THE EFFECTIVENESS OF GROUP WORK IN READING OF NARRATIVE TEXT

(An Experimental in the Second Grade of MA. Al-Mukhlisin)

By:

YENI GUSTRI WAHYUNI
206014000184

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2013

THE EFFECTIVENESS OF GROUP WORK IN READING OF NARRATIVE TEXT

(An Experimental Study in the Second Grade of MA. Al-Mukhlisin)

"Skripsi"
Presented to the Faculty of Tarbiyah and Teacher's Training
in a Partial Fulfillment of the Requirements
for the Degree of S.Pd. in English Language Education

By:
YENI GUSTRI WAHYUNI
206014000184

Approved by the Advisor

Dr. Fahriany, M.Pd
NIP. 19700611 199101 2 001

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2013

ENDORSEMENT SHEET

The "Skripsi" (Scientific Paper) entitled "The Effectiveness of Group Work IN Teaching Reading Narrative Text *(An Experimental Study in the Second Grade of MA Al-Mukhlisin, Bogor)"* written by **YENI GUSTRI WAHYUNI,** a student's registration number 206014000184 was examined in the examination session of the Faculty of Tarbiya and Teachers' Training, Syarif Hidayatullah State Islamic University Jakarta on May 2013. The "skripsi" has been accepted and declared to have fulfilled one of the requirements for the degree of "S.Pd" in English Language Education at the English Education Department.

Jakarta, 28 May 2013

EXAMINATION COMMITTEE

CHAIRMAN : **Drs. Syauki, M.Pd** ( )
NIP. 19641212 199103 1 002

SECRETARY : **Neneng Sunengsih, S.Pd** ( )
NIP. 19730625 199903 2 001

EXAMINERS : 1. **Dr. H. Atiq Susilo, MA** ( )
NIP. 19491122 197803 1 001

2. **Drs. Syauki, M.Pd** ( )
NIP. 19641212 199103 1 002

Acknowledged by:
Dean of Tarbiyah and Teachers' Training Faculty

Prof. Dr. Rif'at Syauqi Nawawi, MA
NIP. 19520520 198103 1 001

DEPARTEMEN AGAMA

UNIVERSITAS ISLAM NEGERI (UIN)

SYARIF HIDAYATULLAH JAKARTA

FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Ir. H. juanda no. 95 Telp: (62-21)7443328, 7401925

Ciputat 15142 Jakarta Email: Uinjkt@Cabi.net.id

SURAT PERNYATAAN KARYA SENDIRI

Saya yang bertanda tangan di bawah ini:

Nama	: Yeni Gustri Wahyuni
NIM	: 206014000184
Tempat/Tanggal Lahir	: Bogor, 9 Agustus 1987
Program Studi	: Pendidikan Bahasa Inggris

MENYATAKAN DENGAN SESUNGGUHNYA

Bahwa skripsi yang berjudul **The Effectiveness of Group Work in Reading of Narrative Text (An Experimental Study in The Second Grade of MA. Al-Mukhlisin)** adalah benar hasil karya sendiri di bawah bimbingan dosen:

1. Nama Dosen Pembimbing : Dr. Fahriany, M.pd.
   NIP : 19700611 199101 2 001
   Jurusan/Program Studi : Pendidikan Bahasa Inggris

Demikian surat pernyataan ini saya buat dengan sesungguhnya dan saya siap menerima segala konsekuensi apabila terbukti bahwa skripsi ini bukan hasil karya sendiri.

Jakarta, 24 April 2013

Yang Menyatakan

YENI GUSTRI WAHYUNI

NIM. 206014000184

ABSTRACT

Yeni Gustri. 2013. The Effectiveness of Group Work in Reading of Narrative Texts *(An Experimental in the Second Grade of Islamic Senior High School Al-Mukhlisin),* Skripsi, English Education Department, The Faculty of Tarbiyah and Teachers' Training, Syarif Hidayatullah State Islamic University Jakarta.

Advisor : Dr. Fahriany, M.Pd

Keywords: Group Work, Narrative Texts

This study was aimed to see The Effectiveness of Group Work in Teaching Reading of Narrative Texts whether the second year students of Madrasah Aliyah Al-Mukhlisin Bogor who learned reading of narrative texts through group work showed better achievement scores than through Grammar Translation Method (GTM).

This study was categorized as a quantitative study since it required numerical data. The writer conducted experiments in two different classes with two different techniques. Besides, the writer used group work in one class (experimental class) and GTM in another one (controlled class). In analyzing the data, the writer used t-test to analyze the students' achievement test, by holding a pre-test to know whether or not the two different classes were relatively at the same level, and post-test to know whether or not there was any significant different achievement of using group work and GTM in teaching narrative texts. In this study, the writer took the sample only two classes taken from class XI-A (25 students) and XI-B (25 students). The sample based on purposive random sampling technique. So, XI-A was as experiment class using group work and XI-B as controlled class using GTM in teaching narrative texts.

The findings of this study: there was significant effect between the second year students of Madrasah Aliyah Al-Mukhlisin Bogor who had been taught the narrative texts using group work and Grammar Translation Method. So, it could be concluded that the use of group work had better achievement for students' performance rather than GTM in teaching reading of narrative texts.

ABSTRAK

Yeni Gustri. 2013. The Effectiveness of Group Work in Reading of Narrative Texts *(An Experiment Study in the Second Year of Madrasah Aliyah Al-Mukhlisin Bogor),* Skripsi, Jurusan pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Negeri Syarif Hidayatullah Jakarta.

