific information which is implied in the text. Especially in finding specific information on narrative text sometime the students get confused with the extrinsic of the story which is implied implicitly such as the theme of the story, the plot of the story, the point of view and the moral value which can be adapted in the students' daily life. According to College of William & Mary, Department of Education cited in UKEssay (2013), through inferential comprehension which focused on the implicit information can facilitate the students in finding it. Inferential comprehension is frequently explained as ability to read between the lines. In order for inferential comprehension to occur, students should

know how to combine the factual contents in the text with their prior knowledge, insights and mind's eye to create premises.

Kispal (2008:3) provides evidences that there are preconditions that are needed in order for students to make inference. First, students should be active participants in reading. Being an active reader is considered to be a major precondition for students in making inference. Second, students who are actively engaged in their reading process continuously check their understanding because they usually do not permit inconsistencies abandoned that occur while reading.

Similarly, according to Cain, Oakhill and Bryant (2004:35), students who are capable of comprehension may create inference more compared to those who are less capable. Therefore, it is important to develop these preconditions in order for the students to be successful in inferential comprehension. Reminding how to find specific information in narrative text which often either implicitly or explicitly is little bit confusing, the students can use this inferential comprehension to ease them in gaining the supporting information.

The information which can be gained in this inferential comprehension is the theme of the text. In narrative text, the students cannot judge directly the theme by reading the title only, because the theme itself sometimes occurred implicitly from the text. A narrative text always relates to a moral value in human's daily life. It means by applying this inferential comprehension, the students may be able to recognize from the story which is caused from the characters. And the last but not least, the students can predict by themselves how the story will end after reading the climax of the story. It can facilitate the students drawing conclusion and predicting outcomes.

Based on the explanations above, it is clear that inferential comprehension is basically important to understand what the students read and find the specific information presented implicitly. Concerning that inferential level is more crucial than literal level in gaining the information, the students may apply Predict, Locate, Add, and Note (PLAN) strategy.

2.3 Reading Comprehension Achievement

Reading comprehension in this research is focused on reading narrative text. Through this text, the students are measured their capability in comprehend the text by doing the relevant task provided. After doing the relevant task, the students gain their achievement in the form of score which indicate as their success reading comprehension. Assessing the students' comprehension in the related task is categorized an achievement test. It is directly related to language course in establishing how successful individual students, groups of students, or the course themselves have been in achieving objectives (Hughes, 2003:13). Although before doing the test, the teacher decides what elements of reading comprehension want to be assessed in the reading comprehension test. Pettit and Cockriel (1974:64) states that to go beyond the text in gaining the message can be done by applying literal and inferential comprehension in finding the general and specific information. Therefore, this research administers a reading comprehension test consisting of finding general information that deals with the literal comprehension and specific information that deals with the inferential comprehension. It is proposed to know the students' reading comprehension achievement. The test is given after the students are taught narrative text reading comprehension through PLAN Strategy.

2.4 The Aspects of Reading Skills

In this research the students are required to comprehend the text by finding the general information that deals with the inferential comprehension and finding the specific information that deals with the critical comprehension.

a. Finding the General Information

Basically general information is not information obtained during the introduction to the text when the title, headings, illustrations are briefly considered, and linked to background knowledge of the text (Wilawan, 2012:46). While those text features are often useful in scaffolding readers towards finding the main idea as

the general information. The students need to explore the text at a deeper level in order to confirm any uncertain thoughts about the information that the text introduction may prompt (Wilawan, 2012:47)

In this research, general information focused on the main idea, the characters, and the characteristics which can be taken in the paragraphs. McWhorter (1989:106) confirms that the main idea of a paragraph is the most important idea because it explains the idea of the whole paragraphs related. It is important for the students to be able to identify the main idea of each paragraph since this enables them to find supporting details. Further, he explains that there are four common placements where the main idea is most likely to be found.

1. The first sentence of a paragraph. First, the writer states his/her main point and then explains it.
2. The last sentence of a paragraph. The writer leads up to the main point and then directly states it at the end.
3. The middle of a paragraph. The writer begins with the example or explanation, then states his/her main point and continues with the explanation.
4. The first and the last sentences. The writer states the main point at the beginning of a paragraph and again in the end.

(McWhorter (1989:106))

To make it clear, the example is provided below:

The Monkey and the 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.

(Taken from <http://www.disukai.com/2012/07/kumpulan-contoh-narrative-text-pendek-bahasa-inggris.html>)

Question:

What is the main idea of the 1st paragraph?

- a.) There were a monkey and a crocodile who had a best friend relationship
- b.) There was a monkey who asked some facilitate from a crocodile to across the river
- c.) There was a kingdom which lived by the animals
- d.) There was a fool crocodile tricked by the monkey

Answer: b. There were a monkey who asked some facilitate from a crocodile to cross the rive

Reason: Because it explains the idea of the 1st paragraph and it is clearly stated;

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 agreed and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

b. Finding the Specific Information

Reading for specific information involves understanding what information or what kind of information the students look for, locating it and then reading the relevant part carefully to get a meaning and detailed understanding (Mann and Taylore, 2014:46). The students can identify the specific information by focusing only on key words, phrases and ideas that is stated from the text and ignoring the unknown vocabulary. Scanning should enable the students to find the specific information.

Specific information of the text in this research focused on the supporting details of the paragraphs in the text. Further, McWhorter (1989:113) defines that supporting details in paragraph are needed to support the main idea of paragraph. A

paragraph has two types of sentences: a topic sentence, which contains the main idea, and one or more details sentences which support, prove, provide more information, explain, or give examples. In addition, there are many types of supporting details that the writer can use to explain or support a main idea. The most common of supporting details are:

1. Examples, the writer makes ideas and concepts real and understandable;
2. Facts or statistics, the writer may provide evidence that the main idea is correct;
3. Reasons, the writer supports the idea by giving reasons why the main idea is considered as true;
4. Descriptions, the writer may develop the paragraph by describing an object;
5. Steps or procedures, the paragraph is written to explain how to do something, the paragraph and details are often a list of steps or procedures to be followed

(McWhorter, 1989:116)

To make it clear, the example is provided below:

The Legend of Toba Lake

Once upon time, there was a handsome man. His name was Batara Guru Sahala. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.

Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He felt in love with that fish-woman. The woman wanted to marry with him and said that Batara Guru had to keep the secret which she had been a fish. Batara Guru agreed and promised that he would never tell anybody about it.

They were married happily. They had two daughters. One day Batara Guru got very angry with his daughter. He could not control his mad. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They found their mother and talked to her about it..

The mother was very annoyed. Batara Guru broke his promise. The mother was shouting angrily. Then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Then this lake is known as Toba Lake.

(Taken from <http://www.disukai.com/2012/07/kumpulan-contoh-narrative-text-pendek-bahasa-inggris.html>)

1. Why Batara Guru's daughter cried loudly?
 - a. Because they did a mistake
 - b. Because they were sad
 - c. Because their father suddenly got angry to them
 - d. Because they wanted to eat a fish

Answer: C. Because their father suddenly got angry to them

Reason: Because the answer is directly stated from the third paragraph in the third line as well that batara Guru shouted angrily to them.

2.5 Type of Text

Text is a passage from an authoritative source providing information as form of a written or printed material. The classification of texts is commonly as fiction or nonfiction. The distinction addresses whether a text discusses the real world (nonfiction) and the world of imagination (fiction) (Fulton, Huisman, Murphet and Dunn, 2005:11). Here is a brief explanation between nonfiction and fiction text as follows:

a. Non-Fiction Text

Non-fiction is a type or genre of writing based on facts and true story rather than a made up or imaginary story. Non-fiction includes any type of literature that is factual, which would exclude texts as menus and street signs (Harvey, 2002:16). There are a range of forms for non-fiction literature including:

- Information leaflets
- Newspaper or magazine articles
- Travel writing
- Biographies
- Company websites
- Advertisements and advertorials
- Film and book reviews
- Textbooks

(Harvey, 2002:16)

Non-fiction literature is basically used by the teacher to teach the students as the content materials, include reading activity. In reading activity, we find that the teacher utilizes a textbook to teach any kind of texts which is appropriate based on their curriculum. The textbook itself is the non-fiction literature that contains several chapters of lesson. In Senior High School, the teacher teaches informational text as a non-fiction literature to the students. But in fact, informational text is not the same as non-fiction. It is the type of non-fiction which differs from other types of non-fiction in purpose, features and format.

Informational text has a primary purpose to convey information about the natural or social world, typically from someone presumed to know that information to someone presumed not to, with particular linguistic features such as headings and technical vocabulary to facilitate accomplish that purpose (Harvey, 2002:18). Informational text as the type of non-fiction literature is not the same as non-fiction narrative text as well because the distinct is on the primary purpose which is to tell of an event or series of events that have occurred to the readers.

b. Fiction Text

Literary fiction is said to be the fiction of ideas with its primary purpose is to evoke thought (Milhorn, 2006:2). The writer's goal is self-expression to entertain the readers of what the story contained. All fiction is a falsehood of sorts because it relates events that never actually happened to the characters who never existed, at least not in the manner portrayed in the stories. Depending on the length, literary fiction can be classified as short stories, novels, novelettes and novellas. Fiction is a creation of imaginary things, imaginary people, imaginary events, and imaginary places. As line with Milhorn (2006:3), to create a fictional world that seems real to the readers, a good fiction story should use a minimum of six elements, as follows:

- Plot, story ad structure
- Setting
- Characters
- Point of view
- Prose
- Theme and subject

In teaching and learning process, literary fiction is also used to teach English language, include reading activity. The literary fiction which used is narrative text. It is one of example in fiction short stories which has meaningful information when acting out the story with dialogue and action in order to make the readers understand of the characters or plot (Milhorn, 2006:12). More details about narrative will be explained in the next point in this chapter. Thus, in this research the researcher focused on the use of narrative text as the literary fiction to teach reading through Predict Locate Add Note Strategy.

2.6 Narrative Text

This research investigates the eleventh grade students' reading comprehension achievement in narrative text only. A narrative text is a kind of text that should be learnt by the eleventh grade students of senior high school in the odd and even semesters.

According to McWhorter (2001:106) narration is describing events by using time sequence. In addition, she said that narration is a pattern of thought which consists of the act of following a sequence of action and event in a certain time. The generic structure of narrative text is orientation; complication; and resolution. Orientation tells about the opening paragraph where the characters of the story are introduced. Complication tells about the development of the problem in the story. Resolution tells about problem solving of the story. Besides, according to The National Strategies (2008:1), narrative is a central to children's learning. It means by using this text as a tool, the students can be able to organize their ideas and thought, as well as to explore new ideas and experiences they had before.

According to The National Strategies (2008:1), the types of narrative text can be fiction and non-fiction stories. And based on those fiction and non-fiction, narrative is divided into 13 kinds of story. Each of them almost has different generic structures, purpose and language features. Those 13 kinds of narrative story are: adventure, mystery, science fiction, fantasy, historical fiction, contemporary fiction,

stories which raise dilemmas, traditional tales, myths, legends, fairy tales, fables and dialogue, play scripts and film narrative as well.

But in senior high school lessons for reading especially, there are only five kinds of narrative text that are taught. They are fable, legend, myth, folktale and fairy tales.

1. **Fable** is a moral story, usually telling about animals and creating them seem like human beings. The purpose sets out to teach the students a lesson they should learn about life because the writer drives towards the closing moral statement.

For example: There's a will, there's a way on the story of "The Mouse deer and The Crocodile."

2. **Legend** is the story from the past which may not be based on fact. This text is to provide information about the way particular people lived and what they believed. Legends also facilitate the students to reflect on our own lives because they often deal with issues that are cross-cultural and relevant today.

For example: Kebo Kicak, The Legend of Jombang City

3. **Myth** is a traditional story which is told by people from one generation to the next. This story has a purpose to provide a fictional explanation for natural phenomena. Many cultures use myths to explain the world and its mysteries by handing down from one generation to the next. Myths can also pass on cultural, religious or spiritual beliefs and traditions.

For example: Nyi Roro Kidul, The Goddess of West Ocean

4. **Folktale** is any belief or story passed on traditionally, especially one considered to be false or based on superstition.

For example: The Golden Cucumber

5. **Fairy tale** is a children's story about fairies, princesses, giant, etc. Basically, the social function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways. Fairy tales are

found in most cultures and many derive from the oldest stories ever told. Some modern fairy tales could be included in the more recently categorized genre of 'fantasy'.

For example: Cinderella

Furthermore, the narrative text has language features that have function to improve the students' knowledge, they are:

1. Past tense: narrative text uses past tense to tell about past activities or events.
2. Sequence markers: first, then, after that, next, finally, in the end, etc.
3. Adverb can express the information about time, place, reasons, and purpose, examples: once upon a time, one day, long time ago, as soon as, day and night, etc.
4. Adjectives: the use of adjectives sometimes stated both explicitly which presented from text directly and implicitly which presented from the character's statements and responds.
5. Direct speech: It is to make the story lively. (Snow White said, "My name is Snow White"). The direct speech uses present tense.
6. The use of action verbs: verbs that expressing some actions, such as take, pull, bring, walk, etc.

(The National Strategies (2008:1-2))

Here is the example of fable.

The Smartest Parrot

Once upon time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano.

The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word.

At the first, the man was very nice to the bird but then he got very angry. “You stupid bird!” pointed the man to the parrot. “Why can’t you say the word? Say Catano! Or I will kill you” the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; “Say Catano or I’ll kill you”. The bird kept not to say the word of Catano.

One day, after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner “You are as stupid as the chickens. Just stay with them” Said the man angrily. Then he continued to humble; “You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot”. After that he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; “Say Catano or I’ll kill you”.

(Taken from <http://www.disukai.com/2012/07/kumpulan-contoh-narrative-text-pendek-bahasa-inggris.html>)

The generic structure based on the text above:

Orientation : A man had a wonderful parrot which could not say the word Catano with have no reason.

Complication : One day, the man’s anger insisted him to put the parrot in the kitchen with the four chicken he had.

Resolution : Finally, when the man came back to the kitchen, he found that his three chicken died on the floor and saw the parrot threaded the last chicken to say Catano or I’ll kill you.

2.7 The Concept of PLAN Strategy (Predict, Locate, Add, Note)

There are many reading strategies can be used in facilitating the students to get the message from the text. According to Brown (2003:189), there are ten reading strategies that facilitate the students become efficient readers such as identifying the purpose in reading, using grapheme rules and patterns, silent reading technique, skimming, scanning, mapping, guessing, analyzing vocabulary, distinguishing between literal and implied meaning and capitalizing on discourse markers to process

relationship. Purposively, this research used PLAN Strategy as a reading strategy which stands for Predict, Locate, Add, and Note for the eleventh grade students' narrative text reading comprehension achievement.

Among those strategies, PLAN Strategy is a great strategy to aid the students read informational and nonfiction text actively and strategically. PLAN Strategy is a study reading strategy developed by Caverly, Nicholson and Mandeville (1995:190). They explain the PLAN as a reading strategy which facilitates the students develops strategic approach to reading. PLAN is acronym for four distinct steps (Predict, Locate, add, and Note) involved in before, during and after reading activity. Through these steps, Fastilla (2012:203) adds the students are insisted to use a number of strategies such as relating text to prior knowledge they have, predicting, questioning, summarizing, using imagery, and setting a purpose for reading.

Furthermore, Radcliffe, Caverly, Peterson and Emmons (2004:145) define PLAN Strategy as an instructional approach designed to aid the students in understanding and analyzing a textbook. They add PLAN in greater detail as an approach intended to start with an evaluation of the students' prior knowledge and conclude with an appropriate activity. Standing in the same line, Urquhart and Frazee (2012:139), state PLAN is a reading strategy to get information from the text both general and specific that assist the students read strategically based on the steps followed. It means, by following the steps of each issue on this PLAN Strategy, the students might be supported to get the information needed and received an advantage about activating their prior knowledge before, during and after reading activity as well. Besides, this strategy provides the students with a way to illustrate the relationship between the ideas and the supporting ideas in the text and unintended create a visual organizer they can use to take notes while reading.

Meanwhile, Cohen and Cowen (2008:219) add several instructional strategies for both teaching narrative text and expository texts can use this research-based comprehension such as reciprocal teaching, QAR and PLAN Strategy. It is important for the teacher who utilizes the most current and research-based instructional

strategies in teaching reading in order to facilitate the students better in comprehension. PLAN Strategy also can facilitate the students in thinking and reflecting on the text that they have read at two different levels, such as literal comprehension and interpretive or inferential comprehension.

From those above experts' statements of PLAN Strategy, it can be concluded that each expert has different definition and concept in explaining this strategy. Caverly, Mandeville and Nicholson as the creator of this strategy states that PLAN can develop strategic approach to reading. Radcliffe, Caverly, Peterson and Emmons (2004:145) describe PLAN strategy as an instructional approach designed to aid the students' understanding, analyze a textbook and start with an evaluation then conclude with an appropriate activity. Cohen and Cowen (2008:219) state that PLAN is a research-based instructional strategy which can be used for both teaching narrative text and expository text. Then, Urquhart and Frazee (2012:15) add that PLAN is a reading strategy to get information from the text both general and specific that facilitates the students read strategically based on the steps followed. And at last but not least, Fastilla (2012:203) adds that PLAN Strategy is a number of strategies which relate the students' prior knowledge to the text reading.

Therefore, the researcher dealt with the explanation of Cohen and Cowen about PLAN Strategy. The reason was the researcher wanted to know the effect of PLAN Strategy which is believed to be the instructional strategies to teach narrative text (Cohen and Cowen, 2008:219). Thus, each issue is explained in detail in the following sections.

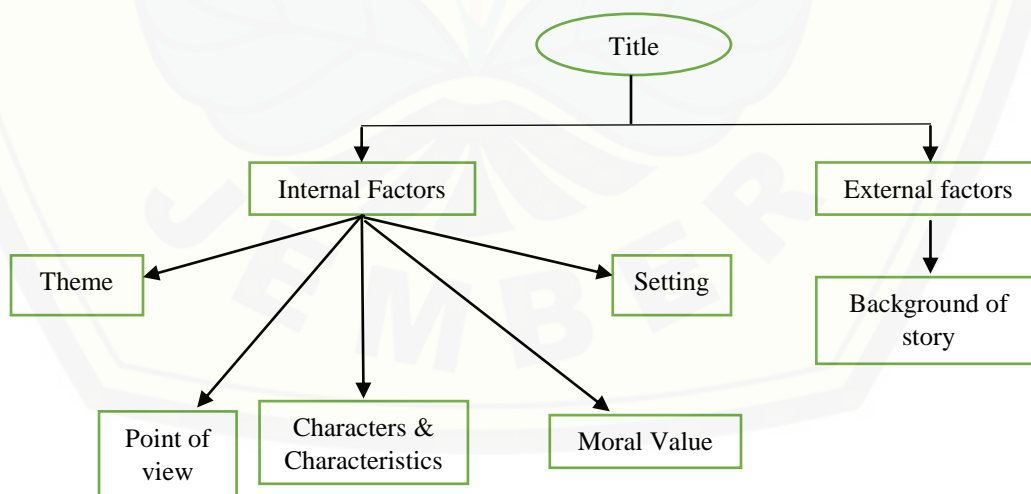
a. Predict

In before reading phase, we put *predict* stage as the first step. Radcliffe, Caverly, Peterson and Emmons (2004:148) state that during this stage it is explained before the students scan the certain reading text and then predict the content of the text, they should predict what is going to happen in the story by analyzing the title first. After they guess what are the contents will be in the text, the students scan the

text quickly. They are expected to read through the text to become familiar with its content and organization. When the students scan the text, they should be aware of the title, the theme and other characteristics of the text which are stated both implicitly and explicitly. The students create a probable map or diagram based on chapter title, subtitles, highlighted words, and information in the graphics organizer provided.

In executing this step, the researcher points out that the students create a concept map which can be modified as the process continued. Fordham, Wellman, and Sandman cited in Seagrave (2006:6) suggest that the importance of this step is the integrated reading approach allowed for deeper understanding of the material. Besides, before doing this step, the basic consideration is selecting an appropriate text which can be related with the students' prior knowledge or last experience. The students may use dictionary to find the meaning of some difficult words from the text, but they have to remember the limitation of the time. Thus, the best suggestion for this problem is guiding the students to interpret the word with the whole sentence, or associate them with the sentence before or after.

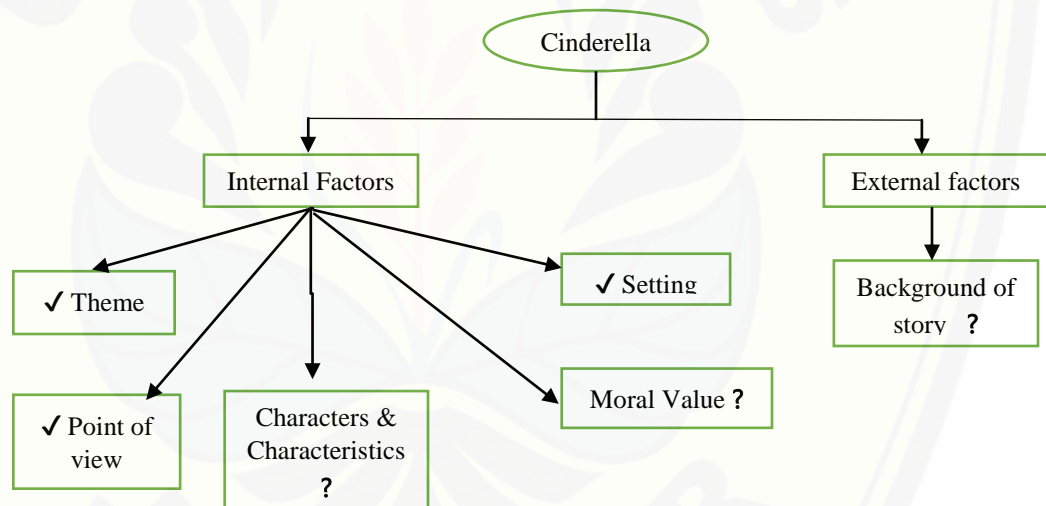
Here is the example of graphic organizer in the step of predict.



b. Locate

The next step of PLAN Strategy in during reading phase identifies in the professional literature is *locate* (Radcliffe, Caverly, Peterson and Emmons, (2004:148)). During this step, the students place check marks (✓) to the table where they have understanding of it based on their prior knowledge and use question marks (?) to the unknown information on their graphic organizer. Seagrave (2006:6) states that this marking system gives the students a clear list of the topic to focus on during the reading. Caverly, Nicholson and Mandeville (1995:1993) point out that during this stage, the students enable to determine the speed of their reading and depths to which they must read to complete the related reading task.

Here is the example of graphic organizer in the step of locate.

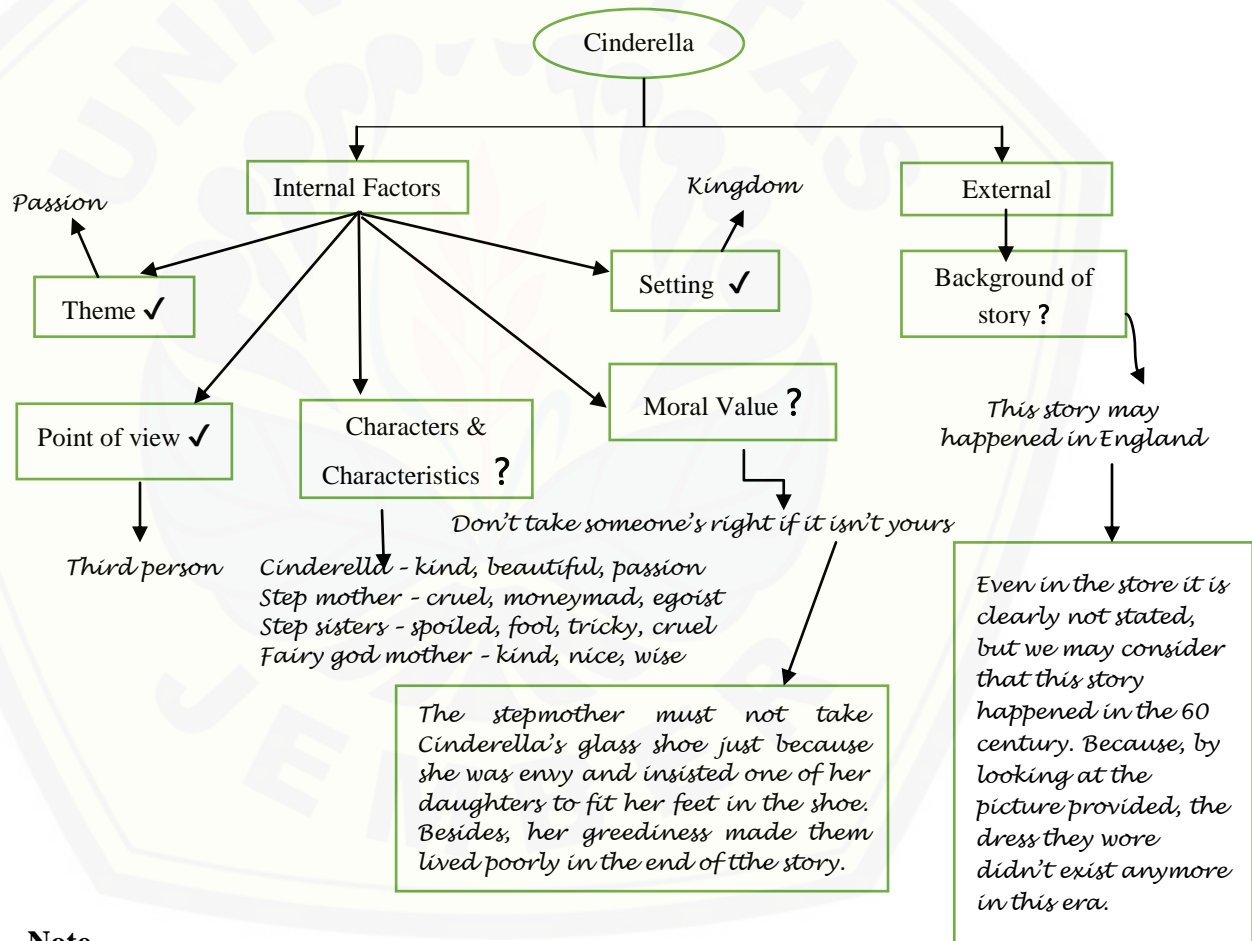


c. Add

The next step in the second during reading phase of PLAN is *add* stage. In this second during reading phase, they students are required to read the text comprehensively, because in this step they have to validate the check marks and clarify the question marks. It means that after the students explore the text and recorded key words and phrases which applied to each topic, they have to responsible

with for verifying the accuracy of their prior knowledge for the check marked topics and building their knowledge of those topics that are question marked (Radcliffe, Caverly, Peterson and Emmons, 2004:149). This step requires reading to be an active form of learning as the students confirm their comprehension. Besides, the students may add some new information related to the question marked topics.

Here is the example of graphic organizer in the step of add.



d. Note

The final step of PLAN Strategy as after reading phase is *note* stage. During this step, the students demonstrate their reading comprehension by revising the concept map, writing a summary and completing some other relevant task. Radcliffe,

Caverly, Peterson and Emmons, 2004:149 explain that this step is a particular importance because students take notice of their understanding and apply it to complete learning task. Besides, the students might take some relevant moral value topics from the text to be connected on their daily life.

Here is the example of graphic organizer in the step of note.

In the caption beside one of the photographs in the add stage. The students are asked to consider some moral values that stated in the text by showing in which line or statement that the moral value is implied.

Moral Value

Don't take someone's right if it isn't yours.

Summarizing of Cinderalla story based on graphic organizer:

Cinderella

There was once lived a beautiful girl in a happy life with her father. Her father was remarried with a wicked woman who had two dumb daughters. When the king wandered somewhere, Cinderalla's step mother treated her like she was her slave.

Day by day, there was an announcement that there would be a party. The king of that city held it. The king had a charming son, that's why he wanted to find him a wife. Cinderella's step mother heard about the party but she didn't let Cinderella joined them to go there. So when they left, suddenly, Cinderella met her fairy God mother. She turned Cinderella's look into a dazzling princess. She wore a beautiful gown and drove a cart. Before Cinderalla went there, her fairy God mother told her that she had to come back before midnight.

She arrived in the hall of the kingdom. The king's son fell in love with her just in their first sight. They danced in a nice rhythm. But suddenly, the clock struck in midnight. She ran off but one of her glass shoes was slipped from her feet. The Prince tried to chase her but he didn't make it.

The Prince was curious how to find his dream girl. He made a prize contest by fitting the glass shoe he got at the party. He was frustrated since he could not find the one who fitted with the glass shoe. Suddenly, Cinderella got down from the attic. Her step mother convinced the Prince that Cinderella didn't even join the party. She told him that she wasn't worth it. But the Prince still asked Cinderella to try the glass shoe. And it happened. It fitted with hers. She showed the other glass shoes that she had.

The Prince was surprised. he thought that Cinderella was the one he wanted to marry with. Her step mother and her step sisters were really sorry for the troubles they made. And

From the explanation above, it can be concluded that PLAN Strategy can be defined as a four-step process for academic teaching reading comprehension to facilitate the students in understanding a text efficiently. The steps in PLAN Strategy are predicting the content, locating check marks and question marks for the known and unknown information, adding some information, and the last, noting the information stated in the students' daily life and summarizing the whole topics stated in the concept map. By using the PLAN Strategy in teaching learning process, hopefully the students can have a new experience in the way of doing reading comprehension, so they were led to use step by step strategy in their reading.

2.8 The Procedure of Teaching Reading Using PLAN Strategy

The procedure of PLAN Strategy in teaching reading comprehension deals with the steps of how to make PLAN Strategy in teaching reading comprehension run well. According to Cohen and Cowen (2008:219) several instructional strategies for both narrative and expository texts can be eased by applying PLAN Strategy. PLAN Strategy stands for Predict, Locate, Add and Note. Each step can facilitate the students to make a deeper sense of what they read.

Caverly, Nicholson and Mandeville (2004:36) state there are many ways of interpreting and using the PLAN Strategy in teaching reading comprehension. But before applying the procedure of teaching reading comprehension through PLAN Strategy, the teacher should use modeling, scaffolding, and the direct instruction in order to make the students to develop proficiency at strategic reading as they progressed from guided into independent practice. Also, the students may understand well how to apply each step of PLAN Strategy in their reading comprehension (Caverly, Nicholson and Mandeville (2004:48)). One of them, the process is as follows:

1. "Predict" refers to predicting the content of the text by looking at the title first as a before reading phase. The students can activate their prior knowledge in predicting what content will the story presents. After they

get the content in their mind, they are allowed to scan quickly the text to find out the information and match of what they have predicted before. The information can be such as the key words, phrases, supporting ideas, highlighted words and many others. Then the students write it down the information in their graphic organizer provided.

2. “Locate” is the first during reading phase in this strategy. The students have to put check marks in the information that they have well known enough and put question marks to the unknown information. While putting either check marks or question marks, the students are full responsible with their decision by showing the supporting information that can strengthen their answer.
3. “Add” as the second during reading phase is vital step. In this step, the students are required to read through the text comprehensively in order to add some new relevant information to the question marked topics. By reading the text, they can verify their answer for the check marked topics as well.
4. “Note” stands for the last step in the PLAN Strategy as after reading phase. In this step, the students may summarize the concept map they created before into a simple short text that telling the whole story from the text. Besides, from the summary they make, the students can be eased while doing some relevant tasks related to the text. And as their individual benefit, they can take some information for their daily life, such as moral value, which is the researcher intentionally conduct a research using a narrative text.

Based on the statement above, the researcher applies the process above in this research.

2.9 The Advantages and the Disadvantages of Using PLAN Strategy in Reading Comprehension

PLAN Strategy provides many advantages in teaching reading comprehension. According to Urquhart and Frazee (2012:138), PLAN is a reading strategy to get information from the text both general and specific that facilitates the students read strategically based on the steps followed. Accessing of what they already known as they read allow them to interpret, illustrate and add some information with new ideas.

Seagrave (2006:8) finds several advantages when use PLAN in teaching reading comprehension.

1. Activating the students' prior knowledge in before, during and after reading phase. The students can relate their last experience to what they have known from the text stated. Besides, this strategy facilitates active reading for the students.
2. Students interact more with the text as they should create their predictions into a map. The students are motivated to illustrate the situation of the text in their mind. Also they may associate the relationship between the ideas and the supporting ideas in the text.
3. Then, it engages students' background knowledge of the topic that simultaneously builds their interest and motivation to read. It is similar with the point 1 that the students' prior knowledge may cause a benefit in their active reading.
4. This strategy also encourages students to take responsibility of their comprehension by requiring concrete evidence of their reading. When the students are asked both orally and written, they can show the reason to strengthen their answer from the text either presented implicitly or explicitly.

5. Creating concept map facilitates students to visualize the ideas in the text that will monitor their comprehension. It also facilitates students recognize text construction easily.

Based on the statements above, it is clear that the use of PLAN Strategy in teaching reading brings a lot of advantages which leads the students to achieve their reading comprehension achievement.

In spite of the advantages, PLAN Strategy also has some disadvantages in teaching reading, they are:

1. The use of PLAN Strategy in the step of note taking sometimes is considered as a weakness of this strategy. Because, when the students do less note taking, the continued process will be distracted and may effect to totally relying on the concept map as a written reference. The worst impact is incomplete notes and missed information which affect when they do some relevant tasks. This disadvantage can be overcome by giving the students some questions related to the reading text to ensure that they well understand with the content from the text.
2. Time consuming in creating the key answer for the concept map is another disadvantages of using PLAN Strategy on reading comprehension. When applying this strategy in small group discussion, there was a possibility that one of the groups' members will be difficult to understand writing the incorrect information. Considering the complex steps in this strategy, the students may miss out on receiving valuable feedback (Antika, 2015:24). This problem can be solved by showing a big picture of concept map, adding some new information and guiding the students to revise the concept map together thus all the students can get the feedback.

Based on the explanation above, the English teacher should aware how to minimize the disadvantages of using PLAN Strategy in teaching reading comprehension.

2.10 The Previous Research Outcomes on Predict Locate Add Note Strategy

There are many previous researches dealing with the use of Predict Locate Add Note Strategy. However, the writer reported only two researches in this research.

The first study has been done by Lindy J. Seagrave (2006). The evidence about the effectiveness of PLAN Strategy was stated by Lindy J. Seagrave (2006) who had conducted a classroom action research about the use of PLAN Strategy in a tenth grade science classroom in the reading comprehension in teaching learning process and the students' reading comprehension achievement of a biology textbook. It was found that there were more likely 78% students which showed improvement on understanding the material and doing the exercise. She compared the students' base score (BS) which was taken from the compilation of the average course grade during the first two nine weeks periods of the course and the biology past course grade with the PLAN score (PS) was taken from the grade at the conclusion on the third nine weeks after PLAN Strategy was implemented.

It was found that in general students who had a high BS comparatively had a high PS as well. Overall results of the percentage comparison indicated that most students showed an increase in their grade during the time when the PLAN reading strategy was implemented in their biology course. The result also proved that five students showed a decline in their achievement, one student showed no change and the remaining seventeen students experienced an increase in their biology achievement. This percentage indicates a marginal improvement in reading comprehension after the implementation of the PLAN reading strategy.

Before the PLAN there were nine students in each the above average and average categories, and five students in the below average category. After the PLAN there were still nine above average students, while the average students increased to eleven and the below average students decreased to three. From this data, it can be determined that there were slight increase in students achievement among the below

average students after the PLAN was implemented. Additionally, the data shows that the number of above average students remained relatively stable.

The second study has been done by Ramadhanis Annasher (2014) who had conducted an experimental research entitled “The Effect of using Predict Locate Add Note Strategy toward Reading Comprehension in Narrative Text of the Second Year Students at Budi Dharma School Dumai.”. Based on her research outcomes, the evidence showed the mean score of the experimental group was 78.76, and the mean score of the control group was 70.93. It meant that the experimental group got a higher mean score than that in the control group. Further, the two-tailed level of significance was 0.009 and it was lower than 0.005 which considered that there was a significant difference between the experimental and the control groups. The statistical computation means that the experimental group had better reading comprehension achievement than the control group.

Regarding to the positive research finding above, it seems that PLAN Strategy is an effective way in teaching English, especially reading skill, as long as the teacher has done some efforts to make a better preparation. In other words, it has a significant effect which is provided through this research.

2.11 The Research Hypothesis

Based on the problem and the related literature explained above, the alternative hypothesis (H_a) of the research was framed as follows: “There is a significant effect of Predict Locate Add Note Strategy on the Eleventh Grade Students’ Narrative Text Reading Comprehension Achievement at SMAN 1 Jombang.” To make the hypothesis workable, it was changed into null hypothesis (H_0) “There is no significant effect of Predict Locate Add Note Strategy on the Eleventh Grade Students’ Narrative Text Reading Comprehension Achievement at SMAN 1 Jombang

CHAPTER 3. RESEARCH METHODOLOGY

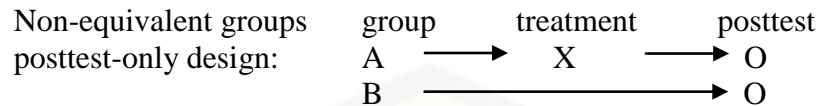
This chapter presents the research methodology about the research methods which are used in this research. The research methods consist of research design, the procedure of the research design, the operational definition of the key terms, research area, research participants, data collection method, a data analysis method. Each point is presented clearly in the following parts.

3.1 Research Design

The design of this research was quasi experimental research with posttest only control group design. The design was chosen because in this research the samples taken are two classes of four existing classes in the same level by cluster random sampling technique, and they were determined to be experimental group and control group by lottery. Frankel and Wallen (2000:284) explain that the experimental group receives a treatment of some sort (such as a new textbook or different method of teaching) in this case the application of PLAN strategy. On the contrary, the control group received no special treatment, it meant they are taught by using conventional technique including lecturing and question and answer, thus in this case the application of 3P method (Present, Practice and Product).

The two classes were chosen by considering the result of the eleventh grade students' English reading score analysis in odd semester. It was analyzed by using ANOVA formula. Then, after teaching the two groups with different techniques, the researcher administers the narrative text posttest to know the significance difference of the students' reading comprehension between the experimental group and the control group.

The following diagram presents the design used in this research.



Notes:

A : Experimental group

B : Control group

X : Treatment

O : Posttest

(McMillan, 1992:175)

The procedures of the research design are as follows:

1. Collecting the students' reading score of the eleventh grade in the odd semester of 2015/2016 academic year from one English teacher.
2. Analyzing the students' score statistically by using ANOVA (Analysis of Variance) formula to know the homogeneity of the whole population. Based on the analysis the population was homogeneous because F value was 0.260 and it was lower than the F_{table} which was 2.6783.
3. Determining the experimental and control groups randomly by considering the result of score analysis. The research respondents were determined by using Cluster Random sampling. Thus, the researcher chose the two classes by using lottery. The experimental group was XI IIS 5 class, and the control group was XI IIS 2 class.
4. Consulting the lesson plans for meeting 1 and meeting 2 for both groups to the English teacher.
5. Administering try out test to know the reliability coefficient and the difficulty index of the posttest items. So, the researcher analyzed the test by using Split-Half Odd Even Technique by Spearman-Brown Formula. The result showed that the test was reliable since the reliability coefficient of the whole test was 0.801. Further, the researcher applied the formula comes from Heaton to know the difficulty index of the test and the result showed that all the test items belonged

to fair items. Thus, the researcher did not need to revise the test items. The try out test was administered to a class which did not include the experimental and the control group.

6. Applying the treatment to the experimental group that is teaching reading by using PLAN strategy, while the control group is taught by the conventional technique. The teaching learning process is given two meetings to each group.
7. Constructing the test material and consulting it to the English teacher and research consultants.
8. Administering the posttest to the experimental group and the control group to know the result of the treatment given.
9. Analyzing the result of the post-test by using Independent Sample T-test formula to know whether or not there is a significant effect of Predict Locate Add Note Strategy on the students' narrative text reading comprehension achievement.
10. Drawing a conclusion based on the result of the data analysis to answer the research problem.

3.2 Operational Definition of the Key Terms

Operational definition is a guideline to understand the key terms used in title of this study. The terms defined operationally are the use of PLAN strategy in teaching reading, reading comprehension and reading comprehension achievement.

3.2.1 PLAN Strategy

In this research PLAN strategy is a reading comprehension strategy which contains four steps: predict, locate, add and note that can help the students to get the information stated either implicitly or explicitly in the text. The students are required to find the key words or phrases that can be found from the text to be drawn in the graphic organizer provided. By using this graphic organizer, the students can recognize the construction of the text as well. In this research, a PLAN strategy is a

strategy used by the teacher in activating the students' prior knowledge in the phase of before, during and after reading activity.

3.2.2 Reading Comprehension Achievement

Reading comprehension achievement in this research deals with the result (in the form of score) of the students' reading comprehension test covering identifying general information and specific information that are achieved by the Eleventh Grade students at SMA Negeri 1 Jombang in the 2015/2016 academic year after they are taught by using PLAN strategy and conventional method.

3.3 Research Area Determination Method

The area of this research was determined by using purposive method. According to Arikunto (2002:139-140), purposive method is employed by the researcher to decide the area of the research because of the certain purposes.

The research was conducted at SMA Negeri 1 Jombang in the Eleventh Grade Students. This school was chosen purposively for some excuses i.e.: (1) based on the results of the informal interview with the English teacher of grade eleventh, it was known that PLAN strategy has never been taught before by the English teacher in teaching reading comprehension, (2) there was no previous research has been conducted in this school related to the usage of PLAN strategy in teaching reading comprehension, (3) based on the results of the informal interview with English teacher of grade eleventh, it was found that among four-skills that has been taught such as reading, listening, writing and speaking, the students' score of reading and listening shows the lowest score, and (4) the headmaster and the English teacher of grade eleventh of SMA Negeri 1 Jombang gave a permission to conduct a research.

3.4 Research Participants Determination Method

In this research, the data of the Eleventh Grade Students' population was gained from the preliminary study which conducted in October 10th, 2015. The data

was contained the Eleventh Grade Students' name lists from XI MIA 1 up to XI IIS 5. The data given by the English teacher was determined as the supporting data in this research. The population of this research was the eleventh grade students of SMA Negeri 1 Jombang in the 2015/2016 academic year. There were 9 classes of the eleventh grade with the total number of 282 students, in which each class consisted of 30 up to 32 students that were taught by two teachers. They were divided into 9 existing classes as presented in the following table.