Pembimbing : Dr. Fahriany, M.Pd

Kata Kunci: *Group work, teks naratif*

Penelitian ini bertujuan untuk melihat apakah siswa kelas XI Madrasah Aliyah. Al-Mukhlisin Bogor yang mempelajari teks naratif dengan menggunakan *group work* menunjukkan perolehan nilai yang lebih baik dibandingkan denganmetode ceramah atau *Grammar Translation Method (GTM).*

Penelitian ini dikategorikan sebagai penelitian kuantitatif karena ditujukan dalam data-data. Peneliti bereksperimen di dua kelas yang berbeda dengan dua teknik pengajaran yang berbeda pula. Disamping itu, peneliti menggunakan *group work* di kelas eksperimen dan GTM di kelas terkendali (controlled class). Dalam menganalisa data, peneliti menggunakan t-test untuk menganalisa hasil perolehan tes siswa, melalui pre-test dan post-test. Di dalam penelitian ini, peneliti mengambil sample dua kelas di kelas XI-A (25 siswa) dan kelas XI-B (25 siswa). Sample tersebut diambil berdasarkan teknik sample acak. Oleh sebab itu, kelas XI-A sebagai kelas experimen yang menggunakan *group work* dalam mengajarkan teks naratif sedangkan kelas XI-B sebagai kelas terkendali menggunakan GTM dalam mengajarkan teks naratif.

Hasil dari penelitian ini menyimpulkan ditemukan adanya pengaruh yang signifikan terhadap siswa kelas XI Madrasah Aliyah. Al-Mukhlisin Bogor dalam mempelajari teks naratif dengan menggunakan *group work* dan GTM. Sehingga dapat disimpulkan bahwa model pengajaran dengan menggunakan *group work* menunjukan hasil yang lebih baik terhadap performa siswa ketimbang dengan menggunakan metode ceramah atau GTM dalam mempelajari teks naratif.

TABLE OF CONTENT

ABSTRACT i
ACKNOWLEDGEMENT iii
TABLE OF CONTENT v
CHAPTER I : INTRODUCTION
1. The Background of Study 1
2. The Limitation of Study 4
3. The Formulation of the Problem 4
4. The Objective of the Study 4
CHAPTER II : THEORETICAL FRAMEWORK
A. Reading 5
1. The General Concept of Reading 7
2. The Purpose of Reading 10
3. The kinds of Reading 12
4. The Technique of Teaching Reading 15
B. Narrative Text 16
1. The Definition of Narrative Text 16
2. The Purpose of Narrative Text 18
3. The Schematic Structure of Narrative Text 18
4. The Linguistic Feature of Narrative Text 19
C. Group Work 20
1. The Definition of Group Work 21
2. The Purpose of Group Work 21
3. The Procedure of Group Work 23
D. Teaching Reading Narrative Text by Using Group Work 24
E. The Grammar Translation Method..... 25
1. The Understanding of Grammar Translation Method..... 24
2. The Characteristics of Grammar Translation Method..... 25
F. Framework of Thinking 25
G. Previous Related Studies..... 26

CHAPTER III: RESEARCH METHODOLOGY AND FINDINGS

A. The Research Methodology 27
1. The Method of The Research 27
2. The Place and Time of The Research 27
3. Population and Sample of The Research 27
4. The Technique of Data Collecting 27
5. The Technique of Data Analysis 28
6. The Procedure of The Research 29

B. Research Findings 31
1. The Description of Data 31
2. The Analysis of Data 33
3. Test of Hypothesis 37

CHAPTER IV : CONCLUSION AND SUGGESTION

A. The Conclusion 38
B. The Suggestion 38

BIBLIOGRAPHY 41

APPENDICES 43

LIST OF APPENDICES

Appendix 1 The Blue Print of Pre Test 43
Appendix 2 The Blue Print of Post Test 44
Appendix 3 The Instrument of Pre Test 45
Appendix 4 The Instrument of Post Test 50
Appendix 5 Lesson Plan 55

CHAPTER I
INTRODUCTION

A. Background of the Study

As one of important languages, English plays an ultimate role in the process of modernization as International language. This is why the Indonesian government chooses English as the first foreign language to be taught in schools. The Indonesian government has also shown its attention in the 2006 English curriculum to the reading skill as one of English basic skills. One of reading text types that second year of Junior High School students learn and should master is narrative text. Narrative text is a kind of text that describes a sequence of fictional or non-fictional events which consists of orientation, complication, and resolution.[1]

Based on that, the students will learn four skills should be mastered including receptive skills such as listening and reading; and also productive skills includes speaking and writing[2]. Beside that they have to know the sub-skills of English which consists of grammar, vocabulary, spelling and pronunciation. Among those skills, reading is one of the important skills to be mastered by the students.

Furthermore, in the English syllabus at the second year students stated in Competence Standard (SK) and Basic Competence (KD) in current basic School-Based Curriculum *Kurikulum Tingkat Satuan Pendidikan* (KTSP) 2006. Students are able to understand the meaning of short functional text of genres, in the form of *Narrative, Descriptive, and Recount, hortatory exposition* in thecontext of daily life to access the science.[3]

---

[1]Chatman, S., and B. Attebery, *Reading Narrative Fiction.* (New York: McMillan, 1993), p.15

[2]Jeremy Harmer, *The practice of English Language Teaching* (New York: Longman, 1995) p.16.

[3]Pusat Kurikulum, Balitbang Depdiknas, *Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA dan MA*, (Jakarta: 2006), p. 17.