Table 3.1 The Number of The Eleventh Grade Students of SMAN 1 Jombang in the 2015/2016 Academic Year

NO	Class	Male	Female	Total
1	XI MIA 1	15	16	31
2	XI MIA 2	11	20	31
3	XI MIA 3	7	24	31
4	XI MIA 4	9	21	30
5	XI IIS 1	11	21	32
6	XI IIS 2	6	26	32
7	XI IIS 3	14	18	32
8	XI IIS 4	13	19	32
9	XI IIS 5	11	20	31
TOTAL		97	185	282

Data resource: The Documentation of SMAN 1 Jombang (2016)

In this research, the researcher took four certain classes which were taught by one single English teacher. the four classes taken were XI IIS 1, XI IIS 2, XI IIS 4 and XI IIS 5. Thus, to determine the respondents, the researcher used Cluster Random Sampling. This type of sampling chosen because the large of population and it is impossible to choose the students one by one randomly (Cohen, Manion and Morrison, 2007:112).

In this research, the researcher needed two classes to be the research respondents. In determining the research respondents, the researcher analyzed the Eleventh Grade Students' reading score obtained in the odd semester by applying

ANOVA formula. The result of ANOVA analysis showed that the F value was 0.260, while the value of F table in the 5% significance level was 2.6783. Based on the output, the result of F was lower than that of the F table ($0.260 < 2.6783$). Thus, it can be said that there were no differences among the four classes. The population was homogeneous. Afterward, the researcher decided the experimental group and the control group by using lottery. And based on the lottery, it was stated that class of XI IIS 5 was considered as the experimental group and class of XI IIS 2 belonged to control group.

3.5 Data Collection Methods

Data collection method dealt with the procedures of collecting the data of the research. There was one single data that was collected in this research which named primary data. The primary data was collected from the narrative reading comprehension test. Further, information about the data collect method was explained below:

3.5.1 Reading Comprehension Test

Test is an instrument to measure the students' ability. In this research, reading comprehension test dealt with a set of instrument to measure the students' ability in reading comprehension after they were taught by using PLAN strategy for the experimental group that was used as the primary data of this research. Reading comprehension test is used to collect the data of the research about the students' reading comprehension achievement in identifying general and specific information. Standing in the same line, Hughes (2003:12) state that achievement are directly related to language courses, their purpose being to establish how successful individual students, groups of students, or the courses themselves have been in achieving objectives. Further, Hughes (2003:11) categorizes the test into four different types of test, they are proficiency test, achievement test, diagnostic test, and placement test. Each type of the test has its own purpose. The researcher chose an

achievement test that issued in this test because it measures the students' reading comprehension achievement. The reading comprehension test included identifying the general information and the specific information stated in the text of the test.

In conducting the achievement test, the researcher provided a teacher-made test that had been discussed with the English teacher and both consultants. The achievement test was constructed based on the 2013 Curriculum for Senior High School and in the form of multiple choices with five options. This idea is supported by Hughes (2003:76), multiple choice has some advantages, there are: the scoring is rapid, economical and the candidates only have to make a mark on the paper. It means the achievement test in the form of multiple choices is easy to score; besides that it is easy for the students to mark the answer. The achievement test was constructed as many as 20 test items and it was administered in 60 minutes. The achievement test consisted of two different narrative texts with 10 questions consisting per each text. Each text provided 4 test items for identifying the general information and the rest 6 test items for identifying the specific information of the text. Each item had the same score that is 5, so the total score was 100. All the test items of the test were created by the researcher.

Here is the table distribution of general and specific information test item number per each text.

Table 3.2 Table distribution of general and specific information test item

General and Specific information test item number distribution												
General Information	1	3	9	10	11	13	14	18				
Specific Information	2	4	5	6	7	8	12	15	16	17	19	20

The try out test had been given to another class which was not taught and taken as the research respondent. This try out aimed to know the reliability and difficulty index. The posttest should be fulfilled the criteria of a good test especially in terms of its validity and reliability. In line with this statement, Hughes (2003:26)

states that a test is said to be valid if it measures what is intended to be measured, a good test is not only valid but also reliable. The reliability of the test in this research is measured by administering the test to one class that is not selected as the experimental group and the control group. Then, the result of the test is analyzed by using Spearman-Brown Formula (Split Half Odd-Even) of SPSS Program.

1. Finding out the reliability coefficient of the test by using Spearman-Brown Formula of SPSS Program.

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

Notes:

r_{11} The reliability coefficient of the whole items

r_{xy} The correlation coefficient of product moment

Meanwhile, Hughes (2003:39) defines these criteria of the result of reliability coefficient as follows:

0.80 – 1.00	: Very high reliability
0.60 – 0.80	: High reliability
0.40 – 0.60	: Moderate reliability
0.20 – 0.40	: Low reliability
0,00 – 0,20	: Very Low reliability

2. Giving interpretation to r_{11}

Constructing the test items should be balanced. This means that the test items are not too easy or too difficult in order to make the test items reliable. It is supported by Heaton (1990:179), who states that the difficulty index test of the test items should be carried out, thus that the test items are not too easy or too difficult. Based on the statement above, the researcher should measure the difficulty index of the test items. The level of difficulty index could be analyzed by using the following

formula: $FV = \frac{R}{N}$

Notes:

FV : Facility Value (The difficulty index)

R : The number of the current answers

N : The number of the students taking the test

To give the interpretation of the difficulty index, Heaton (1988:179) suggests that there are some criteria to determine the degree of the difficulty index. The criteria of the difficulty index as follows,

Table 3.3 Table of Heaton's Difficulty Index

Difficulty Index	<0,30	0,30 – 0,70	>0.70
Interpretation	Difficult	Fair	Easy

3.5.2 The Result of the Try Out Test

The try out test was administered to one of the Eleventh Grade classes which did not belong to the research respondents (experimental and control groups) on January 13th, 2015. The class was XI IIS 1 which was also chosen by lottery. It consisted of 32 students.

The score of the try out test in this research covering the analysis of the test validity, the analysis of reliability coefficient and the analysis of difficulty index.

a. The Analysis of Test Validity

The content validity of the narrative text reading comprehension test were established by constructing the test items based on the curriculum used in SMAN 1 Jombang which was curriculum of 2014 for the Eleventh Grade Students. Moreover, the test items were consulted to both of the research consultants as well as the English teacher of SMAN 1 Jombang.

b. The Analysis of Reliability Coefficient

In finding the reliability coefficient of the narrative reading comprehension test, the researcher analyzed the scores statistically by using Split-Half Odd Even Technique through SPSS application. The researcher signed the odd number with (X)

and the even number with (Y). the distribution of odd and even numbers are enclosed on Appendix K. The result of the reliability coefficient is presented in the following 4.4 table:

Table 3.4 The Output of Split-Half Odd Even technique SPSS

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	.365
		N of Items	10 ^a
Cronbach's Alpha	Part 2	Value	.160
		N of Items	10 ^b
		Total N of Items	20
		Correlation Between Forms	.696
		Spearman-Brown Coefficient	Equal Length
Spearman-Brown Coefficient		Unequal Length	.801
		Guttman Split-Half Coefficient	.807

a. The items are: N1, N3, N5, N7, N9, N11, N13, N15, N17, N19.

b. The items are: N2, N4, N6, N8, N10, N12, N14, N16, N18, N20.

From the table presented above, the reliability coefficient of the half test was 0.696 than the reliability of the whole test was 0.801. Cohen et al (2007:506) states that if the reliability coefficient is in the range of 0.80 until 0.90, it is highly reliable. It indicated that the researcher did not have to make any changes of the test items.

c. The Analysis of Difficulty Index

The try out test was in the form of multiple choice test. The students were asked to choose the correct answer by circling one of the provided options. There were 20 items in the try out test. It contained two different narrative texts as well. Each right item got 5 points, so the total score was accumulated as 100.

To know whether each test items were too difficult, too easy or fair, the difficulty index of the test items were analyzed by using Facility Value formula from Heaton (1988:178). The result of the analysis informed that the difficulty index of the test items was in the range of 0.59 until 0.68. Heaton (1988:178) says that a test item which has the range from 0.30 until 0.70 is categorized as fair. It means that the test items in the try out test were already good, since all the items belonged to fair items. The detail results of difficulty index were written on Appendix L.

Further, the time allocation of the test was categorized appropriate. The reason is all the students were able to do the test given within the provided time, so the test items of the posttest were the same as those in which administered on the try out test.

3.6 Data Analysis Method

The scores of posttest obtained by the research respondents both in experimental group and control group was used as the primary data in this research. In this quasi-experimental research the researcher needed to compare the mean score of the experimental group which was taught narrative text reading comprehension by Predict Locate Add Note Strategy and the mean score of control group which was taught as same as experimental by using 3P (Presentation, Practice and Production). In comparing the posttest scores, the researcher applied Independent Sample T-Test formula with 5% significances level through SPSS. Generally, people use a level of significance in terms of percent, for example by 5 %, or 0.05, or less than the value to reject the null hypothesis (H₀). This value has the intention that the difference or the relationship between variables is likely to happen by accident five times out of 100. The magnitude of the probability of 0.05 is historically an arbitrary choice and has been widely accepted in the world of research. Besides, the other consideration that the researcher chose this 5% significance level was the confidence level of this researcher was 95 % of the decision to reject the null hypothesis (H₀) is right. Another consideration is related to the sample size. The less the level of significance,

the researchers needed the bigger data. Conversely, the more the level of significance, the viewer data the researcher needed. This quantity can be calculated using the formula or use a sample size determination table.



CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research findings and the suggestion for the English teacher, the students and the future researchers. The points are explained in this following part.

5.1 Conclusion

Based on the result of the data analysis, the hypothesis verification, and discussion in the Chapter 4, it can be concluded that there was a significant effect of using Predict Locate Add Note strategy on the Eleventh Grade students' narrative text reading comprehension achievement at SMAN 1 Jombang in the 2015/2016 academic year. It was proved by the value of the significant (2-tailed) was 0.028 in which less than 0.05 ($0.028 < 0.05$). Further, the mean score of the experimental group was 83.87 in which higher than the mean score of control group in which 78.43 ($83.87 > 78.43$). it meant that the experimental group which was treated by Predict Locate Add Note strategy did better than the control group.

5.2 Suggestions

Because of the significant effect of Predict Locate Add Note strategy in teaching reading class especially on narrative text, the researcher proposes some suggestions to some people below.

5.2.1 The English Teacher

It is suggested to the English teachers of SMAN 1 Jombang to apply Predict Locate Add Note strategy as a strategy to teach reading class. Regarding the previous research findings that this strategy can be applied in any reading course study, such as Science, English, and many others. Particularly for English Reading class, this strategy not only can be used for fiction text but also for non-fiction text in line with one of the proponent of this strategy, Cohen and Cowen (2008:219). They state that PLAN is a four-step strategy that is used to increase

comprehension of expository text such as nonfiction and textbooks. Besides, this strategy is able to activate the students' prior knowledge in before, during and after reading phase. Then, by using the graphic organizer itself, the students also encourages taking responsibility of their comprehension by requiring concrete evidence of their reading. So, the students can get the information from the certain text they read and make them become independent learners.

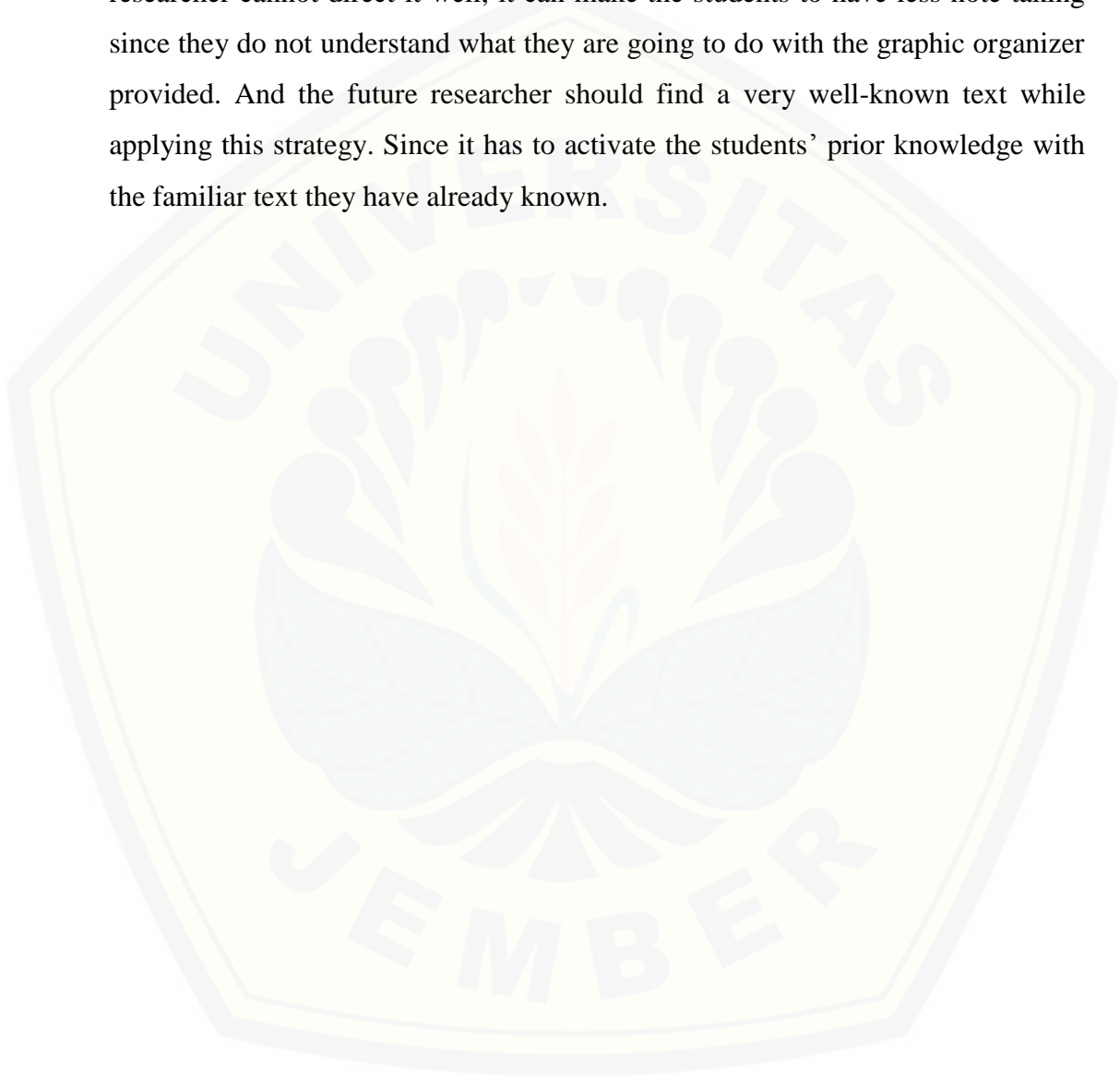
5.2.2. The Students

It is recommended for the students to use Predict Locate Add Note strategy in learning any fiction and non-fiction text they have in their reading class, regardless language and social classroom. By applying this strategy in their reading classroom, the students can do better reading activity and find the assigned reading more enjoyable. Besides, the students can modify the PLAN strategy for their individualized use once they were comfortable with the strategy. But the students should aware of the detailed and explicit instruction of PLAN strategy to support them in understanding the text and the benefit that back it up. The detailed instruction could allow the students to better understand the reasons for reading strategy. Additionally, the students in this research confirmed that had developed a better understanding of reading strategies and found an effective way to organize their reading.

5.2.3. The Future Researchers

In conducting this research, the researcher dealt with a problem in applying Predict Locate Add Note Strategy. The problem dealing with the time management in applying this strategy in a fiction text, especially narrative. In the first meeting, the researcher could not finish the teaching and learning process with the experimental group's students to discuss the last task related to give a feedback from their fellow classmates and the researcher. That problem which occurred in the first meeting made the researcher to manage the time allocation as well as she could in the second meeting. The overcome could be done by giving the time limitation for the students while they execute all the steps in PLAN

Strategy. Therefore, for the future researcher who wants to conduct the other researches dealing with this reading strategy, it is suggested to allocate the time effectively. In addition, the other researchers should be careful with the explanation of the detailed and explicit instruction of PLAN strategy. If the other researcher cannot direct it well, it can make the students to have less note taking since they do not understand what they are going to do with the graphic organizer provided. And the future researcher should find a very well-known text while applying this strategy. Since it has to activate the students' prior knowledge with the familiar text they have already known.



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RESEARCH MATRIX

Title	Problem	Variables	Indicator	Data Resources	Research Method	Hypothesis
The Effect of Using PLAN Strategy on Senior High School Students' Narrative Text Reading Comprehension Achievement at SMAN 1 Jombang	Is there any significant effect of using PLAN strategy on senior high schools students' narrative text reading comprehension achievement at SMAN 1 Jombang?	<p>Independent variable: The use of PLAN strategy in teaching reading</p> <p>Dependent variable: The eleventh grade students' narrative text reading comprehension achievement</p>	<p>Teaching reading comprehension by using PLAN strategy covering:</p> <ol style="list-style-type: none"> Predict the key words Locate the unknown and known key words Add more detail information from unknown key words Note the relation of detail information to everyday tasks <p>The students' scores of reading comprehension in finding:</p> <ul style="list-style-type: none"> General information deals with the literal comprehension. Specific information deals with the inferential comprehension. 	<p>a. Research Population: The Eleventh grade students in the 2014/2015 academic year.</p> <p>b. Informant: The English teacher of the eleventh grade at SMAN 1 Jombang.</p> <p>c. Documents</p> <ul style="list-style-type: none"> The total number of respondents. The names of the research respondents. 	<p>a. Research design: Quasi-Experimental Research</p> <p>b. Area Determination method: Purposive Method</p> <p>c. Respondent Determination method: Cluster Random Sampling</p> <p>d. Data collection method</p> <ol style="list-style-type: none"> Primary Data: Narrative Reading Test Supporting Data Interview Documentation <p>e. Data analysis method Reading comprehension test as the primary data and the data will be obtained by using SPSS t-test</p> $t = \frac{M_a - M_b}{\sqrt{\left[\frac{\sum x_a^2 + \sum x_b^2}{n_a + n_b - 2} \right] \left[\frac{1}{n_a} + \frac{1}{n_b} \right]}}$ <p>M_a : mean score of the experiential group M_b : mean score of the control group X_a : individual score deviation of the experimental group X_b : individual score deviation of the control group n_a : the number of subject in the experimental group n_b : the number of subject in the control group (Arikunto, 2002:280)</p>	There is a significant effect of using PLAN strategy on senior high school students' narrative text reading comprehension achievement at SMAN 1 Jombang .

*Appendix B***The Guide of Supporting Data Instrument**

1. Interview Guide

No.	Questions	Data Resource
1.	What curriculum is applied in teaching English?	The English teacher of the eleventh grade students of SMAN 1 Jombang.
2.	What kind of books do you use to teach reading?	
3.	What kind of texts that considered as the most difficult passage for the student?	
4.	What kind of narrative text do the students learn in even semester?	
5.	What kind of reading strategy or technique do you commonly give to the students?	
6.	Have you ever taught reading to your students especially on the eleventh grade students by using Predict Locate Add Note strategy?	

2. The Documentation Guide

No.	Kinds of Document	Source
1.	The Name of the experimental group students	School document
2.	The name of the control group students	
3.	The eleventh grade students English scores in the odd semester (XI IIS 1, XI IIS 2, XI IIS 4 & XI IIS 5)	English teacher's document

In short, the interview guide and the documentation guide were useful to facilitate the researcher to get the supporting data of the research. The interview guide assisted the researcher to get the data about the curriculum applied in the school, the book and the technique used to teach English, especially reading activity. Then, the difficulties faced by the students in learning reading passage, especially narrative text and kind of tasks which was commonly given to the students. Therefore, the documentation data facilitated the researcher to get the data about the English score of the eleventh grade students in the odd semester which were needed to determine the samples of the research and to know about the names of the students both experimental and control groups.

*Appendix C***The Result of the Interview**

No.	Questions	The teacher's Response
1.	What curriculum is applied in teaching English?	The Curriculum of 2013
2.	What kind of books do you use to teach reading?	Buku Pegangan Siswa Kelas XI SMA/SMK Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2014
3.	What kind of texts do the students find difficult in reading activity?	Narrative text, Analytical exposition and Hortatory exposition
4.	What kind of narrative text do the students learn in even semester?	Legend, Myth, Fable and Fairy tale
5.	What kind of reading strategy or technique do you commonly give to the students?	Teacher-Fronted technique
6.	Have you ever taught reading to your students especially on the eleventh grade students by using Predict Locate Add Note strategy?	No, I have not. Because I never heard about it before and I usually apply a Guided Teacher Technique in teaching reading on the eleventh grade students..

Based on the result of the interview, it can be concluded that the curriculum applied in the SMAN 1 Jombang was 2013 curriculum. The teacher

used “Buku Pegangan Siswa Kelas XI SMA/SMK Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2014” handbook to teach English to the students. He usually teaches the students by using teacher-fronted explanation technique and he never heard about Predict Locate Add Note strategy before so he could not apply it in his reading classroom. In the interview, he also stated that the students of the eleventh grade learn three kinds of texts namely narrative text, analytical exposition and report text in the odd and even semester. In learning those texts, the students claimed that narrative text was considered as the most difficult text since the length of the text sometimes too long for them. The unfamiliar text also made the students feel difficult in gaining the information. Moreover, the use of unfamiliar vocabulary in the text make the problem got worse.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Pertemuan 1

Satuan Pendidikan	: SMA/MA
Kelas/ Semester	: XI/1
Mata Pelajaran	: Bahasa Inggris
Keterampilan Berbahasa	: Membaca
Jenis Teks	: Narrative Text
Topik	: Indonesian Folklore
Alokasi Waktu	: 2x45 menit

I. Kompetensi Inti

- a. Menghargai dan menghayati ajaran agama yang dianutnya. (KI 1)
- b. Memiliki perilaku yang mencerminkan sikap orang beriman, berakhlak mulia, percaya diri, dan bertanggung jawab dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya. (KI 2)
- c. Memahami, menerapkan, dan menjelaskan pengetahuan faktual, konseptual, prosedural, dan metakognitif dalam 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 3)
- d. Mencoba, mengolah, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan. (KI 4)

II. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

a. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.5 Menunjukkan perilaku jujur, tanggung jawab, peduli, responsive dan proaktif dalam mengolah, menalar, dan menyajikan informasi yang terkait dengan sejarah, seni budaya dan pariwisata Indonesia untuk memperkenalkan di dunia internasional dalam bentuk narrative text.
- 3.5 Menganalisis dan memahami cara menyajikan narrative text yang terkait dengan sejarah, seni budaya dan pariwisata Indonesia untuk memperkenalkan di dunia internasional.
- 4.5 Menangkap makna dan menghasilkan narrative text yang koheren dalam menyajikan informasi yang terkait dengan sejarah, seni budaya dan pariwisata Indonesia untuk memperkenalkan di dunia internasional.

b. Indikator

1. Spiritual

Mensyukuri anugerah Tuhan YME atas keberadaan Bahasa Inggris sebagai Bahasa Internasional secara konsisten.