In line with these objectives, the students should learn kinds of genres. Basically, each text has different characteristics. There are generic social function, structure and features. Most of students can not differentiate each text with another and they mix all kinds of texts. This will be a challenge for the teacher to find out how the student can distinguish each kind of text from another. Therefore, the writer is interested in one of genres that should be studied by Senior High School students, that is, narrative text considering as a typical feature of the main genres found in written English. Narrative text is a kind of story include fictive or non fictive which is the point for entertains or give the information to the reader, as same as story tells. For example: Cinderella, Pinocchio, snow white and etc.

To gain success in teaching learning activity including teaching reading, teachers must notice some important factors such as learners, the teacher, time allotment, material, the use of visual aid, methodology, teaching material and interaction between the teacher and students in the classroom. This has a function in accordance with the assumption of Alfred H. Gorman who noted that teaching is accomplished only when learners learn, retain what they learn and develop both the urge to use their learning in letter situations and some methodology for putting learning to work.[4] Therefore, a class should be a place that is provided for students to be active, so the teacher should facilitate the learning process by giving each students opportunity to learn including to have varieties of teaching method.

Meanwhile, a method is considered as a generalized set off classroom specifications for accomplishing linguistic objective. "Method tends to be concerned primarily with teacher and students role and behaviors and secondarily with such features as linguistic and subject-matter objective, sequencing, and materials."[5] So, it can be assumed that the method has often been said as one of major components to be the cause of success or failure in language learning; what and the how of language instruction.

---

[4] Alfred H. Gorman, *Teacher and Learner the Interactive Process of Education*, (Allyn & Bacon Inc, Boston, !999). p.12

[5] Doughlas Brown, T*eaching by Princip*le, (Newyork: Longman, 2001), p.16.

Then, based on the writer's experience when doing teaching practice at MA Al-Mukhlisin, she found that Grammar Translation Method (GTM) which was adopted by the teacher. It could be seen from several teaching techniques implemented in the classroom teaching. The teacher often applied the translation or grammatical explanation techniques in presenting the material. The students were encouraged to translate the passage or memorize the role of the pattern of the grammar. The teacher then seemed to be the central in teaching learning process and students just received what the teacher thought from that method of fact. It was clearly seen that the method used by the teacher, in this case was Grammar Translation Method. Even though this assumption needs to be proved through this research, actually it is not easy to teach language especially reading subject in which the teacher still more concentrates to emphasize grammatical subject rather than the reading comprehension itself.

According to Grabe in Simanjuntak, he stated that: "Briefly the role of the teacher is to facilitate reading, raise consciousness, build confidence, and ensure continuity and systematic, show involvement, and demand performance". [6] That is why the teacher should not remain passive or give up all efforts to make improvements. The teachers should try to get the students read and develop skills aimed at improving their ability to read. He/she should be able to be a good facilitator in creating and building an effective reading class.

Because of the statement above, it is important for the teacher to use the interesting technique in teaching including many kinds of teaching methods can be used by the teachers; one of them is Group work. Technical Group work is when the teacher divides the class into small group to work together (usually four or five students in each group).[7] Here the writer considers that group work can be implemented by the teacher to solve those problems, and also for the students to help making the visual images as they read narrative text and write activities to

[6]Simanjuntak, Edhitia. G, Dra. 1988. *Developing Reading Skills for EFL Students*. Jakarta :Depdikbud.

[7]Adrian Doff, *Teach English*: *A Training Course for Teachers,* (Cambridge: Cambridge University Press, 1990), p.137

enhance their reading comprehension especially on reading to assist them in understanding the text.

Based on the statement above, the writer is interested in presenting the experimental study with the title of Skripsi is "The Effectiveness of Teaching Group Work by Using Narrative Text (An Experimental Study at the Second Year Students of MA. Al-Mukhlisin Bogor)".

B. Identification of the Study

Based on the background above, the problems that cover the research can be identified as follows:

1. The students' difficulties in reading comprehension of narrative text.
2. The students' difficulties in analyzing the schematic structures of narrative text that consists of orientation, complication and resolution.
3. Lack of the teacher's knowledge in applying the appropriate method in teaching reading of narrative texts.

C. Limitation of the Study

The writer limits the extend of the study only on the implementation of group work in teaching reading of narrative text at the second year students of Islamic Senior High School Al-Mukhlisin Bogor.

D. Formulation of the Problem

The writer formulates the problems as: "Is group work more effective in teaching reading of narrative text than Grammar Translation Method?"

E. Objective of the Study

In the line with the formulation of problem above, the objective of this study is to find the empirical evidence of the effectiveness of teaching reading of narrative text using group work.

CHAPTER II
THEORETICAL FRAMEWORK

A. Reading

1. The General Concept of Reading

Each person view reading has theirs own opinion. Most of us think of reading as a simple, passive process that whole reading words in a linear fashion internalizing their meaning one as a time but reading is a very complex process that reading a great deal of active participation on the part of reader.[1] It means that reading is entirely complex process which the reader is not just how to know the meaning textually of what she/he reads but she/he could be said comprehend sentence/paragraph in integrated.

This assumption is similar with Callahan and Clark asset that "Reading is an active process in which people attempt to extract ideas, concepts, thoughts, or images from the pattern of words set forth on the printed page."[2]. its means when people read something on the text, they're not only to know what's in the text originally printed but their brain will process the meaning of what they're reading, so that they will get the idea, concept and thought . This process should be actively because people do and get some thing on it. In addition Nila Banton stated that: Reading comprehension means the understanding, evaluation. Utilizing of information and ideas gained through am interaction between reader and author[3]

As formulated in the curriculum in Indonesia, competency standard formula in Curriculum Subjects English especially in reading for SMA and MA is to Expressing different meaning (interpersonal, ideational, textual) in a variety of oral texts have communicative purposes, structure

---

[1]. www.indiana.edu/-1517 what is reading.html (*retrieved on May 20, 2012*)

[2] Callahan. F. and Clark L. H. 1982. *Teaching in the Middle and Secondary School : Planning for Competence*. New York: Macmillan Co., Inc. p.26.

[3] Nila Banton Smith, H. Alan Robinson, *Reading Instruction for Today's: Second Edition* (New York: Prentice-Hall, 1980), p.205

text, and certain linguistic.[4] It means that reading it not just how to know the meaning but she/he comprehend in text, sentence or paragraph.

This assumption is in the line with linguist expert, Elizabeth Bernhardt, reading is considered as cognitive process in which it demands a process to apprehend the meaning, to gain information, and to learn in which those should be considered to process of mind.[5] Its mean Reading is not only how the people to read aloud and say the word but when people reading something, it can be said that our brain is activating to process the information people get or understand meaning from the text in reading activity.

In addition, Christine Nuttal said in her book *Teaching Reading Skill A Foreign Language* pointed reading is a meaning, especially with the transfer of meaning from mind to mind, the transfer of message from writer to the reader.[6]. Therefore, to get the meaning the readers have to focus their eyes and brain to the printed material as they are reading. This is in line with Jeremy Harmer's statement, who pointed out that: "Reading is working of eyes and brain, the eyes look the reading and receive the message and then the message is transferred to the brain to work out the message. An exercise dominated by the eyes and the brain. The eyes receive message and the brain then has to work out the significance of these messages."[7]

Based on those explanations given by the experts, the writer can conclude that reading is kind of activities to understand a written language, that reading is an active process where there is a process and product to get a comprehension an implication of the text itself where there is process and product student would take the expectation from reading text. But reading process not just comprehend the text, according to jean Osborn; The relationship between knowledge and reading comprehension has greatly increased our understanding of how

---

[4] Pusat Kurikulum, Balitbang Depdiknas, *Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA dan MA*, (Jakarta: 2003), p. 16

[5] Elizabeth B Bernhardt, *Reading Development in a Second Language: Theoretical, Empirical, and Classroom Perspective*, (New Jersey: Ablex Publishing, 1991), p.5

[6] Christine Nuttal, *Teaching Reading Skill in a Foreign Language*, (London: Macmillan, 1996), p. 3

[7] Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1983), p.153

background knowledge function in reading process.[8] Its need a high level of efforts, concentration and complex skill, the reader have to cover up become together in order for her to be a successful reader.

Moreover, reading is more than just an ability to understand the explicit meaning of the passage printed, which needs comprehension of explicit and implicit meaning that involves application, analysis, evaluation and imagination in interpreting and understanding the passage printed. But in process to understanding of meaning not stop in there, the reader need to combine the information from the text with their background knowledge because reading always involves the stimulation to connect the reader knowledge in their past experience. The result of reading is constructing the meaning.

2. The Purpose of Reading

After we look up many definitions above, let see to know what the purpose of reading, however each person has own purposes for read, for examples: A person reeds a text to learn, to find out information, to be entertained, or to do an assignment for test requirement. The purpose for reading is closely connected to a person motivation for reading. From the reading purposes which have stated by some experts, there is a conclusion that in general, reading purposes are divided into two types, getting for information and for pleasure. It will also affect the way a book is read.

According to Jo Mc Dough and Christopher Shaw in their book "material and method in ELT" they classifies reason for reading into:

a. getting general information from the text
b. getting specific information from a text
c. for pleasure or for interest.[9]

---

[8] Jean Osborn, Paul T. Wilson and Richard Anderson, *Reading Education: Foundations For a Literate America*, (Canada: D.C Heath and Company, 1985), p.247

[9] Jo Mc Dough and Christopher Shaw, *Materials and Methods in ELT, (UK: Blackwell publishing, 2003),* p.90.

Based on the statement above people read for many purposes, some of them read for pleasure and some read for getting information from the text. The different purposes of reading is also stated by Christine Nuttal in her book Teaching Reading Skills in a Foreign Language, that:

> Whatever your reason for reading (excluding any reading for language learning), it is not very likely that you were interested in the pronunciation of what you read, and even less likely that you were interested in the grammatical structure used you read because you wanted to get something from the writing.[10]

This assumption is similar with Nasrun Mahmud in his book "English for Muslim University" reading for information is reading that we do not stop to analyze the grammatical structures; we understand the structure without thinking about it. Reading for information requires that we understand and the meaning of the passage.[11]

It means that no matter what the reader's purposes, for learning language or interesting in grammar, or getting the pleasure, it aims to get meaning or massage from the text.

The different purposes of reading are mentioned by William Grabe and Federicka L. Stoller divided into seven main headings as follows:[12]

a. Reading to search for simple information

Most people said that reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that it is probably best seen as a type of reading ability.

---

[10] Christine Nuttal, *Teaching Reading Skill in a Foreign Language*, (London: Macmillan, 1996), p. 3

[11] Nasrun Mahmud, *English for Muslim University Student:First Edition*, (Jakarta, Pusat Bahasa dan Budaya Universitas Islam Negri Jakarta), p.1

[12]As quoted Michael Grabe and Federicka L. Stoller by Nida Husna, *Step by Step to Reading Skill Step 1*, (Jakarta: Englsih department, 2000), p.9-10

b. Reading to learn from texts

It usually occurs in academic and professional contexts when people need to learn a considerable amount of information from a text. It requires abilities to:

1) Remember main idea as well as a number of details that elaborate the main and supporting ideas in the text.
2) Recognize and build rhetorical frames that organize the information in the text.
3) Link the text to the reader's knowledge base

This purpose usually carried out a reading rate somewhat slower than general reading comprehension (mainly due to rereading and reflection strategies to help remember information).

c. Reading to integrate information, write and critique texts

This purpose requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.

d. Reading for general comprehension

General reading comprehension is the most basic purpose of reading, underlying, and supporting most other purposes for reading. It requires very rapid and automatic processing of words, strong skills in informing a general meaning representation of main ideas and efficient coordination of may processes under very limited time constraints.