2. Sosial

Menunjukkan sikap/perilaku santun, peduli, jujur, disiplin, percaya diri, bertanggung jawab, kerjasama, dan cinta damai dalam komunikasi fungsional secara konsisten informasi yang terkait dengan sejarah, seni budaya dan pariwisata Indonesia untuk memperkenalkan di dunia internasional.

3. Pengetahuan

Menangkap makna teks *narrative* dengan penjelasan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4. Keterampilan

Menyusun teks *narrative* dengan penjelasan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks serta menjawab pertanyaan yang berkaitan dengan teks yang disajikan.

III. Tujuan Pembelajaran

1. Spiritual

Setelah proses pembelajaran peserta didik dapat mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa Internasional secara konsisten.

2. Sosial

Setelah mengamati dan mendiskusikan teks lisan dan tulis *narrative* peserta didik dapat menunjukkan sikap/perilaku santun, peduli, jujur, disiplin, percaya diri, bertanggung jawab, kerjasama, dan cinta damai dalam komunikasi transaksional dan fungsional secara konsisten informasi yang terkait dengan sejarah, seni budaya dan pariwisata Indonesia untuk diperkenalkan di dunia internasional.

3. Pengetahuan

Setelah mengamati dan mendiskusikan teks lisan dan tulis *narrative* peserta didik dapat menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *narrative* dengan menyatakan dan menanyakan tentang informasi yang terkait dengan sejarah, seni

budaya dan pariwisata Indonesia untuk diperkenalkan di dunia internasional sesuai dengan konteks penggunaannya secara tepat.

4. Keterampilan

Setelah mengamati, mendiskusikan dan menangkap makna teks lisan dan tulis *narrative* peserta didik dapat menyusun teks *narrative* lisan dan tulis, pendek dan sederhana.

IV. Materi Ajar (terlampir)

Experimental Group

1. Predicting the keywords
2. Locating the information
3. Adding some information
4. Noting the graphic organizer

Control Group

1. Observing the text
2. Doing the related exercise
3. Making a summary

V. Sumber/Media Belajar

Sumber : materi pegangan guru kurikulum 2013

Media : papan tulis, lembar kerja siswa, LCD

VI. Metode Pembelajaran

- Pendekatan : Contextual Teaching and Learning

Experimental Group

- Metode : Predict Locate Add Note

Control Group

- Metode : Presentation, Practice and Production

VII. Langkah-Langkah Pembelajaran

Kegiatan	Narrative (Experimental)		Waktu	Narrative (Control)		Waktu
	Kegiatan Guru	Kegiatan Siswa		Kegiatan Guru	Kegiatan Siswa	
Pendahuluan	<ol style="list-style-type: none"> 1. Mengucapkan salam. 2. Mengajak peserta didik untuk berdoa bersama sebelum pelajaran dimulai. 3. Memeriksa kesiapan peserta didik untuk menerima pelajaran dengan cara menanyakan kabar peserta didik. 4. Memberikan apersepsi awal dengan menunjukkan gambar penari gandrung dan bertanya: <ol style="list-style-type: none"> a. <i>Do you know what picture it is on the slide?</i> b. <i>Where does this traditional dancing come from?</i> c. <i>Have you ever visited this city?</i> 	<ol style="list-style-type: none"> 1. Menjawab salam 2. Berdoa bersama sebelum memulai pelajaran. 3. Merespon pertanyaan guru. 4. Menjawab pertanyaan guru. 	6'	<ol style="list-style-type: none"> 1. Mengucapkan salam. 2. Mengajak peserta didik untuk berdoa bersama sebelum pelajaran dimulai. 3. Memeriksa kesiapan peserta didik untuk menerima pelajaran dengan cara menanyakan kabar peserta didik. 4. Memberikan apersepsi awal dengan bertanya: <ol style="list-style-type: none"> a. <i>Do you like traveling when you get a holiday?</i> b. <i>Where do you usually spend your holiday? Is a public resort your destination to go?</i> c. <i>Then, have you visited G land? Do you where it is located?</i> 	<ol style="list-style-type: none"> 1. Menjawab salam 2. Berdoa bersama sebelum memulai pelajaran. 3. Merespon pertanyaan guru. 4. Menjawab pertanyaan guru. 	5'

<p>5. Memberikan informasi kepada peserta didik tentang kompetensi, materi, tujuan, manfaat dan</p>	<p>d. Do you know what kind of story that makes this city named Banyuwangi?</p> <p>e. In your opinion, when did the story happened? Is it past event or present even?</p> <p>f. What kind of text that tells the readers about a legend or belief of a certain place or person? Is it narrative of descriptive?</p> <p>g. Thus, what kind of tense that is used in the text?</p> <p>h. Do you know how many kinds the narrative text are?</p>			<p>d. Do you know what story covers that beautiful city which becomes popular nowadays?</p>		
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	langkah pembelajaran yang akan dilaksanakan.			5. Memberikan informasi kepada peserta didik tentang kompetensi, materi, tujuan, manfaat dan langkah pembelajaran yang akan dilaksanakan.		
		5. Memperhatikan apa yang disampaikan oleh guru.			5. Memperhatikan apa yang disampaikan oleh guru.	
Inti	Memprediksi		10'	Mempresentasikan		15'
	6. Guru membentuk kelompok diskusi yang terdiri dari 5 orang	6. Duduk berdasarkan kelompok yang sudah ditentukan.		6. Guru membentuk kelompok diskusi yang terdiri dari 5 orang	6. Duduk berdasarkan kelompok yang sudah ditentukan.	

	<p>siswa ditiap kelompoknya.</p> <p>7. Guru membagikan graphic dan teks “A Legend of Banyuwangi” ke peserta didik serta meminta mereka untuk mengamati judul dan membaca cepat teks tersebut sesuai waktu yang ditentukan.</p> <p>8. Guru meminta peserta didik menuliskan 7 kata kunci yang sesuai pada graphic organizer berdasarkan judul yang tertera secara individu.</p>	<p>7. Membantu guru untuk membagikan graphic organizer lalu mengamati judul teks.</p> <p>8. Menuliskan 7 kata kunci yang sesuai pada graphic organizer berdasarkan judul yang tertera secara individu.</p>		<p>siswa ditiap kelompoknya.</p> <p>7. Guru membagikan teks “Banyuwangi” yang akan dibaca kepada peserta didik.</p> <p>8. Guru meminta peserta didik untuk mengamati isi teks yang dibagikan sebelumnya secara individu.</p> <p>9. Guru meminta siswa untuk melakukan <i>silent reading</i> pada teks yang dibagikan.</p> <p>10. Guru menjelaskan</p>	<p>7. Membantu guru untuk membagikan teks yang akan dibaca.</p> <p>8. Membaca dan mengamati teks yang dibagikan sebelumnya secara individu.</p> <p>9. Membaca dalam hati teks yang dibagikan tersebut.</p> <p>10. Memahami dan</p>	
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				<p>kepada peserta didik termasuk jenis teks apakah yang mereka baca, mengenalkan tata kebahasaan yang digunakan serta dengan generic structure yang berkaitan dengan teks tersebut.</p>	<p>memperhatikan penjelasan dari guru.</p>	
	Melokasikan		5'	Mencoba		25'
	<p>9. Guru mengarahkan peserta didik agar menempatkan tanda centang (✓) pada kolom kata kunci yang telah dipahami, dan sebaliknya, menempatkan tanda tanya (?) pada kolom kata kunci yang belum</p>	<p>9. Membubuhkan tanda centang untuk kata kunci yang telah dipahami dan tanda tanya untuk kata kunci yang belum dimengerti secara individu.</p>		<p>11. Guru menunjuk beberapa peserta didik untuk membaca lantang satu per satu paragraf pada teks tersebut.</p>	<p>11. Memperhatikan petunjuk dan perintah dari guru.</p>	

	<p>dipahami berdasarkan hasil prediksi dan membaca cepat pada teks terkait secara individu.</p> <p>10. Guru mengajak peserta didik untuk mendiskusikan hasil graphic organizer mereka sesuai dengan kelompok masing-masing.</p>	<p>10. Mendiskusikan hasil graphic organizer sesuai kelompok masing-masing.</p>	<p>12. Guru mencoba pemahaman peserta didik secara individu melalui pertanyaan-pertanyaan yang terkait pada masing-masing paragraf seperti ide pokok dan intrinsik teks melalui lembar kerja siswa <i>Task I</i>.</p> <p>13. Guru mengajak peserta didik untuk mendiskusikan hasil pekerjaan Task I dengan masing-masing kelompok.</p> <p>14. Guru mendiskusikan hasil pekerjaan</p>	<p>12. Mengerjakan Task I secara individu.</p> <p>13. Mendiskusikan hasil pekerjaan dengan masing-masing kelompok.</p> <p>14. Mendiskusikan hasil pekerjaan Task I</p>	
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				kelompok dengan seluruh siswa kelas dan memberikan <i>feedback</i> tentang apa yang telah mereka kerjakan di <i>task I</i> serta tidak lupa memberikan pujian kepada peserta didik sebagai penghargaan.	dengan seluruh siswa kelas dan memperhatikan apa yang dijelaskan guru.	
	Menambahkan		20'	Menghasilkan		20'
11. Guru membagikan teks "A Legend of Banyuwangi" ke peserta didik.	11. Membantu guru membagikan teks yang akan dibaca.			15. Guru membagikan lembar kerja ke peserta didik sebagai <i>post-reading activity</i> .	15. Membantu guru untuk membagikan lembar kerja sebagai <i>post-reading activity</i> .	
12. Guru meminta peserta didik untuk membaca teks ulang tersebut secara intensif dan teliti.	12. Membaca teks yang telah dibagikan secara intensif dan teliti.			16. Guru mengarahkan peserta didik secara individu untuk membuat ringkasan isi cerita sesuai dengan pemahaman yang mereka dapat dari hasil diskusi sebelumnya.	16. Mengerjakan <i>post-reading activity</i> secara individu.	
13. Guru meminta peserta didik untuk menambahkan informasi yang	13. Menambahkan informasi yang sudah diperoleh dari membaca secara					

	<p>diperoleh setelah membaca teks secara teliti pada kolom-kolom yang sebelumnya diberi tanda tanya (?) secara individu.</p> <p>14. Guru mengajak siswa untuk mendiskusikan hasil pekerjaan mereka sesuai kelompok masing-masing.</p>	<p>intensif dan teliti pada kolom-kolom yang masih bertanda Tanya.</p> <p>14. Mendiskusikan hasil pekerjaan dengan kelompok masing-masing.</p>		<p>17. Guru meminta peserta didik untuk mengumpulkan hasil <i>post-reading activity</i> mereka di meja guru dan tidak lupa guru memberikan peserta didik <i>feedback</i> tentang apa yang telah mereka kerjakan di <i>post-reading activity</i> serta memberikan pujian kepada peserta didik sebagai penghargaan.</p>	<p>17. Memperhatikan petunjuk dan perintah dari guru.</p>	
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Menyimpulkan		25'			
<p>18. Guru meminta peserta didik secara individu untuk menulis ulang secara singkat dari informasi yang diperoleh pada graphic organizer dengan bahasa sendiri serta menuliskan konten yang ada pada teks meliputi: karakter, karakteristik dan setting.</p>	<p>18. Menuliskan ulang secara singkat isi cerita pada lembar kerja yang disediakan serta konten pada teks.</p>				
<p>19. Guru mengajak peserta didik masing-masing kelompok untuk mendiskusikan hasil pekerjaan mereka.</p>	<p>19. Mendiskusikan hasil pekerjaan individu dengan masing-masing kelompok.</p>				
<p>20. Guru meminta masing-masing satu peserta didik dari tiap kelompoknya sebagai representatif untuk menampilkan hasil</p>	<p>20. Memperhatikan perintah dari guru.</p>				

	<p>diskusi kelompok mereka di depan kelas.</p> <p>21. Guru mendiskusikan hasil pekerjaan peserta didik dengan seluruh siswa kelas dan tidak lupa memberikan pujian kepada peserta didik sebagai penghargaan.</p>	<p>21. Mendiskusikan hasil pekerjaan dengan kooperatif.</p>				
Penutup	<p>15. Guru meminta peserta didik menarik kesimpulan tentang apa yang telah dipelajari.</p> <p>16. Memberikan umpan balik terhadap proses dan hasil pembelajaran.</p> <p>17. Mengajak peserta didik untuk mengakhiri pembelajaran dengan berdoa sesuai dengan agama dan keyakinan masing-masing.</p>	<p>22. Menarik kesimpulan tentang apa yang telah dipelajarinya.</p> <p>23. Memperhatikan apa yang disampaikan guru.</p> <p>24. Berdoa menurut agama dan keyakinan masing-masing.</p>	7'	<p>18. Guru meminta peserta didik untuk menarik kesimpulan tentang apa yang telah dipelajari.</p> <p>19. Memberikan umpan balik terhadap proses dan hasil pembelajaran.</p> <p>20. Mengajak peserta didik untuk mengakhiri pembelajaran dengan berdoa sesuai dengan agama dan keyakinan masing-masing.</p>	<p>18. Menarik kesimpulan tentang apa yang telah dipelajarinya.</p> <p>19. Memperhatikan apa yang disampaikan guru.</p> <p>20. Berdoa menurut agama dan keyakinan masing-masing.</p>	7'

VIII. Penilaian

Penilaian akan dilakukan pada akhir pembelajaran dengan melakukan *posttest*.



INSTRUCTIONAL MATERIALS

(for experimental group)

PRE-INSTRUCTIONAL ACTIVITIES

The Picture for giving motivation:



Leading questions:

- a. Do you know what picture it is on the slide?
- b. Where does this traditional dancing come from?
- c. Have you ever visited this city?
- d. Do you know what kind of story that makes this city named Banyuwangi?
- e. In your opinion, when did the story happen? Is it past event or present even?
- f. What kind of text that tells the readers about a legend or belief of a certain place or person? Is it narrative or descriptive?
- g. Thus, what kind of tense that is used in the text?
- h. Do you know how many kinds the narrative texts are?

A Legend of Banyuwangi

A long time ago, the island of Java was ruled by a king. The King had a Loyal Prime Minister whose name was Sidapaksa. This is a story about the prime minister. Sidapaksa's wife was beautiful. Her name was Sri Tanjung. He loved her very much. But his mother did not like her.

One day, Sidapaksa's mother asked the King to send her son to a faraway place. She thought while his son was away, she had a chance to get rid of his wife. Of course, she did not tell the King about it. The King agreed with her. So he gave Sidapaksa a task. "Go to Mount Ijen. There grows a flower that can keep a woman beautiful. Get the flower for the Queen," says the King.

Sidapaksa went home sadly. He told his wife about the task. "I cannot leave you alone. Soon you will give birth to our child," Sidapaksa answered. "Don't worry about me. I can take care of myself." The next day, Sidapaksa left for Mount Ijen. It was a long and hard journey. A few days after Sidapaksa left, Sri Tanjung gave birth to a handsome baby boy. She was very proud of the baby.

One day, Sri Tanjung went to the spring. The wicked woman took the baby away. She threw the baby to a river. Sri Tanjung was shocked when she could not find her baby. "Where is my baby?" she cried. She searched for her son. But she could not find him. Finally she fell sick because she did not eat or drink. She grew thin and weak day after day.

After two years, Sidapaksa came home. He could not wait to see his wife and child. His mother saw him at the gate. She said to him, "My son, your wife is wicked woman. She killed her own baby. She killed your son. She threw you son to the river." Sidapaksa was very angry to hear it. He did not believe in anything his wife said. He was very angry that he would kill his wife.

Sadly his wife said, "I'm very sad because you don't believe me. You don't have to kill me. Because I will die soon." Then she ran to a river nearby. Before the

current of the river took her away, she said, "My dear husband, if the fragrant smell comes out of this river, then I'm innocent."

A miracle happened. From the river, there came out some fragrant smell. At the center of the river came out two beautiful flowers. A big beautiful flower and a small one. The small flower said, "Father, I'm your son. My mother is innocent. It was grandmother who threw me to the river."

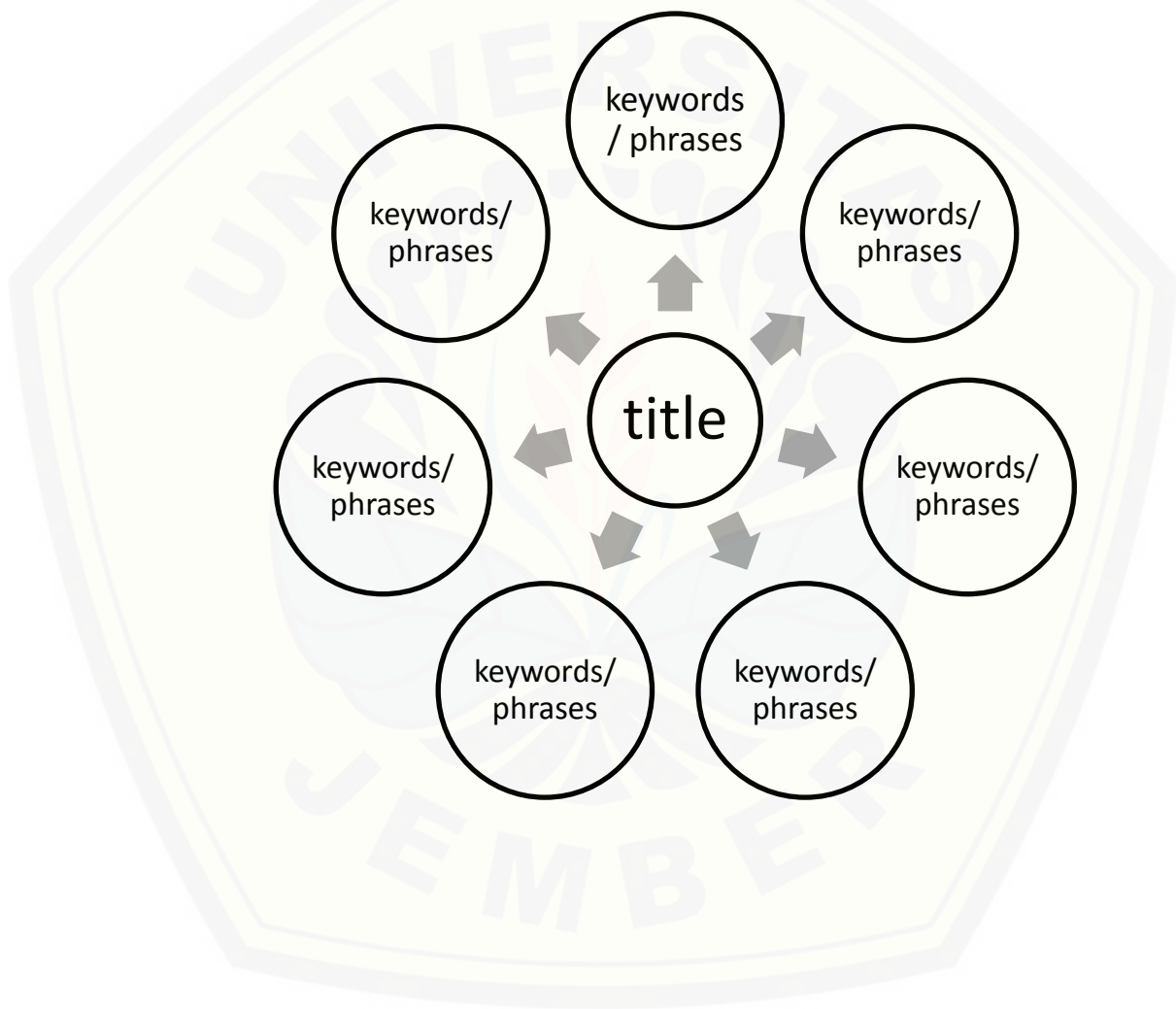
Sidapaksa cried loudly. He regretted what he had done to his wife. But it was too late. His wife and child turned into two flowers. The smelly and dirty river turned into clear and sweet smelled one. In Javanese, It's called Banyuwangi. It means fragrant river. The land around the fragrant river is now known as Banyuwangi, a town in East Java.

Taken from: <http://folklore-indo.blogspot.com/2009/02/legend-of-banyuwangi.html>

GRAPHIC ORGANIZER OF NARRATIVE TEXT

Pertemuan 1 – Banyuwangi

DIRECTION: This graphic organizer will help you in finishing all the tasks related to the text provided. Write down the keywords you get from scanning the text in the graphic organizer below!



MAIN ACTIVITIES**Task 1 (Memprediksi)**

DIRECTION: Scan the text entitled “A Legend of Banyuwangi” individually. Then, make predictions about its content from titles and key words you have found from the text to the column in the graphic organizer provided.

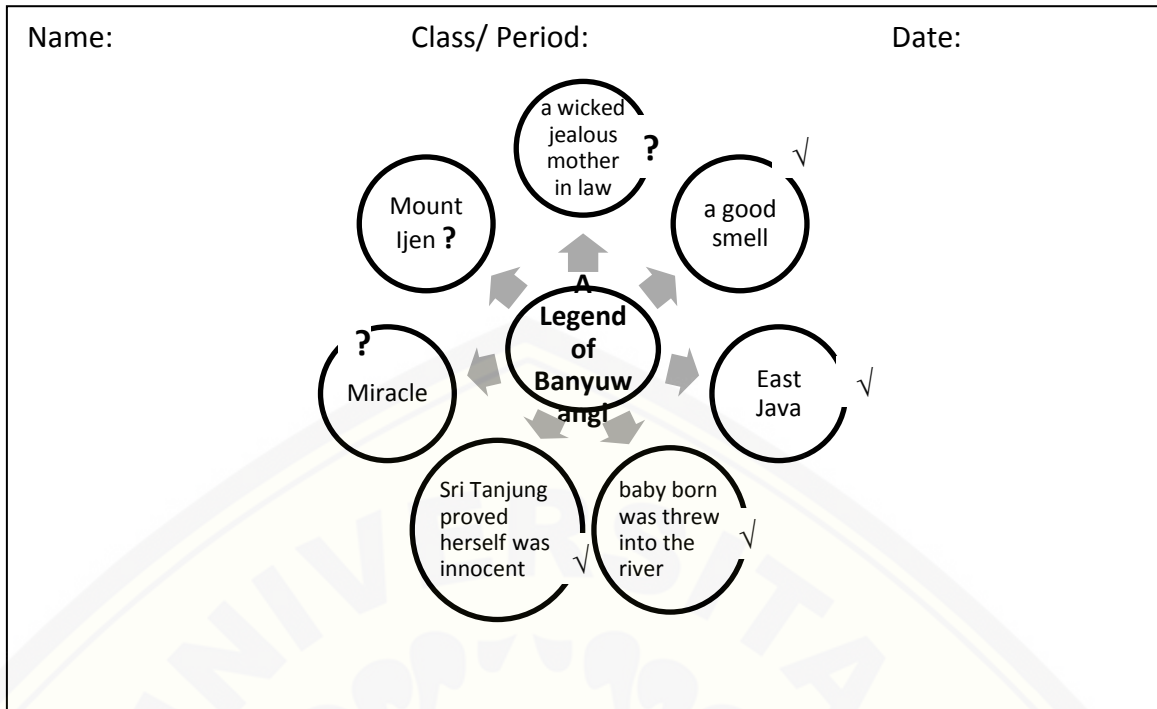
Name:	Class/ Period:	Date:
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A Legend of Banyuwangi

- Mount Ijen
- a wicked jealous mother in law
- a good smell
- East Java
- baby born was threw into the river
- Sri Tanjung proved herself was innocent

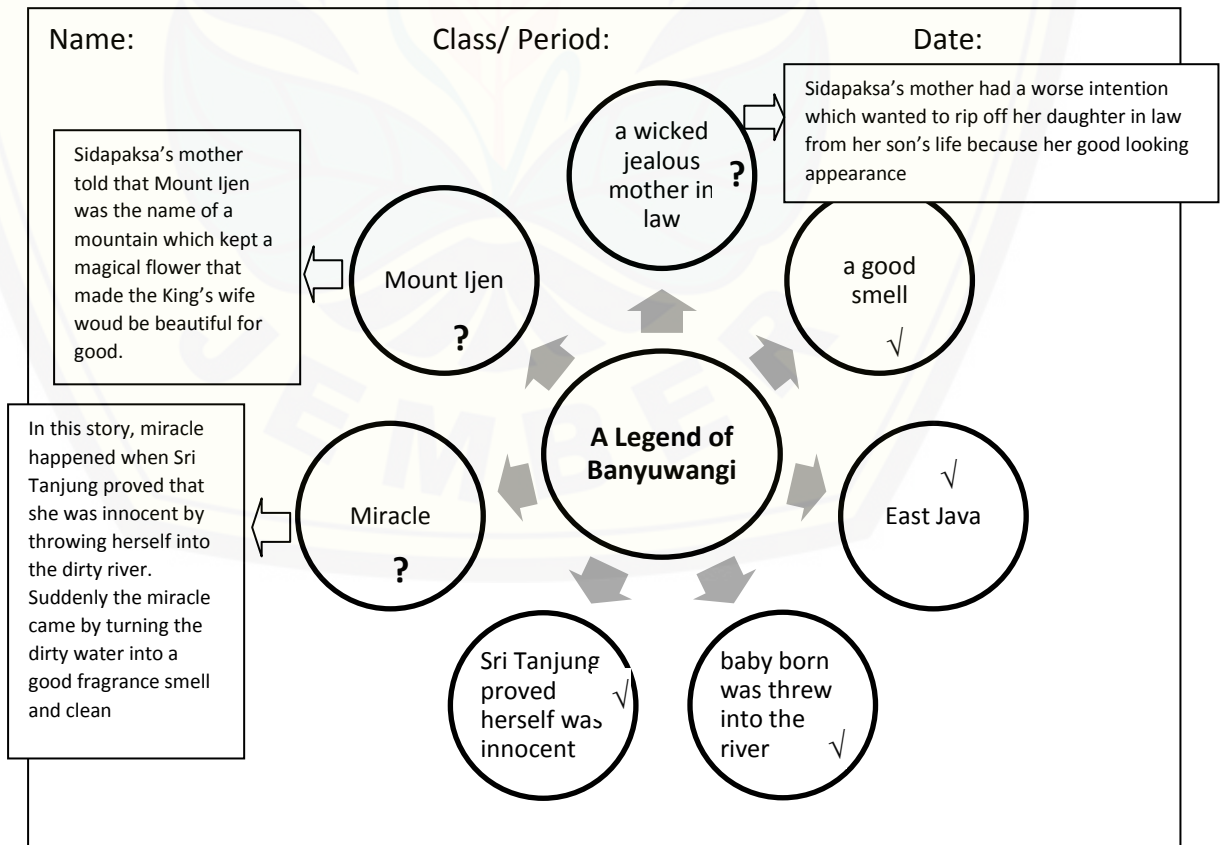
Task 2 (Melokasikan)

DIRECTION: Place an identification mark (an asterisk (√) or question mark (?)) by any known and unknown information listed in their predictions based on the story above!



Task 3 (Menambahkan)

DIRECTION: Read the text carefully and evaluate your predictions in the graphic organizer. Then, add some new information learned while reading.



Task 4 (Menyimpulkan)

DIRECTION: Rewrite the whole story of “A Legend of Banyuwangi” from the information you have collected in the graphic organizer to the worksheet provided!

Understanding a Short Narrative Text

Direction: Summarize the whole story of “A Legend of Banyuwangi” based on your information collected from the graphic organizer into the box below in three paragraphs which consist of *Orientation, complication and resolution!*

Orientation: long time ago in East Java, there was a prosperous kingdom which was led by a king. The king had a loyal prime minister, Sidapaksa. He lived with his mother and beautiful wife, Sri Tanjung. His mother was jealous of her daughter in law's appearance which was beautiful and kindhearted.

Complication: One day, Sidapaksa's mother had a plan to rid off Sri Tanjung by sending his son to the Mount Ijen in finding a magical flower. She told the king to send him away. At that time, when Sidapaksa went away, Sri Tanjung was born a baby. Suddenly, Sidapaksa's mother had a plan to rid off her daughter in law by throwing his own grandchild into the river. And when Sidapaksa came back from his journey, she blamed Sri Tanjung because she had thrown their own baby into the river. Sidapaksa was angry.

Resolution: Later, Sri Tanjung was sad because her husband didn't believe her, not even once. She would prove that she was innocent by throwing herself into the dirty river. The same river was their baby had been thrown. Sri Tanjung said that if the water turned clean and smelled good, it meant she was innocent. Suddenly a magic happened, that dirty river was turned into a good smell and clean. Sidapaksa regretted so much. Since that, this district was called Banyuwangi, Banyu means water and wangi means smelled good.

Direction: Mention the intrinsic factors (Characters, Characteristics and Setting) of the story “A Legend of Banyuwangi” based on your comprehension. Place your answer in area indicated!

Character	Characteristic	Setting
<ol style="list-style-type: none"> 1. Sidapaksa 2. Sri Tanjung 3. Sidapaksa's mother 4. The King 5. The Baby 	<p>Sidapaksa: loyal, responsible, and petulant</p> <p>Sri Tanjung: kindhearted, honest, beautiful, obedient and calm</p> <p>Sidapaksa's mother: wicked, jealous and aversion</p> <p>The King: responsible, charitable and wis</p> <p>The baby: innocent and honest,</p>	<p>Time: at a long time ago</p> <p>Place: East Java, Banyuwangi</p>

Direction: According to your understanding, mention three moral values that you can take from the story of “A Legend of Banyuwangi”.

1. We cannot believe someone's statement without finding the evidence and fact.
2. Take and thank for everything you have received from God.
3. We have to think everything twice before doing something, because you cannot cry for the spitted milk
4. Do not be easy to be fooled!
5. What you hear doesn't tell all the truth, what you see doesn't explain all the facts.

INSTRUCTIONAL MATERIALS

(for control group)

PRE-INSTRUCTIONAL ACTIVITIES

Leading questions:

- a. *Do you like traveling when you get a holiday?*
- b. *Where do you usually spend your holiday? Is a public resort your destination to go?*
- c. *Then, have you visited G land? Do you where it is located?*
- d. *Do you know what story covers that beautiful city which becomes popular nowadays?*

MAIN ACTIVITIES

Narrative Text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

The Social Function of Narrative Text

Narrative text is used to amuse or entertain the readers with the plot of the story.

Generic Structures of Narrative Text

- 1) Orientation: Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.
- 2) Complication: Tell the beginning of the problems which leads to the crisis (climax) of the main participants.
- 3) Resolution: The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

The language features of a narrative text:

1. Past tense: narrative text uses past tense to tell about past activities or events.
2. Sequence markers: first, then, after that, next, finally, in the end, etc.

3. Adverb can express the information about time, place, reasons, and purpose, examples: once upon a time, one day, long time ago, as soon as, day and night, etc.
4. Adjectives: the use of adjectives sometimes stated both explicitly which presented from text directly and implicitly which presented from the characters' statements and responds.
5. Direct speech: It is to make the story lively. Sidapaksa's mother said "My son, your wife is wicked woman. She killed her own baby. She killed your son. She threw you son to the river.")
6. The direct speech uses present tense.
1. The use of action verbs: verbs that expressing some actions, such as take, pull, bring, walk, etc.

Task 1 (Mencoba)

DIRECTION: Read the questions carefully. Note down your opinions and reactions to the questions. During the discussion with your teacher and classmates offer your personal reaction and understanding of the text.

1. What is the orientation based on the story “A legend of Banyuwangi?”
Which paragraph tells about it?
2. What is the complication based on the story “A Legend of Banyuwangi?”
Which paragraph tells about it?
3. What is resolution based on the story “A Legend of Banyuwangi?” Which paragraph tells about it?
4. Mention the character and the characteristic based on the story you have read!
5. Based on the language features of the narrative text, mention 3 adverbs, adjectives and action verbs that you have read from the text!
6. Did Sidapaksa’s mother make him suffering because lost of his wife and baby? How did he feel about it? Do you think what he had to do after knowing that his own mother did this to him?
7. The story doesn't reveal how Sidapaksa’s wife and son turn the dirty water into a sweet smell and clean water. What do you think might have happened? So, what was the relation with those flowers?
8. What do you think of Sidapaksa’s wife? Do you feel sorry for her? If she could live longer, do you think she could forgive her mother in law?
9. If you had a chance to rewrite the story, how would the story end? Write your ending of the story.
10. What lesson did you learn from this story?

Post Reading Activity (Menghasilkan)

DIRECTION: Summarize the whole story of “A Legenf of Banyuwangi” based on your information collected in three paragraphs which consist of *Orientation, complication and resolution!*

Answer keys**(Control)****Task 1**

1. **Orientation:** long time ago in East Java, there was a prosperous kingdom which was lead by a king. The king had a loyal prime minister, Sidapaksa. He lived with his mother and beautiful wife, Sri Tanjung. His mother was jealous of her daughter in law's appearance which was beautiful and kindhearted.

From paragraph 1

2. **Complication:** One day, Sidapaksa's mother had a planned to rid off Sri Tanjung by sending his son to the Mount Ijen in finding a magical flower. She told the king to send him away. At that time, when Sidapaksa went away, Sri Tanjung was born a baby. Suddenly, Sidapaksa's mother had a plan to rid off her daughter in law by throwing his own grandchild into the river. And when Sidapaksa came back fromhis journey, she blamed Sri Tanjung because she had thrown their own baby into the river. Sidapaksa was angry

From paragraph 2, 3, 4, and 5

3. **Resolution:** Later, SriTanjung was sad because her husband didn't believe her, not even once. She would prove that she was innocent by throwing herself intothe dirty river. The same river was their baby had been thrown. SriTanjung said that if the water turned clean and smelled good, it meant she was innocent. Suddenly a magic happened, that dirty river was turned into a good smell and clean. Sidapaksa regretted so much. Since that, this district was called Banyuwangi, Banyu means water and wangimeans smelled good.

From paragraph 6, 7 and 8

4. **Sidapaksa:** loyal, responsible, and petulant
Sri Tanjung: kindhearted, honest, beautiful, obedient and calm
Sidapaksa's mother: wicked, jealous and aversion
The King: responsible, charitable and wis

The baby; innocent and honest,

5. Mentioning 3 adjectives, adverbs and action verbs
 Adjectives: beautiful, wicked, weak, sweet, clear, sad, handsome, shocked, etc
 Adverbs: into the river, a long time ago, at the center of the river, the next day, left for Mount Ijen, sadly, etc
 Action verbs: gave birth, sent, rid of, grow, kill, threw, searched, etc
6. Yes he did. He felt upset because he lost his baby and mad to his wife because she threw their born baby away to the river. It would be best if Sidapaksa surrendered his mother to the law, and not just judged her by himself.
7. I think flowers are the symbol of purity so it will be okay if Sidapaksa' wife and son turned into two fragrant flowers that cleaned the dirty water became sweet smell, just like a bad manner would be defeated by a purity and fact.
8. She must be upset because she lost her baby and knowing that her husband didn't believe her anymore. Yes I do. I think in my opinion, that Sidapaksa's wife was a kind and warmhearted woman thus it could make her to forgive her mother in law even she did a bad thing to her.
9. (in this number of question is depended on the students' opinion)
10. We have to find the truth and not just trust to anyone's saying without an evidence.

Post Reading Activity

Summarizing the whole story of "A Legenf of Banyuwangi" based on your information collected in three paragraphs which consist of *Orientation, Complication and Resolution*.

A Legend of Banyuwangi

One day, in a kingdom at East java, the King asked the Prime minister, Sidapaksa to find a magical flower at Mount Ijen. Her mother was the one who asked the king to order her son to find that flower because she wanted to get rid of his son's

wife since her appearance made Sidapaksa's mother in envious. When Sidapaksa went to the journey in finding the magical flower, his born baby was thrown away by his own mother in the river. Sidapaksa's wife was sad because she couldn't find her baby anywhere.

Coming back from the journey, Sidapaksa was told by his mother that his wife was a wicked oman that threw their baby in the river. Then suddenly, Sidapaksa became mad and didn't believe of what his wife's doing to their baby. Sidapaksa had an intention to kill his wife, but then she told that she was going to throw herself into the river and told him if the water of that dirty river turned into a fragrant smell and clean water, it meant that she was innocent.

Suddenly, after Sidapaksa's wife threw herself away into the river, a miracle happened. It turned out to be clean and fragrant smell water. He was upset and regretted of what he had done to his wife for not believing her. Since that moment, the river which spread a sweet cent was named as Banyuwangi

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Pertemuan 2

Satuan Pendidikan	: SMA/MA
Kelas/ Semester	: XI/1
Mata Pelajaran	: Bahasa Inggris
Keterampilan Berbahasa	: Membaca
Jenis Teks	: Narrative Text
Topik	: Indonesian Folklore
Alokasi Waktu	: 2x45 menit

I. Kompetensi Inti

- a. Menghargai dan menghayati ajaran agama yang dianutnya. (KI 1)
- b. Memiliki perilaku yang mencerminkan sikap orang beriman, berakhlak mulia, percaya diri, dan bertanggung jawab dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya. (KI 2)
- c. Memahami, menerapkan, dan menjelaskan pengetahuan faktual, konseptual, prosedural, dan metakognitif dalam 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 3)
- d. Mencoba, mengolah, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan. (KI 4)

II. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

I. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.5 Menunjukkan perilaku jujur, tanggung jawab, peduli, responsive dan proaktif dalam mengolah, menalar, dan menyajikan informasi yang terkait dengan sejarah, seni budaya dan pariwisata Indonesia untuk memperkenalkan di dunia internasional dalam bentuk narrative text.
- 3.6 Menganalisis dan memahami cara menyajikan narrative text yang terkait dengan sejarah, seni budaya dan pariwisata Indonesia untuk memperkenalkan di dunia internasional.
- 4.6 Menangkap makna dan menghasilkan narrative text yang koheren dalam menyajikan informasi yang terkait dengan sejarah, seni budaya dan pariwisata Indonesia untuk memperkenalkan di dunia internasional.

II. Indikator

1. Spiritual

Mensyukuri anugerah Tuhan YME atas keberadaan Bahasa Inggris sebagai Bahasa Internasional secara konsisten.

2. Sosial

Menunjukkan sikap/perilaku santun, peduli, jujur, disiplin, percaya diri, bertanggung jawab, kerjasama, dan cinta damai dalam komunikasi fungsional secara konsisten informasi yang terkait dengan sejarah, seni budaya dan pariwisata Indonesia untuk memperkenalkan di dunia internasional.

3. Pengetahuan

Menangkap makna teks *narrative* dengan penjelasan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4. Keterampilan

Menyusun teks *narrative* dengan penjelasan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks serta menjawab pertanyaan yang berkaitan dengan teks yang disajikan.

VII. Tujuan Pembelajaran

1. Spiritual

Setelah proses pembelajaran peserta didik dapat mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa Internasional secara konsisten.

2. Sosial

Setelah mengamati dan mendiskusikan teks lisan dan tulis *narrative* peserta didik dapat menunjukkan sikap/perilaku santun, peduli, jujur, disiplin, percaya diri, bertanggung jawab, kerjasama, dan cinta damai dalam komunikasi transaksional dan fungsional secara konsisten informasi yang terkait dengan sejarah, seni budaya dan pariwisata Indonesia untuk diperkenalkan di dunia internasional.

3. Pengetahuan

Setelah mengamati dan mendiskusikan teks lisan dan tulis *narrative* peserta didik dapat menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *narrative* dengan menyatakan dan menanyakan tentang informasi yang terkait dengan sejarah, seni budaya dan pariwisata Indonesia untuk diperkenalkan di dunia internasional sesuai dengan konteks penggunaannya secara tepat.

4. Keterampilan

Setelah mengamati, mendiskusikan dan menangkap makna teks lisan dan tulis *narrative* peserta didik dapat menyusun teks *narrative* lisan dan tulis, pendek dan sederhana.