Moreover, reading for information may range from the scanning of document and reading of letter to in-depth understanding of articles or book. Whether we are reading for pleasure or information, the nature of reading depends on what we want from the text, as well as situational factor such as time available or constraints relative to place of reading.

Reading is skill that must be developed, by extensive and continual practice, its helping much in developing reading skill. Reading will tend to be effective when we have a purpose and a motivation to learn first.

Reading for information includes the materials which are classified as non fiction; science social studies, current affair personal opinion, technical matters, news magazine, news paper, article, etc. whether reading for pleasure the reader either quickly or slowly base on the way he likes, associated largely with novel, short stories, plays, and poems.

Read with the specific purpose in mind enables to us focus on the relevant parts of a text and to use appropriate reading strategies. Obviously, purposes for reading must establish before to selection is read. Having for purposes for a reading will help us to choose the most appropriate method of teaching. Through this procedure the reader can properly direct his or her attention during the reading. Afterward, the stated purposes can be used as a basis for discussion to determine whether the reader has achieved the goal or not.

3. Kinds of reading

Frequency of reading can improve comprehend of the reading passage from the printed text, although each person has a differences of reading purpose itself. May he read for pleasure, getting information or etc. base on the purpose of reading classified by Cristine Nuttal, There are two kinds of reading, namely intensive and extensive reading.[13]

a. Intensive reading

Intensive reading involves approaching the text under the guidance of the teacher or a task which forces the students to focus on the text. The aim is to arrive at an understanding, not only what of the text mean, but of how the meaning is produced. It means that, intensive reading is used to gain a deep understanding of a text. For that the readers have to focus to the printed material to get a good comprehension.

[13] Christine Nuttal, *Teaching Reading Skill in a Foreign Language*, (London: Macmillan, 1996), p.38

b. Extensive reading

It is assumed that in order to understand the whole (e.g. a book), we must first understand the parts (sentence, chapter) of which it is made up. However, we can in fact often understand a text adequately without grasping every part of it; students have to be encouraged to develop this facility.

In other words, extensive reading is reading for pleasure. The readers don't need to know the exact meaning of the word just getting an overall understanding of the text From those classifications, it can be concluded that reading is a multi-level process. Every level must be increased by the reader to be a good reader. When the readers want to be a good reader, they should master some techniques in this case, both intensive and extensive reading have the own technique in reading skill. The techniques involve skimming and scanning.[14]

a. Scanning.

Scanning is that the reader pushing himself through a selection at an initially uncomfortable rate, but the search is more focused since the information needed is very specific usually date, a number, or a place.

b. Skimming

Skimming is more complex than scanning; skimming is a quick reading for the general drift of a passage. It is an activity which is appropriate when there is no time to read something carefully or when trying to decide it careful reading is merited. It is also a great way to review material that the reader read before.[15]

Skimming is viewed as "the ability to process large quantities of materials very rapidly in order for specific purpose, the location of main idea."[16] When skimming, the reader should pass his eyes quickly to get general meaning or main points.

---

[14] Martha J Maxwell, *Skimming and Scanning Improvement: Section 2 Exercise*,(Berkley: McGraw-Hill Book Company, 2000), p.2

[15]Nida Husna, *Step by Step to Reading Skill Type I*, (Jakarta: English Department, 2000), p.51.

[16] Martha J Maxwell, *Skimming and Scanning Improvement: Section 2 Exercise*,(Berkley: McGraw-Hill Book Company, 2000), p.2.

On the other hand, scanning is the process of quickly searching material in order to locate the specific information. When scanning, the reader does not start at the beginning and read through the end. Instead, the reader only jumps around in the text trying to find and locate specific information needed.[17] The technique in reading including scanning and skimming, it is aimed to comprehend the printed material as the reader read.

Every reader has to involve their comprehension ability; it depends on the reader's purpose. Reading comprehension is the main goal of reading. When the readers master all the basic comprehension ability, they reach the main goal of reading.

4. Technique of Teaching Reading

Teaching Reading is more challenge and difficult because there was not enough time to bring in other kinds of reading materials and students see reading as uninterested and painful process. This statement is supported by Harris, he said that teaching reading includes many aspect of learning and needs an operational definition than incorporates skill, interest and attitude.[18] Teacher attempt to acquaint students need to read English book outside in the class. Student can read anything around us. They can read the posters in way, the labels on the food, and so on.

Teacher often complain that students view reading is difficult and they have low priority in reading because students do not feel challenge with the text and low of vocabulary. This problem can be anticipated if teacher chooses an interesting text or using the creative methods in class. They did not have difficulty to understand and to get main idea form the text, to answer the question

[17] Peter Mather and Rita McCarthy, *Reading and All That Jazz*, (MBoston: Mc Graw Hill, 2007) p.531.