III. Materi Ajar (terlampir)

Experimental Group

1. Predicting the keywords
2. Locating the information
3. Adding some information
4. Noting the graphic organizer

Control Group

1. Observing the text
2. Doing the related exercise
3. Making a summary

IV. Sumber/Media Belajar

Sumber : materi pegangan guru kurikulum 2013

Media : papan tulis, lembar kerja siswa, LCD

V. Metode Pembelajaran

- Pendekatan : Contextual Teaching and Learning

Experimental Group

- Metode : Predict Locate Add Note

Control Group

- Metode : Presentation, Practice and Production

Kegiatan	Narrative (Experimental)		Waktu	Narrative (Control)		Waktu
	Kegiatan Guru	Kegiatan Siswa		Kegiatan Guru	Kegiatan Siswa	
Pendahuluan	<ol style="list-style-type: none"> 1. Mengucapkan salam. 2. Mengajak peserta didik untuk berdoa bersama sebelum pelajaran dimulai. 3. Memeriksa kesiapan peserta didik untuk menerima pelajaran dengan cara menanyakan kabar peserta didik. 4. Memberikan apersepsi awal dengan menunjukkan gambar penari gandrung dan bertanya: <ol style="list-style-type: none"> a. <i>Do you know what picture it is on the slide?</i> b. <i>Do you know what exactly they put on their head? Is that for</i> 	<ol style="list-style-type: none"> 1. Menjawab salam 2. Berdoa bersama sebelum memulai pelajaran. 3. Merespon pertanyaan guru. 4. Menjawab pertanyaan guru. 	6'	<ol style="list-style-type: none"> 1. Mengucapkan salam. 2. Mengajak peserta didik untuk berdoa bersama sebelum pelajaran dimulai. 3. Memeriksa kesiapan peserta didik untuk menerima pelajaran dengan cara menanyakan kabar peserta didik. 4. Memberikan apersepsi awal dengan bertanya: <ol style="list-style-type: none"> a. <i>Do you like traveling when you get a holiday?</i> b. <i>Where do you usually spend your holiday? Is a public resort your destination to go?</i> c. <i>I bet that all you must</i> 	<ol style="list-style-type: none"> 1. Menjawab salam 2. Berdoa bersama sebelum memulai pelajaran. 3. Merespon pertanyaan guru. 4. Menjawab pertanyaan guru. 	5'

	<p><i>a traditional ceremony?</i></p> <p><i>c. Where can you find this traditional ceremony? Have you ever been there before?</i></p> <p><i>d. When you hear Bali, what kind of destination that you are willing to be visited with your family or friends?</i></p> <p><i>e. Have you ever heard a district in Bali named Singaraja?</i></p> <p><i>f. Do you know what kind of story that makes this city named Banyuwangi?</i></p> <p><i>g. In your opinion, when did the story</i></p>			<p><i>have known about Bali, but have ever heard about Lovina Beach? Do you where it is located?</i></p> <p><i>d. Do you know what story covers that beautiful city which becomes popular nowadays?</i></p>		
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	<p><i>happened? Is it past event or present even?</i></p> <p><i>h. What kind of text that tells the readers about a legend or belief of a certain place or person? Is it narrative of descriptive?</i></p> <p><i>i. Thus, what kind of tense that is used in the text?</i></p> <p><i>j. Do you know how many kinds the narrative text are?</i></p> <p>5. Memberikan informasi kepada peserta didik tentang kompetensi, materi, tujuan, manfaat dan langkah pembelajaran yang akan dilaksanakan.</p>	<p>5. Memperhatikan apa yang disampaikan oleh guru.</p>		<p>5. Memberikan informasi kepada peserta didik tentang kompetensi, materi, tujuan, manfaat dan langkah pembelajaran yang akan dilaksanakan.</p>	<p>5. Memperhatikan apa yang disampaikan oleh guru.</p>	
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Inti	Memprediksi		10'	Mempresentasikan		15'
	6. Guru membentuk kelompok diskusi yang terdiri dari 5 orang siswa ditiap kelompoknya.	6. Duduk berdasarkan kelompok yang sudah ditentukan.		6. Guru membentuk kelompok diskusi yang terdiri dari 5 orang siswa ditiap kelompoknya.	6. Duduk berdasarkan kelompok yang sudah ditentukan.	
	7. Guru membagikan graphic dan teks “A Legend of Banyuwangi” ke peserta didik serta meminta mereka untuk mengamati judul dan membaca cepat teks tersebut sesuai waktu yang ditentukan.	7. Membantu guru untuk membagikan graphic organizer lalu mengamati judul teks.		7. Guru membagikan teks “Banyuwangi” yang akan dibaca kepada peserta didik.	7. Membantu guru untuk membagikan teks yang akan dibaca.	
	8. Guru meminta peserta didik menuliskan 7 kata kunci yang sesuai pada graphic organizer berdasarkan judul yang tertera secara individu.	8. Menuliskan 7 kata kunci yang sesuai pada graphic organizer berdasarkan judul yang tertera secara individu.		8. Guru meminta peserta didik untuk mengamati isi teks yang dibagikan sebelumnya secara individu.	8. Membaca dan mengamati teks yang dibagikan sebelumnya secara individu.	

				<p>9. Guru meminta siswa untuk melakukan <i>silent reading</i> pada teks yang dibagikan.</p> <p>10. Guru menjelaskan kepada peserta didik termasuk jenis teks apakah yang mereka baca, mengenalkan tata bahasa yang digunakan serta dengan generic structure yang berkaitan dengan teks tersebut.</p>	<p>9. Membaca dalam hati teks yang dibagikan tersebut.</p> <p>10. Memahami dan memperhatikan penjelasan dari guru.</p>	
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Melokasikan		5'	Mencoba		25'
<p>9. Guru mengarahkan peserta didik agar menempatkan tanda centang (√) pada kolom kata kunci yang telah dipahami, dan sebaliknya, menempatkan tanda tanya (?) pada kolom kata kunci yang belum dipahami berdasarkan hasil prediksi dan membaca cepat pada teks terkait secara individu.</p>	<p>9. Membubuhkan tanda centang untuk kata kunci yang telah dipahami dan tanda tanya untuk kata kunci yang belum dimengerti secara individu.</p>		<p>11. Guru menunjuk beberapa peserta didik untuk membaca lantang satu per satu paragraf pada teks tersebut.</p>	<p>11. Memperhatikan petunjuk dan perintah dari guru.</p>	
<p>10. Guru mengajak peserta didik untuk mendiskusikan hasil graphic organizer</p>	<p>10. Mendiskusikan hasil graphic organizer sesuai kelompok masing-masing.</p>		<p>12. Guru mencoba pemahaman peserta didik secara individu melalui pertanyaan-</p>	<p>12. Mengerjakan Task I secara individu.</p>	

	<p>mereka sesuai dengan kelompok masing-masing.</p>		<p>pertanyaan yang terkait pada masing-masing paragraf seperti ide pokok dan intrinsik teks melalui lembar kerja siswa <i>Task I</i>.</p> <p>13. Guru mengajak peserta didik untuk mendiskusikan hasil pekerjaan Task I dengan masing-masing kelompok.</p> <p>14. Guru mendiskusikan hasil pekerjaan kelompok dengan seluruh siswa kelas dan memberikan <i>feedback</i> tentang apa yang telah mereka kerjakan di <i>task I</i> serta tidak lupa memberikan pujian kepada peserta didik</p>	<p>13. Mendiskusikan hasil pekerjaan dengan masing-masing kelompok.</p> <p>14. Mendiskusikan hasil pekerjaan Task I dengan seluruh siswa kelas dan memperhatikan apa yang dijelaskan guru.</p>	
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				sebagai penghargaan.		
	Menambahkan		20'	Menghasilkan		20'
	11. Guru membagikan teks “A Legend of Banyuwangi” ke peserta didik.	11. Membantu guru membagikan teks yang akan dibaca.		15. Guru membagikan lembar kerja ke peserta didik sebagai <i>post-reading activity</i> .	15. Membantu guru untuk membagikan lembar kerja sebagai <i>post-reading activity</i> .	
	12. Guru meminta peserta didik untuk membaca teks ulang tersebut secara intensif dan teliti.	12. Membaca teks yang telah dibagikan secara intensif dan teliti.		16. Guru mengarahkan peserta didik secara individu untuk membuat ringkasan isi cerita sesuai dengan pemahaman yang mereka dapat dari hasil diskusi sebelumnya.	16. Mengerjakan <i>post-reading activity</i> secara individu.	
	13. Guru meminta peserta didik untuk menambahkan informasi yang diperoleh setelah membaca teks secara teliti pada kolom-kolom yang sebelumnya diberi	13. Menambahkan informasi yang sudah diperoleh dari membaca secara intensif dan teliti pada kolom-kolom yang masih bertanda Tanya				

	<p>tanda tanya (?) secara individu.</p> <p>14. Guru mengajak siswa untuk mendiskusikan hasil pekerjaan mereka sesuai kelompok masing-masing.</p>	<p>14. Mendiskusikan hasil pekerjaan dengan kelompok masing-masing.</p>		<p>17. Guru meminta peserta didik untuk mengumpulkan hasil <i>post-reading activity</i> mereka di meja guru dan tidak lupa guru memberikan peserta didik <i>feedback</i> tentang apa yang telah mereka kerjakan di <i>post-reading activity</i> serta memberikan pujian kepada peserta didik sebagai penghargaan.</p>	<p>17. Memperhatikan petunjuk dan perintah dari guru.</p>	
	Menyimpulkan		25'			
	<p>15. Guru meminta peserta didik secara individu untuk menulis ulang secara singkat dari</p>	<p>15. Menuliskan ulang secara singkat isi cerita pada lembar kerja yang disediakan serta konten</p>				

	<p>informasi yang diperoleh pada graphic organizer dengan bahasa sendiri serta menuliskan konten yang ada pada teks meliputi: karakter, karakteristik dan setting.</p> <p>16. Guru mengajak peserta didik masing-masing kelompok untuk mendiskusikan hasil pekerjaan mereka.</p> <p>17. Guru meminta masing-masing satu peserta didik ditiap kelompoknya sebagai representatif untuk menampilkan hasil diskusi kelompok mereka di depan kelas.</p> <p>18. Guru mendiskusikan hasil pekerjaan peserta</p>	<p>pada teks.</p> <p>16. Mendiskusikan hasil pekerjaan individu dengan masing-masing kelompok.</p> <p>17. Memperhatikan perintah dari guru.</p> <p>18. Mendiskusikan hasil pekerjaan dengan</p>				
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	didik dengan seluruh siswa kelas dan tidak lupa memberikan pujian kepada peserta didik sebagai penghargaan.	kooperatif.				
Penutup	<p>19. Guru meminta peserta didik menarik kesimpulan tentang apa yang telah dipelajari.</p> <p>20. Memberikan umpan balik terhadap proses dan hasil pembelajaran.</p> <p>21. Mengajak peserta didik untuk mengakhiri pembelajaran dengan berdoa sesuai dengan agama dan keyakinan masing-masing.</p>	<p>19. Menarik kesimpulan tentang apa yang telah dipelajarinya.</p> <p>20. Memperhatikan apa yang disampaikan guru.</p> <p>21. Berdoa menurut agama dan keyakinan masing-masing.</p>	7'	<p>18. Guru meminta peserta didik untuk menarik kesimpulan tentang apa yang telah dipelajari.</p> <p>19. Memberikan umpan balik terhadap proses dan hasil pembelajaran.</p> <p>20. Mengajak peserta didik untuk mengakhiri pembelajaran dengan berdoa sesuai dengan agama dan keyakinan masing-masing.</p>	<p>18. Menarik kesimpulan tentang apa yang telah dipelajarinya.</p> <p>19. Memperhatikan apa yang disampaikan guru.</p> <p>20. Berdoa menurut agama dan keyakinan masing-masing.</p>	7'

VIII. Penilaian

Penilaian akan dilakukan pada akhir pembelajaran dengan melakukan *posttest*.

INSTRUCTIONAL MATERIALS

(for experimental group)

PRE-INSTRUCTIONAL ACTIVITIES

The Picture for giving motivation:



Leading questions:

- a. Do you know what picture it is on the slide?
- b. Do you know what exactly they put on their head? Is that for a traditional ceremony?
- c. Where can you find this traditional ceremony? Have you ever been there before?
- d. When you hear Bali, what kind of destination that you are willing to be visited with your family or friends?
- e. Have you ever heard a district in Bali named Singaraja?
- f. Do you know what kind of story makes this city named Singaraja?

- g. In your opinion, when did the story happen? Is it past event or present even?*
- h. What kind of text that tells the readers about a legend or belief of a certain place or person? Is it narrative or descriptive?*
- i. Thus, what kind of tense that is used in the text?*
- j. Do you know how many kinds the narrative texts are?*



The Legend of Singaraja

Sri Sagening was the king of Klungkung Kingdom, Bali. He had a lot of wives. His last wife was Ni Luh Pasek. She was the most beautiful wife and that made the other wives were jealous. They often told bad things to the king. Sadly, the king was influenced and he finally asked Ni Luh Pasek to leave the palace.

Ni Luh Pasek was very sad, but she had no other choice. She became very sad when she knew that she was pregnant! Ni Luh Pasek arrived at a village. An old man felt very sorry with her condition. His name was Jelantik Bogol. He was a holy man and had supernatural power. He married Ni Luh Pasek. And when the baby was born, Jelantik Bogol named him I Gusti Gede. He loved I Gusti Gede just like his own son.

I Gusti Gede grew as a strong man. He also mastered a lot of skills such as martial arts and supernatural power. His step father taught him the skills. One day his step father asked him to go to a jungle in Den Hill. It was the place Ni Luh Pasek was born. Jelantik Bogol asked him to go there to get more supernatural power. Before he left, his step father gave him two weapons, a spear and a keris, it's a traditional wavy double-bladed dagger. I Gusti Gede did it. He went to the Den Hill and meditated. While he was meditating, a spirit of the jungle came to him. The spirit spoke to him. "You will be a great king. Go to Panumbang beach, help the people there."

I Gusti Gede continued his journey. When he arrived at Panombangan Beach, there was an incident. There was a ship from Bugis sinking at the beach. The people had tried to help, but they did not succeed. I Gusti Gede wanted to help. He asked the people to stay away from the ship. He prayed and took out his weapons. Suddenly, two big spirits came out of the spear and the keris.

I Gusti Gede asked the spirits to pull the sinking ships back to sea. The people could not see the spirits. They only saw I Gusti Gede moving his hands. The spirits slowly pulled the ship. In just a minute, a ship was just back in the sea. The

owner was very happy. He gave some of his wealth to I Gusti Gede. People were amazed with his power. They named him as I Gusti Panji Sakti.

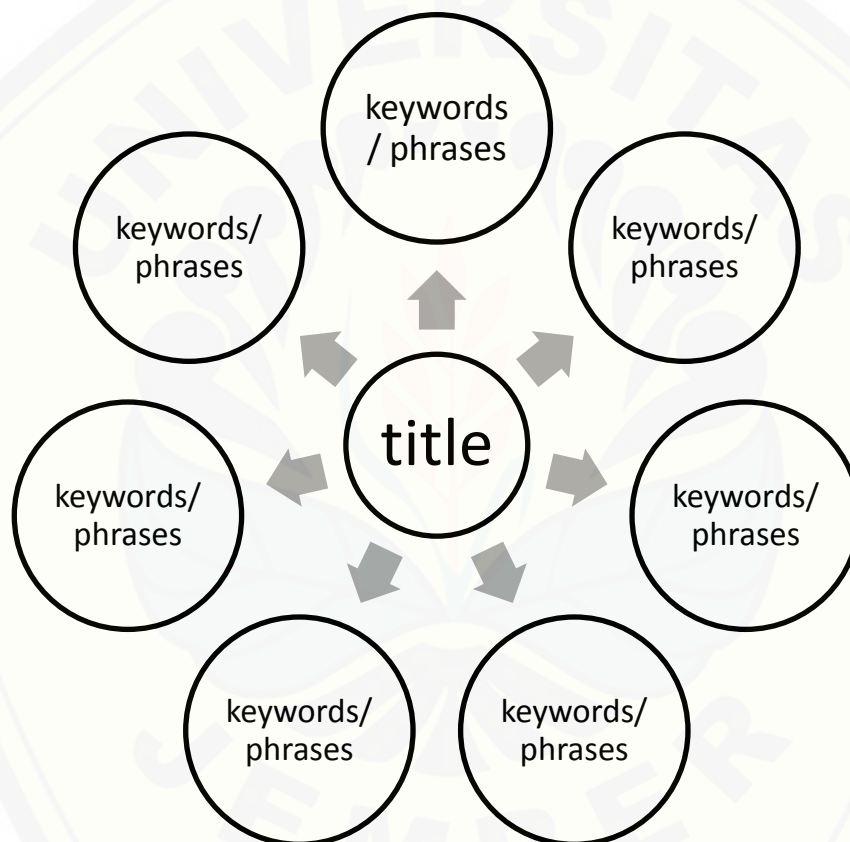
I Gusti Panji Sakti went back to Den Hill. He started to build a village. People came one by one. I Gusti Panji Sakti protected them from bad people. Slowly the village became a kingdom. I Gusti Panji Sakti became the king and he named the kingdom as Sukasada. Sukasada became a big kingdom, I Gusti Panji Sakti planned to make another kingdom. He opened up a new area. It was full of Buleleng trees. Therefore he named the kingdom as Buleleng Kingdom.

He also built a great palace. People named it Singaraja. Singa means lion and Raja means king. With his power I Gusti Panji Sakti was like a lion. He always protected his people from bad people. While he became a king, Buleleng Kingdom was safe and prosperous.

Taken from: <http://indonesialegend.blogspot.co.id/2011/10/legend-of-singaraja.html>

GRAPHIC ORGANIZER OF NARRATIVE TEXT**Pertemuan 1 – Singaraja**

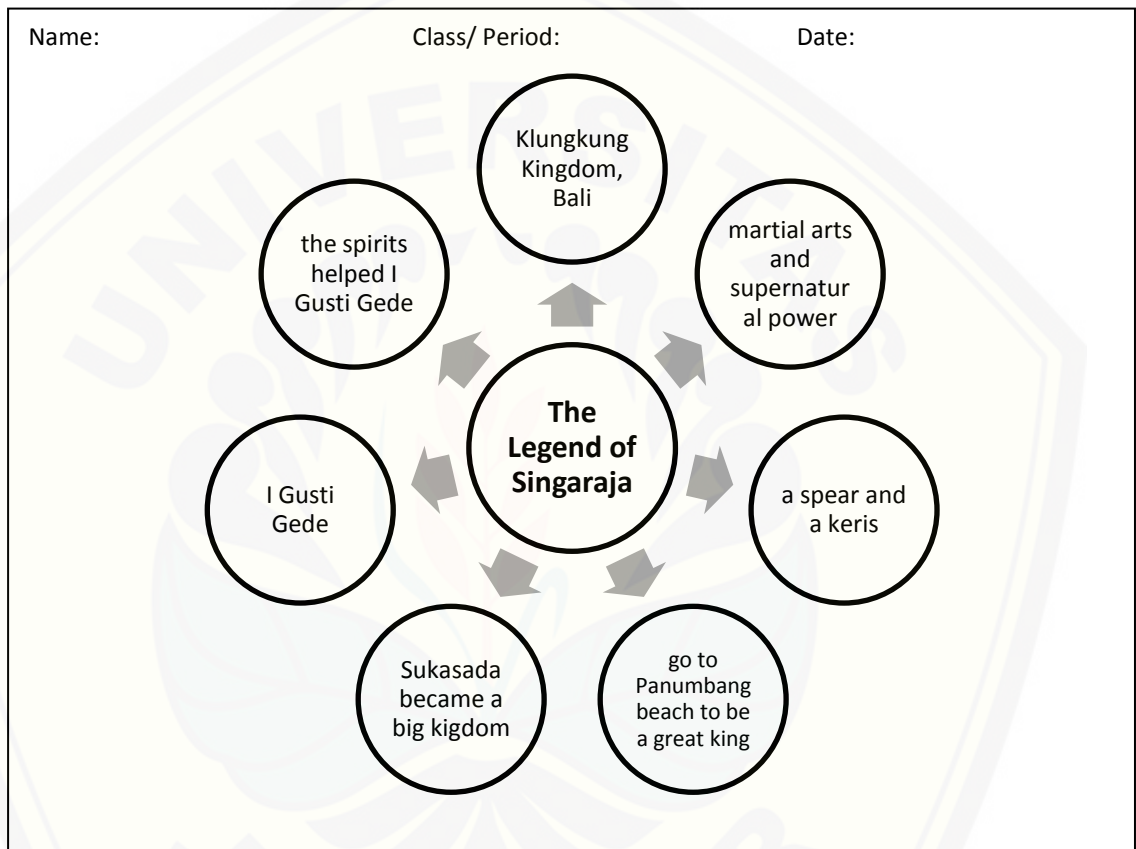
DIRECTION: This graphic organizer will help you in finishing all the tasks related to the text provided. Write down the keywords you get from scanning the text in the graphic organizer below!



MAIN ACTIVITIES

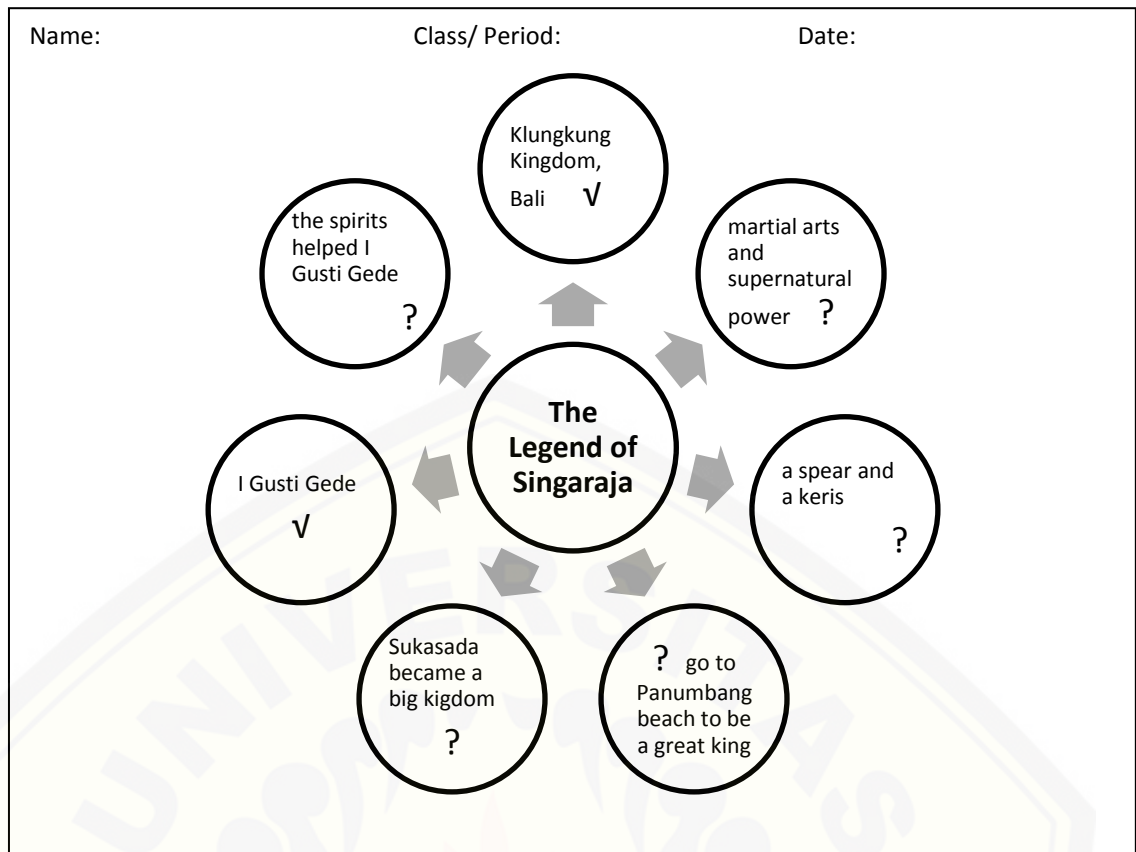
Task 1 (Memprediksi)

DIRECTION: Scan the text entitled “The Legend of Singaraja” individually. Then, make predictions about its content from titles and key words you have found from the text to the column in the graphic organizer provided.