[18] Larry A Harris and Carl B. smith, *Reading Instruction: Diagnostic Teaching in the Classroom*, (New York: Richard C. Owen Publisher, 1980), p.21.

well and to get reading comprehension. Reading comprehension is the process understanding message that the author's is trying to convey.[19]

There are several principles in teaching reading suggested by experts in order to achieve the goal or reading program. White makes some suggestion about stages which may help us to put the skill into classroom context and see some of it possible relationship with other language skill:

a. Arouse the students' interest and motivating by linking the topic of the text to their own experience or exiting knowledge. Give some pre-reading/focusing question to help them to do this.
b. Give them point out to research for in the reading text, or ask the student to suggest the points.
c. After reading, encourage discussion of answers.
d. Develop onto writing by using the information gained for another purpose.[20]

Beside, according to H. Douglas Brown, the principles for designing interactive reading technique are:

a. In an interactive curriculum, make sure that you do not overlook the importance of specific instruction in reading skill; make sure that student have ample time for extensive reading.
b. Technique should be intrinsically motivating; choose material that is relevant to the reading goals.
c. Technique should be utilized authentic language and contexts; distinguish between simple text and simplified text, and understand source of complexity in reading material.
d. Encourage the development of reading strategies.
e. Include bottom-up and top down technique; give enough classroom tome to focusing on the building blocks of written language-geared appropriately for each level.
f. Consider subdividing your technique into pre-reading, during reading, and after reading phrases.
g. Build some evaluative aspect to your technique.[21]

---

[19] Pamela, et, al. *Teaching Reading A balance Approach For Today's Classroom,* (New York: McGraw-Hill,2004), p.321.

[20] Jo Mc Donough and Christopher Shaw, *Materials and Methods in ELT, (UK: Blackwell publishing, 2003)*, p.113.

Meanwhile Elizabeth proposes some principles in teaching reading:

a. Oral language. The ability to tend to the individual sound with words (phonological and phonemic awareness) is also oral skill that is closely associated with reading ability.
b. Phonological phonemic awareness. Phonological awareness refers to ability attend to the sound of language as distinct from its listening
c. Fluency. Fluency is important because it is closely related to comprehension. Fluent readers recognize words quickly, but also to know where to place emphasis or pause during reading.
d. Vocabulary. Vocabulary is crucial to read comprehension in order to understand a text; readers need to know the meaning individual words.
e. Prior knowledge. Readers use prior knowledge to understand text. Having more prior knowledge generally aids comprehension.
f. Comprehension. Good readers are aware of how well they understand text while reading. Good readers also take active steps to overcome difficulties in comprehension and information use.
g. Motivation and purposes. Teachers need to be aware of their students' learning needs, including their motivation for reading and the purpose that reading has in their lives.
h. Integrated reading and writing. Developing reading skills through writing is an effective strategy. It helps student to establish the connection between oral and written language.
i. Text. Choosing text of the right difficulty and interest will encourage children to read and to enjoy what they are reading.
j. Assessment. Two form reading assessment are to find out how will children are reading in order to help them improve (diagnosis) and to measure how much progress has been made. Both form and assessment are needed for effective reading instruction.
k. Cultural factors. Cultural knowledge affect reading comprehension having rich but different types of knowledge will affect understanding and appreciation of written text.
l. Practice. Readers make progress by reading more.

From the principles in teaching reading discussed above, the written can conclude that the teacher has an important role in teaching reading. The teacher should motivate student by giving the appropriate the text that was interested,

---

[21] H. Douglas Brown, *Teaching by Principle; An interactive Approach to Language Pedagogy*,(New Jersey: Prentice Hall, 1994) p.228-301

explain the material clearly, encouraged students to determine the meaning of what they read, give the attention to students' read development that involve the students' abilities to become efficient and skillful reader, evaluate and give the task match with the topic in order to accurately assess students' comprehension and development skills.

B. Narrative Text

1. Definition of Narrative text

According to the curriculum 2004 there are many kinds of the text (genre) which are taught to the eighth grade students of senior High School, they are narrative, descriptive, recount, procedure, anecdote, etc. Narrative text is one of genres in reading selection that learned by student either at junior high school or senior high school. Based on Oxford dictionary, narrative means description of events in a story.[22]

The characteristic of narrative text can be seen from its schematic structures that consists of orientation, complication and resolution. Besides, it is also supported with the language features within. According to Pamela J. Farris, "Reading a narrative text in a historical period or related to a scientific finding usually necessitates having some related knowledge in that specific area."[23] Consequently, readers need to develop background knowledge for literary elements in order to make connections. Students who are reading narrative text need to become familiar with the previously reviewed literary elements of character, setting, problem and solution, theme, and writing style.

According to Mark and Kathy Anderson, Narrative text types tells a story using spoken or written language communicated using radio, television, book, newspaper or computer file, picture, facial expression and camera angles can also be used help communicate meaning.[24] Thus, special feature of narrative text

---

[22] Longman, *Dictionary of contemporary English*, (London: Pearson, 2004), p.1092.

[23] Pamela J. Farris, *Teaching Reading: A Balanced Approach for Today's Classrooms ,…* p. 496.

[24] Mark Anderson and Kathy Anderson, *Text Types in English Type 1*,(New York: Macmillan, 2003), p.1.

could be found in its sequence of event to attract the readers in order to build their curiosity throughout the story. In addition Anderson said that:

> A narrative is a text that tells a story to entertain the audience. Narrative can be presented as written or spoken text. Written narrative often take the form of novels. The story is usually told by a narrator. If the narrator is one of the characteristic is in the story is usually told by a narrator. If the narrator is one of the characters in the story it is said to be told in the first person. If a person outside the story is the narrator, then the story is being told in the third person.[25]

The description above shows definition about narrative text. Narrative is one of the texts that should be learnt by High school students. For some students, a narrative is considered as the most interesting text among the others. The narrative used in story. Base on the free encyclopedia a narrative or story is a construct created in a subtitle format (written, spoken, poetry, prose, images, song, theater or dance) that describes a sequence of fictional or non fictional events. Meanwhile, stated by Anderson, there are numerous of narrative. They are fairy stories, mysteries, science fiction, horrors, romances, adventure, fables, myth, legends, ballads, etc.[26]

2. The Purpose of Narrative Text

The basic purpose of narrative text is to entertain, to gain and hold readers' interest. However narratives can also be written to teach or inform, to change attitudes / social opinions e.g. soap operas and television dramas that are used to raise topical issues. Furthermore the purpose of narrative text is to entertain or to tell story or inform the reader and listener.[27] In sum up, the purpose of narrative text is to entertain the readers if involved within to get the pleasure.

3. Schematic Structure of Narrative text

There are several steps that should be considered by the author. The elements are also provided to guide the readers in reading the text.[28]

---

[25] Mark Anderson and Kathy Anderson, *Text Types in English Type* ,(South Yarra: Macmillan, 2003), p.3.

[26] *Ibid*, p.18.

[27] www.Englishonline.tki.org.nz/Narrative (*retrieved on August 20, 2012*)

[28] *Ibid*, p.9.

a. Orientation

In which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.

b. Complication

The story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s) and often serves to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.

c. Resolution

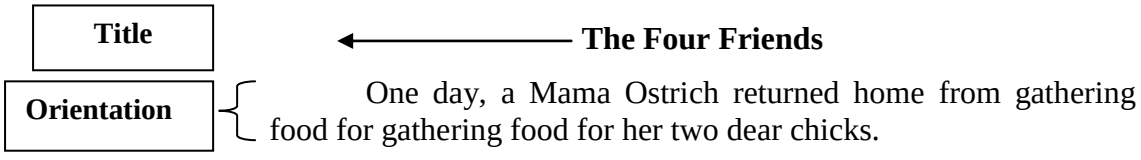
In a "satisfying" narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering.

d. Sequence of events

This is narrator tells how the character react to the complication. It includes their feeling and what they do. The events can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.

Based on the statement above, the writer concludes that the generic structures of Narrative are: *Firstly* is an orientation. The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened. *Secondly* is complication. This is where the writer tells how the problem arises; sometimes something unexpected events will happen. *Thirdly* is resolution. It is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left completely unresolved. The writer can conclude that resolution is the end of a story. Furthermore, the generic structure of narrative text can be shortened as; orientation, complication and resolution.

In the following is the example of schematic structure of narrative text.[29]:



[29] Joko Priana, Dkk, *Interlanguage: English for Senior High School Students XI*, (Bandung, Depdiknas, 2008), p.83.

Complication

She looked and looked for them but could not find them anywhere, imagine her alarm when she discovered lion track around her two footed chicks' track! Fearful but determined to find her babies, she followed the lion tracks. The tracks led into the woods and finally ended at den of Mama Lion. In the opening through the cave there lay her own dear chicks in the arms of Mama Lion did not want to give the chicks back. She said they were her cubs. Then she challenge Mama Ostrich. She said to Mama Ostrich that if she can make an animal to look her in the eye and tell that the chicks are not cubs, she will give them back to her. Mama Ostrich agreed and set out to her friends to ask for help.

She told all the animals that there is an important meeting and that they should come. Then, when she came to Mongoose she told him the story and he said that he had an idea. The Mongoose she told her to make a hole under anthill, as a second exit. Then Mama Ostrich did just what the Mongoose had told her to do.

Sequence of Events

The next morning, the entire animals gathered near anthill. Then, Mama Ostrich told them the story and asked one of them to stare the Mama Lion in her eyes and say that the chicks were not her cubs. The animals wanted help her but they did not want to risk their life. One by one they said that the chicks were her cubs. Mama Ostrich was disappointed that her friends would not help her.

Resolution

When it was the mongoose's turn he said, "Have you ever seen a mama with fur has babies that have feathers? Think what you are saying. Mama Lion has fur! The chicks have Feathers! They belong to Ostrich!" having said that, Mongoose jump down the whole under anthill, and escape out the other end.

At once, Mama Lion jumped after him, and when she did so the two ostrich chicks were freed. Mama Lion could not escape from the anthill and had to stay there for a long time

4. Linguistic Feature of Narrative text

According to Mark Anderson and Kathy Anderson the language features of narrative text are:

a. Specific character or participant.
b. Time words that connect events to tells when they are occur; the use of simple past tense and past continuous tense.

c. Verbs to show the action that occur in the story.

d. Descriptive word to describe the character and setting.

e. Connectives and conjunction to sequence the story

In the following the example of language features of narrative text related to the story above:

Figure 1.1

Language Features of Narrative Text

No	Linguistic Features	Examples
1	Specific Participants	The four friends
2	Generic Participants	Mama Ostrich chicks Mongoose Mama Lion
3	Past Tense	➢ Mama Ostrich returned home.. ➢ She looked ➢ she followed the lion tracks ➢ she came to Mongoose ➢ she told him the story ➢ The chicks were not her cubs ➢ Mama Ostrich was disappointed that her friends would not help her
4	Past Perfect Tense	➢ He had an idea ➢ Mama Ostrich did just what the Mongoose had told her to do
5	Action verb	
6	Adverb of Time	One day The next morning At once
7	Adverb of Place	gathered near anthill
8	Coordinate Conjunction	But That And
9	Temporal	Then, Next

	Conjunction	
10	Saying Verb	Said, Asked
11	Linking verb	Was, were
12	Modality	

C. Group Work

1. Definition of group work

Cooperative learning has many methods; one of them is group work, Group work is strategy of learning that students join into participation and interaction, which is the group, should consist of two until five student. The aim is active learning process for them.