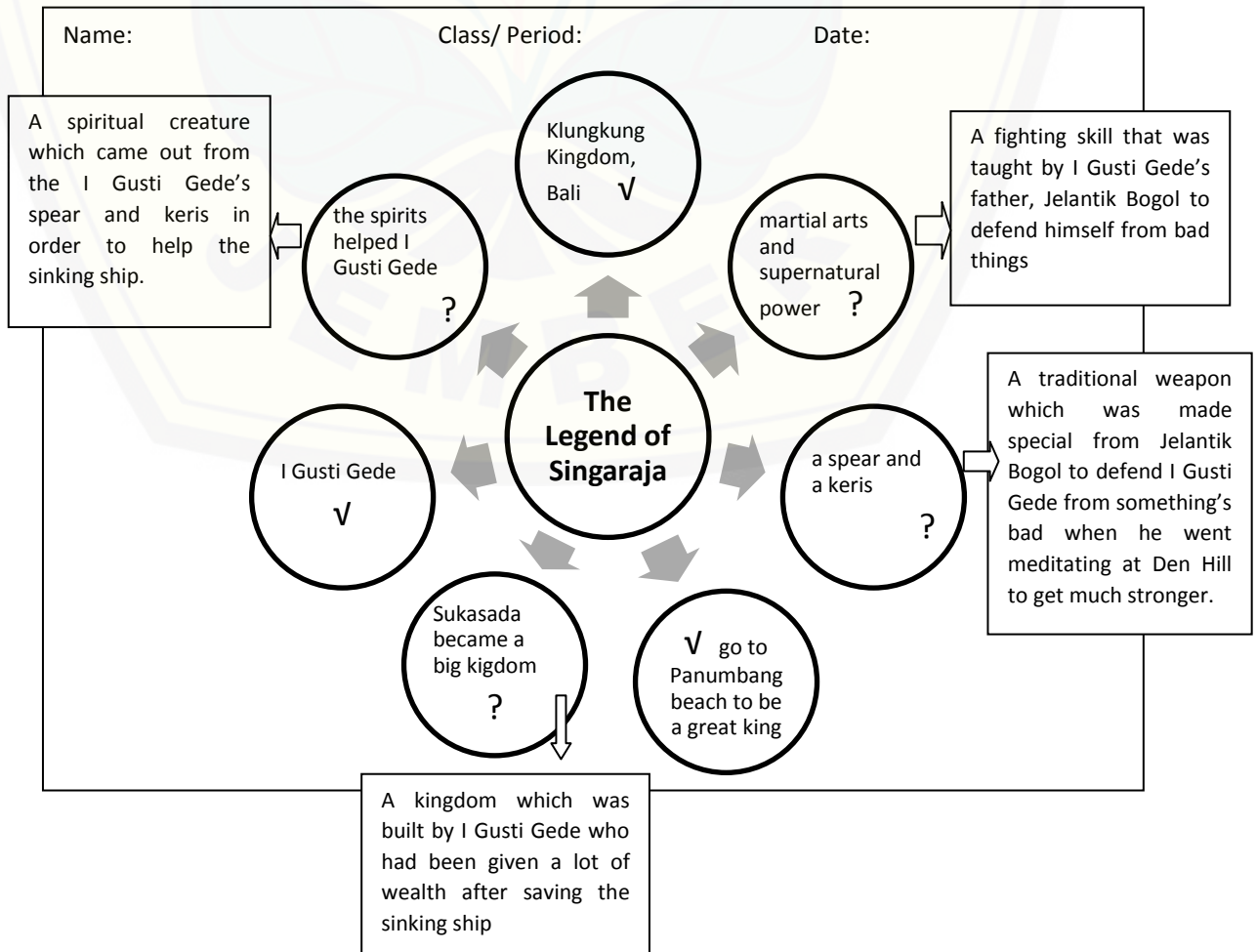
Task 2 (Melokasikan)

DIRECTION: Place an identification mark (an asterisk (√) or question mark (?)) by any known and unknown information listed in their predictions based on the story above!



Task 3 (Menambahkan)

DIRECTION: Read the text carefully and evaluate your predictions in the graphic organizer. Then, add some new information learned while reading.



Task 4 (Menyimpulkan)

DIRECTION: Rewrite the whole story of “The Legend of Singaraja” from the information you have collected in the graphic organizer to the

Name:	Class/Period:	Date:
Story Title:		
Understanding a Short Narrative Text		
Direction: Summarize the whole story of “A Legend of Banyuwangi” based on your information collected from the graphic organizer into the box below in three paragraphs which consist of <i>Orientation, complication and resolution!</i>		
<p>Orientation: one day in Klungkun village, Bali, here lived a king, Sri Sagening who had a lot of wives. His youngest wife, NiLuh pasek was beautiful thus it made the other wives felt jealous. They made an issue about NiLuh Pasek which insisted the King to expel her from the kingdom. But at that moment, she was pregnant, but then a supernatural man wanted to marry her. His name was Jelantik Bogol. Later, their son was born, they named him I Gusti Gede. One day, he was asked by Jelantik Bogol to meditate in Den Hill, but he was given a traditional weapon a spear and keris to protect him from something evil.</p>		
<p>Complication: when he went meditating, a big spirit came out from those weapons. They told I Gusti Gede to go Panamang beach to get stronger. Later, he went there. But at the way he went there, he saw an incident. There was a ship that almost sank. He helped them by asking the spirits. But none of the people who saw this incident could see the spirit's coming.</p>		
<p>Resolution: finally, the spirit could save the sinking ship. The people were amazed of I Gusti Gede's power. The rich man who had the ship gave I Gusti Gede with a lot of wealth. So then he built a kingdom named Sukadaksa. People called him I Gusti Panji Sakti. He wanted to spread his authority by developing a new kingdom in the area of Buleleng trees. Therefore, he called his kingdom as Buleleng. Later, he built a great palace, named Singaraja. It meant Singa was a Lion, and Raja was a king. It meant that by his authority, his people and kingdom could live well and prosperously.</p>		
<p>Direction: Mention the intrinsic factors (Characters, Characteristics and Setting) of the story “A The legend of Singaraja” based on your comprehension. Place your answer in area indicated!</p>		
Character	Characteristic	Setting
Sri Sagening Ni Luh Pasek Jelantik Bogol I Gusti Gede	Sri Sagening: greedy, fool, miserly, and egoism Ni Luh Pasek: Kindhearted, obedient and sincere Jelantik Bogol: powerful, supernatural, down to earth, distinct, and discipline I Gusti Gede: kindhearted, responsible, obedient, clever, wise, and independent	Time: a longtime ago, in the era of Majapahit Place: Klungkung, Bali; Buleleng; and Singaraja
<p>Direction: According to your understanding, mention three moral values that you can take from the story of “The Legend of Singaraja”.</p>		
<ol style="list-style-type: none"> 1. Don't show a kindness in the public because the essential of helping people itself will be replaced by ego. 2. Always feel down to earth even you can hold the sky in your bare hands. 3. Become a leader is actually the real truth of turning into a servant. Because, by his authority he has a responsible to protect his kingdom and people to live well. 		

INSTRUCTIONAL MATERIALS

(for control group)

INSTRUCTIONAL MATERIALS

(for control group)

PRE-INSTRUCTIONAL ACTIVITIES

The Picture for giving motivation is the same with the experiment group.

Leading questions:

- a. *Do you like traveling when you get a holiday?*
- b. *Where do you usually spend your holiday? Is a public resort your destination to go?*
- c. *I bet that all you must have known about Bali, but have ever heard about Lovina Beach? Do you where it is located?*
- d. *Do you know what story covers that beautiful city which becomes popular nowadays?*

MAIN ACTIVITIES

Narrative Text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

The Social Function of Narrative Text

Narrative text is used to amuse or entertain the readers with the plot of the story.

Generic Structures of Narrative Text

1. Orientation: Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.
2. Complication: Tell the beginning of the problems which leads to the crisis (climax) of the main participants.
3. Resolution: The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

The language features of a narrative text:

1. Past tense: narrative text uses past tense to tell about past activities or events.
2. Sequence markers: first, then, after that, next, finally, in the end, etc.
3. Adverb can express the information about time, place, reasons, and purpose, examples: once upon a time, one day, long time ago, as soon as, day and night, etc.
4. Adjectives: the use of adjectives sometimes stated both explicitly which presented from text directly and implicitly which presented from the characters' statements and responds.
5. Direct speech: It is to make the story lively. Sidapaksa's mother said "My son, your wife is wicked woman. She killed her own baby. She killed your son. She threw you son to the river.")
6. The direct speech uses present tense
7. The use of action verbs: verbs that expressing some actions, such as take, pull, bring, walk, etc.

Task 1 (Mencoba)

DIRECTION: Read the questions carefully. Note down your opinions and reactions to the questions. During the discussion with your teacher and classmates offer your personal reaction and understanding of the text.

1. What is the orientation based on the story “A Legend of Singaraja?” Which paragraph tells about it?
2. What is the complication based on the story “A Legend of Singaraja?” Which paragraph tells about it?
3. What is resolution based on the story “A Legend of Singaraja?” Which paragraph tells about it?
4. Mention the character and the characteristic based on the story you have read!
5. Based on the language features of the narrative text, mention 3 adverbs, adjectives and action verbs that you have read from the text!
6. What do you think the main reason that Sri Sagening as the King of Klungkung had a lot of wives? Was that because he had an authority or he was not a good leader for the kingdom?
7. Can you write down what possibility the bad things that the other wives of Sri Sagening told him about?
8. Can you mention what characteristic of I Gede Gusti had? Do you think he would be a great knight in the future?
9. If you have a chance to rewrite this story, will you rearrange the whole plot? Will it be a sad ending or happy ending?
10. What kind of moral value that you can take from this story?

Post Reading Activity

DIRECTION: Rewrite the whole story of “Singaraja” from the information you have understood in the worksheet provided

Answer keys**(Control)****Task 1**

1. One day in Klungkun village, Bali, here lived a king, Sri Sagening who had a lot of wives. His youngest wife, Ni Luh pasek was beautiful thus it made the other wives felt jealous. They made an issue about NiLuh Pasek which insisted the King to expel her from the kingdom. But at that moment, she was pregnant, but then a supernatural man wanted to marry her. His name was JelantikBogol. Later, their son was born, they named him I Gusti Gede. One day, he was asked by Jelantik Bogol to went meditating in Den Hill, but he was given a traditional weapon a spear and keris to protect him from something evil.

From paragraph 1,2 and 3

2. When he went meditating, a big spirit came out from those weapons. They told I Gusti gede to go Panamang beach to get stronger. Later, he went there. But at the way he went there, he saw an incident. There was a ship that almost sank. He helped them by asking the spirits. But none of the people who saw this incident could see the spirit's coming.

From paragraph 4 and 5

3. Finally, the spirit could save the sinking ship. The people were amazed of I Gusti Gede's power. The rich man who had the ship gave I Gusti Gede with a lot of wealth. So then he built a kingdom was named Sukadaksa. People called him I Gusti Panji Sakti. He wanted to spread his authority by developing a new kingdom in the area of Buleleng trees. Therefore, he called his kingdom as Buleleng. Later, he built a great palace, was name Singaraja. It meant Singa was a Lion, and Raja was a king. It meant that by his authority, his people and kingdom could live well and prosperous. I think it was because he had an authority to pick any girl he liked to be engaged as his wife. Observing by the way he treat his youngest wife and directly expelled her from the palace without asking anything, I'm pretty sure that he was not a good king.

From paragraph 6 and 7

4. The character and characteristic of the story :The Legend of Singaraja”:

Sri Sagening: greedy, fool, miserly, and egoism

Ni Luh Pasek: Kindhearted, obedient and sincere

Jelantik Bogol: powerful, supernatural, down to earth, distinct, and discipline

I Gusti Gede: kindhearted, responsible, obedient, clever, wise, and independent

5. Mentioning 3 adjectives, adverbs and action verbs

Adjectives: beautiful, jealous, holy, pregnant, strong, amazed etc

Adverbs: back to the sea, slowly pulled, Panumbang beach, den Hill, Buleleng trees area, Klungkung Bali, etc

Action verbs: pulled, grew, gave, spoke, tried, moved, took out, etc

6. A long time ago, it was a usual condition when a leader or a king especially had a lot of wives. That was not because he could not lead the government, but it was kind of the habit of a leader in the past time. So we can not conclude that Sri Sagening was not a good leader.
7. Perhaps they told Sri Sagening that Ni Luh Pasek was a thief who tried to steal their jewelry.
8. I Gede Gusti was a brave and strong as well as kindhearted. He would help people who needed his help. He was wise and responsible. It was proved by the way he treat his people.
9. No I will not. A legend started because something occurred. We cannot change a story just because we don't like some scenes, therefore we have to respect and keep telling this old story to our friends or family. in order to keep the existence of this legend.
10. With great power comes a great responsibility.

Post Reading Activity

Summarizing the whole story of “A Legend of Singaraja” based on your information collected in three paragraphs which consist of *Orientation, Complication and Resolution*.

The Legend of Singaraja

One day in the kingdom of Klungkung, Bali, Sri Sagening as the king who had a lot of wives was in anger. He was influenced by his wives except the last wife about the bad things he heard from them about his last wife, NiLuh Pasek, he expelled her from the palace. Ni Luh Pasek was so sad because at that time she was pregnant. But fortunately, an old superpower man had a will to marry her. On the village, Ni Luh Pasek born a child, named I Gede Gusti. The old man, Jelantik Bogol treat him like his own son.

One day, I Gede Gusti showed his supernatural power and martial arts which made his step father asking him to go to Den hill to have a meditation in order to get the more supernatural power. Jelantik Bogol brought him a spear and keris, a traditional weapon made from iron. Suddenly, a holy spirit came toward him and told him that he would be stronger if he go to Panumbang beach. After the meditation done, he continued his journey to go to the Panumbang beach. After arriving, he saw that one huge ship drown to the sea. Then he asked spirits to help him pulling up the drown ship. By moving his keris on his hand, everyone was amazed of what I Gede Gusti did. Fortunately, the ship could be saved.

Then, the richest man who was in the ship gave I Gede Gusti some of his wealth. He came back to Den hil and built a kingdom. Because of his supernatural power, everyone there called him I Gede Panji Sakti. he called his kingdom, Sukasada. When his ingdom became bigger, he then built a new area which was full of Buleleng trees, that's why he called his new kingdom, Buleleng. After all, he built a new kingdom which named Singaraja. It meant that Singa was a Lion and raja was a king. With his power I Gusti Panji Sakti was like a lion. He always

protected his people from bad people. While he became a king, Buleleng Kingdom was safe and prosperous.



Appendix F

SCORE	SIGN

POSTTEST
(Experiment & control group)

POSTTEST

Subject : Bahasa Inggris (Inti) Name :
Duration Time : 60 minutes Class/ Number:
Date :

Direction: In this test consists of two different narrative texts. Each text provides twenty multiple choice test items.

Text 1

Read the text below carefully in order to be able answering the related question appropriately!

Tanjung Menangis

There was a great kingdom in Halmahera. The people were sad. The king just died. He was a great king. He was kind and very wise. The people loved him very much. The king had three children, two sons and one daughter. The sons were Baginda Arif and Baginda Binaut, while the daughter was Putri baginda Nuri.

The queen talked to commander of the soldiers. They were discussing about the next king. According to the rule, the first child would be the next king. Therefore, they were preparing a ceremony to inaugurate Baginda Arif to be the new king. Baginda Binaut heard they conversation. Actually, he had an ambition. he also wanted to be the king. He had a plan. Secretly, he talked to the commander and consequently the commander had to send the queen, Baginda Arif and Baginda Nuri to jail.

The commander agreed. He send them to the jail. The queen, the prince and the princess were very sad. Baginda Binaut told the people that his mother, his brother and his sister were drowned in the sea. "Binaut is really ungrateful. He is

really a bad person," said Baginda Arif. "Be patient, my child. God will help us," said the queen.

Then Baginda Binaut became the new king. Unlike his father, he was very cruel. He asked his people to pay high taxes. The people suffered. They complained but they could not do anything. The soldiers would hurt them. However, not all the soldiers wanted to follow Baginda Binaut. One of the soldiers decided to leave the palace. His name was Bijak. He made his own troops. He knew the queen, the prince and the princess were in jail. He wanted to set them free.

On one night, Bijak and his troops attacked the jail. He wanted to set them free. They succeeded! Then he planned to attack the palace. But the queen did not agree. She did not want to see her own people fighting. The queen then prayed to god. Not long after that, the mountain erupted. The lava was flowing. It flowed to the palace. The people were running to save their life. Baginda Binaut was also running. Amazingly, wherever he was running, the lava always followed him.

Baginda Binaut was really scared. While he was running, he was thinking of his mother, brother and his sister. He screamed for help. "Mother, please help me!" He went to the jail but they were not there. He was really panicked because the lava was getting closer to him. "Help! Help!" screamed Baginda Binaut but not one helped him.

Finally, Baginda Binaut could not run anymore. He was exhausted and he arrived at the sea. He could not go back to the land because it was full of lava. Then he swam to the sea. Because he was very tired, he could not swim. He was drowned. Slowly, his body turned into a cave. The people often heard someone crying from the cave, therefore they named it the crying cave or Tanjung Menangis.

Taken from: <http://indonesialegend.blogspot.co.id/2010/03/tanjung-menangis.html>

Direction: Each question in this section is a multiple-choice with five answer choices. Read each question carefully and select the correct answer by circling the answer on the options provided directly.

1. What is the main idea of the 3rd paragraph?
 - a) Baginda Binaut asked his mother and brother sister to leave the kingdom
 - b) Baginda Binaut ordered his commander to put his mother and brother sister in to the woods
 - c) Baginda Binaut asked his commander to drown his mother and brother sister in to the sea
 - d) Baginda Binaut ordered his commander to arrest and put on his mother and brother sister in to the jail
 - e) Baginda Binaut asked his troops to tell the people that his mother and brother sister were dead

2. Based on the story, which character does imply a kindhearted?
 - a) Baginda Arif
 - b) Putri baginda Nuri
 - c) The Queen
 - d) Baginda Binaut
 - e) The Commander

3. Which paragraph does tell the readers that there was a man who betrayed Baginda Binaut?
 - a) The 1st paragraph
 - b) The 2nd paragraph
 - c) The 4th paragraph
 - d) The 6th paragraph
 - e) The 3rd paragraph

4. He asked his people to pay high taxes. The people *suffered*. The word “suffered” based on the text has the same meaning with, *except*.....
- Miserable
 - Illness
 - Agony
 - Torment
 - Amusement
5. How could Baginda Binaut fool his people about the existence of The Queen, the Prince and the Princess?
- Being murdered by an assassin
 - Arrested and put on jail
 - Being kidnapped by his commander
 - Wandering on the other palaces
 - Being sank to the sea
6. In your opinion, what kind of theme is suitable with the plot of the story?
- Sincerity
 - Honesty
 - Greediness
 - Righteousness
 - Disappointment
7. What is the orientation of this text?
- Once upon a time, there was a kingdom in Halmahera which was lead by a great and wise queen
 - Once upon a time, there was a kingdom in Halmahera which was controlled by the three brotherhood
 - Once upon a time, there was a great king who led a great kingdom in Halmahera

- d) Once upon a time, there was a greedy king who made his people suffered
 - e) Once upon a time, there was a great king who conquered a great kingdom in Halmahera
8. Based on the text above, what lesson shouldn't we take to be learnt?
- a) Do not put an authority and wealthy in the top of everything
 - b) Obey the rule and principle that had been made
 - c) Appreciate the decision that had been decided
 - d) Do not be greedy for something that isn't ours
 - e) Be glad to others' suffering and agony because of what we've done
9. In your opinion, the complication raises when
- a) Baginda Binaut sent the Queen, the Prince and the princess into the jail
 - b) Baginda Binaut heard the conversation between the Queen and the commander
 - c) Baginda Binaut inaugurated himself as the king of the kingdom
 - d) Baginda Binaut swam away to the sea while being chased of the lava
 - e) Baginda Binaut screamed and shouted asking for help
10. Who are the main characters in this narrative text?
- a) The Queen, Baginda Arif, Baginda Binaut, the commander and Bijak
 - b) The Queen, the King, Baginda Arif, Baginda Binaut, the commander and Bijak
 - c) The Queen, the King, Baginda Arif, Baginda Binaut, Putri Baginda Nuri, the commander, and Bijak
 - d) The Queen, Baginda Binaut, and Bijak
 - e) The Queen, Baginda Arif, Baginda Binaut, the commander

Text 2

Read the text below carefully in order to be able answering the related question appropriately!

The Legend of Dumai

Once upon a time in Riau there was a kingdom named Seri Bunga Tanjung. The leader of the kingdom was Queen Cik Sima. She had seven beautiful daughters. However, the most beautiful one was the youngest daughter. Her name was Mayang Manurai.

One day, all those seven princesses were swimming on the pond in Sarang Umai. They were really having fun in the pond. They were laughing and splashing the water to each other. They did not know that someone was watching them. He was Prince Empang Kuala from the neighboring kingdom. He was passing through the area and accidentally he saw all those seven girls swimming on the pond.

The prince was in love with Mayang Mengurai. He tried to know who she was. He asked the local people about her. And after he knew that Mayang Mangurai was the youngest daughter Queen Cik Sima, he sent his best soldier to the queen. The soldier told the queen that prince Empang Kuala would like to propose Mayang Mangurai to be his wife.

Sadly, the queen rejected the proposal. She would like to see her oldest daughter to get married first. She thought that it was not good if her youngest daughter to got married earlier than her oldest daughter. Prince Empang Kuala was really angry. He felt that he was being humiliated by the queen. Therefore, he asked all of his soldiers to attack Seri Bunga Tanjung kingdom.

Queen Cik Sima was a brave woman. She asked her soldiers to be ready and also to fight back. The war could not be avoided. The angry prince really wanted to destroy Seri Bunga Tanjung kingdom. He commended his soldiers not to go home before they won the war.

Queen Cik Sima was so worried with the war. Many of her soldiers were dead. She was really concerned with her seven daughters. She asked some soldiers to bring her daughters. She asked soldiers to bring her daughters in a safe place in the jungle. The soldiers built a hut for the seven princesses. The queen also asked the soldiers to provide enough food until the war was over. After the soldiers were sure that the seven daughter were safe, they went back to join the war.

Queen Cik Sima never gave up. Her great spirit to defend her kingdom motivated her soldiers to do their best. Slowly, they were able to make Prince Empang Kuala pulled back his soldiers. Queen Cik Sima thought that the prince already gave up. But she did not know that the prince was preparing a new strategy. The prince came back with more soldiers. The war continued. It lasted for months. Both sides have lost so many soldiers. And finally Queen Cik Sima was facing Prince Empang Kuala. They were fighting!

Queen Cik Sima was a great woman. She had a great skills and martial arts. The prince could not beat the queen. And finally the queen could kill the prince. Before the prince was dead, he remembered Mayang Mangurai when he first met her in Sarang Umai. He was dying and he was only able to say, "Umai! Umai!"

People were very grateful that the war was over. And to commemorate the war, people named the area as Dumai. It was from the last word said by Prince Empang Kuala.

Direction: Each question in this section is a multiple-choice with five answer choices. Read each question carefully and select the correct answer by circling the answer on the options provided directly.

11. What is the purpose of the text?
- to inform the readers about the process of Dumai occurred
 - to describe the story of seven beautiful princesses
 - to entertain the readers with the story of Dumai
 - to give information that the Queen Cik Sima was really a great survivor

- e) to describe how the war between Seri Bunga Tanjung kingdom and Empang Kuala happened
12. Which paragraph tells the readers that the local people around Seri Bunga Tanjung kingdom reveal who Mayang Mengurai was to the Prince Empang Kuala?
- a) The 1st paragraph
 - b) The 2nd paragraph
 - c) The 4th paragraph
 - d) The 6th paragraph
 - e) The 3rd paragraph
13. What is the main idea of the 6th paragraph telling about?
- a) Queen Cik Sima required her soldiers to hand her youngest daughter over Prince Empang Kuala
 - b) Queen Cik Sima required her soldiers to hide her seven daughters in the jungle
 - c) Queen Cik Sima required her soldiers to guard Mayang Mengurai in the
 - d) Queen Cik Sima asked her soldiers to hide Mayang Mengurai in the jungle
 - e) Queen Cik Sima asked her daughters to fight together with her soldiers\
14. Based on the story, which character does imply a courageous and rigid?
- a) Mayang Mengurai
 - b) Prince Empang Kuala
 - c) Queen Cik Sima
 - d) The local people
 - e) Queen Cik Sima's oldest daughter
15. And to commemorate the war, people named the area as Dumai. It was from the last word said by Prince Empang Kuala. forget

What is the synonym of the underlined word?

- a) Neglect
 - b) Overlook
 - c) Ignore
 - d) Disregard
 - e) Honor
16. Based on the text above, what lesson should we take to be learnt?
- a) Insist everyone with the great power you have
 - b) Conquer anything you have only for pleasing you
 - c) We have to be sincere with every decision we made
 - d) Give up when you think that your goal seems not to be reached
 - e) Do not forgive someone who has humiliated your good intention
17. In your opinion, the complication raises when
- a) Queen Cik Sima asked the soldiers to keep hiding the seven princesses in the jungle
 - b) Prince Empang Kuala asked his best soldiers to propose Queen Cik Sima's oldest daughter
 - c) Prince Empang Kuala asked his soldiers to attack Seri Bunga Tanjung kingdom
 - d) Queen Cik Sima rejected Prince Empang Kuala's intention to propose her oldest daughter
 - e) Queen Cik Sima rejected Prince Empang Kuala's intention to propose Mayang Mengurai
18. How was the characteristic of Queen Cik Sima according to the writer?
- a) Brave and heartless
 - b) Brave and responsible
 - c) Brave and mean
 - d) Risk-taker and unconcerned

e) Risk-taker and careless

19. What was the reason that made Queen Cik Sima rejected Prince's Empang Kuala's proposal based on the text?

- a) Because Mayang Mengurai a little young girl
- b) Because Mayang Mengurai was the most beautiful daughter
- c) Because Mayang Mengurai's older sisters didn't get married yet
- d) Because Mayang Mengurai didn't like Prince Empang Kuala
- e) Because Queen Cik Sima didn't want to see Mayang Mengurai was upset

20. Why did people name it "Dumai" as the ex land of war a long time ago?

- a) Because it was near the pond in Sarang Umai
- b) Because the name of the land itself was Dumai
- c) Because people want to honor the war a long time ago
- d) Because it was the last word of what Prince Empang Kuala said to Queen Cik Sima
- e) Because Prince Empang Kuala met his dream girl near to the Sarang Umai

POSTTEST

Answer Keys

(Experiment & control group)

Text 1: Tanjung Menangis

1. d) Baginda Binaut ordered his commander to arrest and put on his mother and brother sister in to the jail
2. c) The Queen
3. e) The 3rd paragraph
4. e) Amusement
5. e) Being sank to the sea
6. c) Greediness
7. c) one upon a time, there was a great king who led a great kingdom in Halmahera
8. e) Do not be glad to others' suffering and agony because of what we've done
9. a) Baginda Binaut sent the Queen, the Prince and the Princess into the jail
10. c) The Queen, Baginda Arif, Baginda Binaut, Putri Baginda Nuri, the commander and Bijak

Text 2: The Legend of Dumai

1. c) To entertain the readers with the story of Dumai
2. e) The 3rd paragraph
3. b) Queen Cik Sima required her soldiers to hide her seven daughters in the jungle
4. c) Queen Cik Sima
5. d) Because he pulled back all his armies
6. e) Honor

7. e) Queen Cik Sima rejected Prince Empang Kuala's intention to propose Mayang Mengurai
8. b) Brave and responsible
9. c) Because Mayang Mengurai's older sisters didn't get married yet
10. d) Because it was the last word of what Prince Empang Kuala said to Queen Cik Sima



Appendix G

The Scores of XI IIS 1

No.	Name	Scores
1	Achmad Saiful Marhaban	76
2	Agus Trianto	80
3	Ahmad Iswandi	82
4	Anisa Puspitasari	84
5	Arli Erwanto	80
6	Arum Mahda Vikia	80
7	Ayu Wulandari Utami	79
8	Balqis Imami	74
9	Briliant Dini Rammadhaning	84
10	Damar Nursasi	58
11	Dea Ratna Sari	78
12	Dzikri Alif	58
13	Hafshah Ulmiyah Putri	72
14	Ika Fatimatuzzahro	84
15	Ika Nisa Nurfitri	80
16	Kartika Wisyasari	94
17	Linda Rizqi Amalia	90
18	Maryatul Qibtiyah	100
19	Mohammad Dentoro Soleman	82
20	Mohammed Arif Burhanuddin	80
21	Muhammad Ali Ridho	84
22	Muhammad Almafudzi Burhan	88
23	Muhammad Hanif Alfani	74
24	Nakia Nur Amali	96
25	Ni'maatul Maula	80
26	Sandra Nova Santika	60
27	Sejati Ayuning Ari Sholina	80
28	Serly Anggraini	80
29	Selvia Chaya Kurnia Mayang	68
30	Viona Rahma	92
31	Rizky Agus Rahmanto	82
32	Mega Aprilia Juventina	88

The Scores of XI IIS 2

No.	Name	Scores
1	Anggie Pratiwi Jatushintana	70
2	Dhania Asyualdi	78
3	Dyah Novita Vicarozza	94
4	Faradina Tania Laily	88
5	Feby Hermawan	66
6	Gesina Martha Satila	80
7	Kismiati Ratri Rhapsody	94
8	Laila Fitri Nur Rohmah	78
9	Leny Rahmawati	62
10	Lusiyana Ratri Pitaloka	82
11	Mei Suryanti	94
12	Mohammad Rafie	80
13	Nafidhatul Firda Eka	82
14	Nofan Andi	76
15	Nur Rahayu Kusuma	86
16	Ovilia Risma Safitri	80
17	Puteri Laras Shafarina	82
18	Rahmat Hidayat	76
19	Rheinastiti Sophia Rhazkey	78
20	Riza Nurdiana Manasikana	80
21	Rohmad Ubaidillah	72
22	Sely Laili Mandasari	86
23	Serina Lia Maharani	92
24	Siti Nur Sholikha	68
25	Tommy Dimas	70
26	Tri Ayu Septiani	80
27	Ulfi Rizkia Hajrin	72
28	Vignadia Aurelita Euphoria	92
29	Wheni Lukita Sastrawijayanto	88
30	Wildan Hadi Hidayatullah	86
31	Yulianti Sukma Damar	90
32	Yulita Nur Sandarina	88

The Scores of XI IIS 4

No.	Name	Scores
1	Ainin Nurilla	80
2	Amalia Prita Intani	84
3	Annisa Ayu Paramitha	74
4	Prilia Della Widayarsi	94
5	Aulisa Soleman	88
6	Bayu Sungging Pambayun	76
7	Bethari Asri Febriane	90
8	Binaadi Ryanjaya	76
9	Devi Larasati	86
10	Dimas Ditya Anggarata	82
11	Dwiky Andika Zainuri	82
12	Dyah Agustina Wardaningtyas	78
13	Dyah Pittaloka Ismiwardhani	80
14	Erika Nur Azizah	80
15	Hamdan Asmaul Mughni	82
16	Hisnajm Amalia Latifah Irba	88
17	Imam Syafi'i	80
18	Indi Baren Kholifah Hawa	86
19	Ivan Agusta Afriansyah	80
20	Miftakhul Subkhan	76
21	Mohammad Gilang Marianto	82
22	Muhammad Ramadhan	86
23	Mukhamad Febriyanto Handa	78
24	Novianti Rizky Nur Aini	86
25	Rakhi Bulqis Kurnia Agustine	89
26	Reni Agustin Ningtyas	62
27	Rindi Ansya Faradiba	64
28	Rizal Fahmi Amrullah	80
29	Sabillil Wafa Wardana	80
30	Siti Munawaroh	86
31	Vera Damayanti	86
32	Yoga Dwi Praseto	88

The Scores of XI IIS 5

No.	Name	Scores
1	Addin Jihan Zardani	88
2	Alan Sunarya	78
3	Amira Alwani	80
4	Andi Krama Wijaya	88
5	Aries Prasetya Dwi Putra	76
6	Chaterine Charissanta Sihalofo	90
7	Cornelia Avisya Aisyah S.	89
8	Dara Puspita Pamungkas	74
9	Dewi Irnawati	70
10	Dianty Octa Pradana	80
11	Fanni Kartasasmita	78
12	Hadiat Fauqi Akbar	92
13	Hana Ica Fadiah	84
14	Ilham Aditya Ulil Albab	74
15	Isfariza Hery Yulistari	94
16	Medy Krersno Dwipoyono	90
17	Meilia Anita Sari	86
18	Mella Dwi Febrina Putri	80
19	Mohammad Anwar Mustofa	88
20	Muhammad Syarifuddin Nur	90
21	Novita Widya Ningrum	80
22	Rimo Wisnu Wardhana	90
23	Saddam Wijaya	86
24	Syanita Alfira Zam-Zam	82
25	Ulil Ala'i	69
26	Yafa Rinda Farera	88
27	Yoga Aditama	66
28	Zulfatul Bariroh	
29	Ummiyah Adi	70
30	Alma Bethris Kumala	80
31	Norma Noviyanti	78
32	Novita Nur Aini	82

Appendix H

The Names of Research Sample in the class XI IIS 5 (Experiment Group)

No.	Name
1	Addin Jihan Zardani
2	Alan Sunarya
3	Amira Alwani
4	Andi Krama Wijaya
5	Aries Prasetya Dwi Putra
6	Chaterine Charissanta Sihaloho
7	Cornelia Avisya Aisyah Savitri
8	Dara Puspita Pamungkas
9	Dewi Irnawati
10	Dianty Octa Pradana
11	Fanni Kartasasmita
12	Hadiat Fauqi Akbar
13	Hana Ica Fadiah
14	Ilham Aditya Ulil Albab
15	Isfariza Hery Yulistari
16	Medy Kresno Dwipoyono
17	Meilia Anita Sari
18	Mella Dwi Febrina Putri
19	Mohammad Anwar Mustofa
20	Muhammad Syarifuddin Nur
21	Novita Widya Ningrum
22	Rimo Wisnu Wardhana
23	Saddam Wijaya
24	Syanita Alfira Zam-Zam
25	Ulil Ala'i
26	Yafa Rinda Farera
27	Yoga Aditama
28	Zulfatul Bariroh
29	Umniyah Adi
30	Alma Bethris Kumala
31	Norma Noviyanti
32	Novita Nur Aini

The Names of Research Sample in the Class XI IIS 2 (Control Group)

No.	Name
1	Anggie Pratiwi Jatushintana
2	Dhania Asyualdi
3	Dyah Novita Vicarozza
4	Faradina Tahania Laily
5	Feby Hermawan
6	Gesina Martha Satila
7	Kismiati Ratri Rhapsody
8	Laila Fitri Nur Rohmah
9	Leny Rahmawati
10	Lusiyana Ratri Pitaloka
11	Mei Suryanti
12	Mohammad Rafie
13	Nafidhatul Firda Eka
14	Nofan Andi
15	Nur Rahayu Kusuma
16	Ovilia Risma Safitri
17	Puteri Laras Shafarina
18	Rahmat Hidayat
19	Rheinastiti Sophia Rhazkey
20	Riza Nurdiana Manasikana
21	Rohmad Ubaidillah
22	Sely Laili Mandasari
23	Serina Lia Maharani
24	Siti Nur Sholikha
25	Tommy Dimas
26	Tri Ayu Septiani
27	Ulfi Rizkia Hajrin
28	Vignadia Aurelita Euphoria
29	Wheni Lukita Sastrawijayanto
30	Wildan Hadi Hidayatullah
31	Yulianti Sukma Damarlaksmono
32	Yulita Nur Sandarina

Appendix I

The Distribution of Odd Number (X)

Name	1	3	5	7	9	11	13	15	17	19
ASM	1	0	1	1	0	1	0	1	0	1
AT	1	1	1	1	1	1	1	0	0	1
AI	1	0	0	1	1	1	1	1	1	1
AP	0	1	1	0	1	1	0	1	1	1
AE	1	1	1	0	0	1	0	1	0	1
AMV	1	1	1	1	0	1	1	0	1	1
AWU	1	0	1	1	1	1	1	1	1	1
BI	1	1	0	0	1	0	1	0	1	1
BDR	1	1	1	0	1	0	1	1	0	0
DN	1	0	1	0	1	0	0	1	1	0
DRS	0	1	1	1	1	1	0	0	1	1
DA	1	0	1	1	0	1	1	0	0	1
HUP	1	1	0	1	1	0	1	1	0	1
IF	0	0	0	0	0	1	1	1	0	1
INN	1	0	1	0	1	1	1	0	1	1
KW	1	1	1	0	1	1	1	0	1	0
LRA	1	1	1	0	1	0	0	1	0	0
MQ	0	1	0	1	0	0	0	0	0	0
MDS	1	1	1	1	1	0	1	0	1	1
MAB	1	1	0	1	1	1	1	1	1	1
MUR	0	0	1	1	0	1	1	1	1	1
MABO	0	1	1	1	1	0	1	1	1	1
MHA	0	1	0	1	0	1	1	1	1	0
NNA	1	0	0	1	0	1	1	0	1	1
NM	1	1	1	0	0	1	1	0	1	0
SNS	0	1	1	0	0	0	1	1	0	0
SAAS	1	1	0	1	1	1	0	1	1	1
SA	1	0	0	1	1	1	0	1	0	1
SCKM	0	0	1	1	1	1	1	1	1	1
VR	0	1	1	1	1	1	1	1	0	0
RAR	1	1	1	1	0	0	0	1	1	1
MAJ	1	1	1	1	1	1	1	1	0	0
SUM	22	21	22	21	20	22	22	21	19	22

Appendix J

The Distribution of Even Number (Y)

Name	2	4	6	8	10	12	14	16	18	20
ASM	0	1	1	1	1	1	1	1	1	1
AT	1	0	1	1	0	0	0	1	1	0
AI	1	1	1	1	1	0	1	1	1	0
AP	0	1	1	1	1	1	1	1	1	1
AE	1	0	0	1	1	1	0	0	1	1
AMV	1	1	1	0	1	1	1	1	0	1
AWU	1	0	1	1	1	1	0	1	0	1
BI	1	1	1	0	1	1	0	1	1	1
BDR	0	0	0	1	0	0	1	0	1	1
DN	0	0	0	1	0	0	1	0	1	1
DRS	1	1	0	0	1	1	1	1	1	0
DA	1	1	0	1	1	1	1	1	1	1
HUP	1	0	0	1	1	1	1	1	1	0
IF	1	1	1	1	0	0	0	0	0	1
INN	1	0	1	0	1	1	1	0	0	0
KW	1	0	1	0	1	1	1	1	1	1
LRA	0	1	1	1	1	1	1	0	0	0
MQ	0	1	1	0	0	1	1	1	1	0
MDS	0	0	0	0	0	1	1	1	0	1
MAB	1	1	1	1	1	0	0	0	0	1
MUR	1	1	1	0	1	0	1	1	1	1
MABO	1	1	0	1	1	1	0	1	0	0
MHA	1	1	1	1	0	1	0	1	1	1
NNA	1	0	1	1	1	0	1	0	1	1
NM	0	1	1	1	1	0	0	1	0	0
SNS	1	0	1	1	0	1	1	0	1	1
SAAS	0	1	0	1	1	1	1	1	1	1
SA	1	1	1	1	1	1	1	1	0	0
SCKM	0	1	0	1	0	0	1	0	0	1
VR	1	1	1	1	0	0	0	0	1	1
RAR	1	0	1	0	1	1	1	1	1	0
MAJ	1	0	1	0	1	1	1	0	1	0
SUM	22	19	22	22	22	21	22	20	21	20

*Appendix K***The Division of Odd and Even Numbers of the Try Out Test**

No.	X	Y	XY	X ²	Y ²
1	9	6	54	81	36
2	5	8	40	25	64
3	8	8	64	64	64
4	8	7	56	64	49
5	6	6	36	36	36
6	8	8	64	64	64
7	7	9	63	49	81
8	8	6	48	64	36
9	4	6	24	16	36
10	4	5	20	16	25
11	8	7	56	64	49
12	8	6	48	64	36
13	8	7	56	64	49
14	4	4	16	16	16
15	6	7	42	36	49
16	7	7	49	49	49
17	7	5	35	49	25
18	6	2	12	36	4
19	3	8	24	9	64
20	6	9	54	36	81
21	8	7	56	64	49
22	7	8	56	49	64
23	7	6	42	49	36
24	7	6	42	49	36
25	6	6	36	36	36
26	6	4	24	36	16
27	8	8	64	64	64
28	9	6	54	81	36
29	3	8	24	9	64
30	6	7	42	36	49
31	8	7	56	64	49
32	6	8	48	36	64
SUM	211	212	1405	1475	1476

Appendix L

The Difficulty Index Analysis of the Test Items

No.	The Number of the students	The Number of correct answer	The Difficulty Index	The categorize of the test items
1	32	22	0.68	Fair
2	32	22	0.68	Fair
3	32	21	0.65	Fair
4	32	19	0.59	Fair
5	32	22	0.68	Fair
6	32	22	0.68	Fair
7	32	21	0.65	Fair
8	32	22	0.68	Fair
9	32	20	0.62	Fair
10	32	22	0.68	Fair
11	32	21	0.65	Fair
12	32	22	0.68	Fair
13	32	22	0.68	Fair
14	32	22	0.68	Fair
15	32	21	0.65	Fair
16	32	20	0.62	Fair
17	32	19	0.59	Fair
18	32	21	0.65	Fair
19	32	22	0.68	Fair
20	32	20	0.62	Fair

Appendix M

The Score of the Posttest

No.	Experimental Group	Control Group
1	95	70
2	70	80
3	80	75
4	75	95
5	85	85
6	95	75
7	100	95
8	80	80
9	75	70
10	70	80
11	75	90
12	100	90
13	85	80
14	75	85
15	80	80
16	85	75
17	75	75
18	85	75
19	95	65
20	100	70
21	80	80
22	100	90
23	75	85
24	75	60
25	80	85
26	95	65
27	85	75
28		100
29	75	70
30	90	65
31	85	70
32	80	75