Group work has some definition base on some linguist. According to Penny Ur in his book explained that group work is learners perform a learning task through small group interaction.[30] In the line with Adrian Doff in his book, *"Teach English"* that in group work group work divides the class into small group to work together (usually four or five student).[31] Christine Nuttal in her book explained that "group work is mode of organization, much of the guidance comes from fellow students, the effort to understand the text is made jointly that is, and individual efforts are fooled and discussed in the hope of arriving together at the best interpretation.[32] Its statement means that as technique, group work gets student work together in doing task. Group work is one of the techniques that used in teaching reading by using group work the student have opportunities state their idea.

In sum up, group work is one of the technique that consist of two or more student in a group who are given the same task to finish well. Then the students

---

[30] Penny Ur, *A Course in Language Teaching : Practice and Theory* ,(U.K: Cambridge University Press, 1991), p.232.

[31] Adrian Doff, *Teach English; A Training Course for Teachers,* (Cambridge: Cambridge University Press, 1990), p.137.

[32] Christine Nuttal, *Teaching Reading Skill in a Foreign Language*, (London: Macmillan, 1996), p.162.

cooperate to study and share their ideas in group work. They may help and guide each other. And also, they can interpret the text reading corporately.

2. Purpose of group work

There are some purposes of group work. According to Carolyn Kessler, there are some purpose learning cooperative group work as follows:[33]

a. Learn how to work together.
b. Generate more ideas and from different points of view, and also develop tolerance for ambiguity.
c. Learn from teach one another in supportive environment
d. Gain the confidence while learning as a result of peer support and encouragement
e. Become more responsible for theirs own learning of others.
f. Develop problem-solving strategies
g. Attain better academic achievement
h. Learn in a context compatible to their culture.
i. Develop problem-solving strategies
j. Develop a liking for self and others

There are two very important purposes for group work: first, completing the task, and second, building and maintaining constructive relationship.

3. Procedure of Group Work

Group work usually involves groups of students formally working together on projects or assignment, and take place in formal classroom settings. When setting group work tasks, it can be useful to consider student availability, resources necessary, and expected outcomes.

The procedure of group work should be obvious instruction, from the role in pair work and doing group work, until the procedures is successful. As explained by Penny Ur that procedure of group work divided into four sections:

a. Presentation

[33] Carolyn Kessler, *Cooperative Language Learning: Teacher's Resource Book*, (New Jersey: Prentice Hall Regent's), p.59.

The instructions that are given at the beginning are crucial: if the student do not understand exactly what they have to do there will be time-wasting, confusion, lack of effective practice, possible loss control.

b. Process

The teacher during activity is to go from group to group, monitor, and either contribute or keep out the way – whichever is likely to be more helpful. The teacher should decide to intervene, and contribution may take the form of:

1) Providing general approval and support;
2) Helping student who are having difficulty
3) Keeping the student using the target language
4) Tactfully regulating participation in a discussion where you find some student are over-dominant and others silent.

c. Ending

Have set a time limit, then this will help to draw the activity to a close at certain point. In principle, try to finish the activity while the student still enjoying it and interested, or only just beginning to flag.

d. Feedback

A feedback session usually takes place in the context of full-class interaction after the end of the group work. Feedback on the task may take many forms: giving the right solution, if there is one; listening to an evaluating suggestion; pooling idea on the board; displaying materials the groups have produced; and so on.[34]

Based on explanation above, the writer wants to try giving the conclusions that procedure of group work divided into four sections:

First: before begin to doing activity of group work, the instruction of role play should given, this is because students need to feel enthusiastic about what they are going to do. They need to understand what are going to do, and they need to be given an idea of when they will have finished the task they are going to get involved in. the aim is to avoid if the student do not understand exactly what they

[34] Penny Ur, *A Course in Language Teaching : Practice and Theory* ,(U.K: Cambridge University Press, 1991), p.234.

have to do there will be time-wasting, confusion, lack of effective practice, and possible loss control.

Second: while the student working in pair or group, it is advisable the teacher keep monitoring or just go around on what is happening, or for a period tome and the intervene, if it is think appropriate or necessary. For example: as general support: the teacher will be acting as prompter, resource, or tutor and helping the student who are get difficult.

Third: after time is limit or when time is up, we will know that group work success or not, we just need ensure that they completed it successfully. And the last: feedback session, the class will be full interaction during grouping or after grouping. The interaction between teacher and student it may possible, indeed giving right solution or gives problem solving, pooling idea and so on.

D. Teaching Reading Narrative by Using Group Work

The following in teaching reading narrative through group work are:

1. Introduce the procedure of group work. Tells the student about the advantages using group work and explain them that group work and explain them that group work is useful for them to develop their reading comprehension of narrative text.
2. Divide student into group. XI class consists of 40 students. Each group of 5 students, there are 8 groups in class. Well all student get a group, they have to choose one become a leader of the group, and one become secretary for write conclusion. And also give the unique name of their group.
3. After each student have own group, give the student instruction to discussion their own group. Then, the teacher distributes the pieces of text which is they are have to read and understand Narrative text. After student finish in understanding text, they have to written the conclusion of the text. The students are given some time to read and study their text, before give presentation in front of class.
4. Control all group when the student work and help them if find the problem.
5. Retell the text in front in the class and other student give the argument.

6. Give some question related the text activity is done, collect the sheet answer and write the billboard and evaluation.

E. The Grammar Translation Method

1. The Understanding of Grammar Translation Method

The Grammar Translation method is not new. It has had different names, but it has been used by language teachers for many years. According to Freeman:

> Grammar Translation method is the method used firstly in teaching foreign language particularly classic language which are Latin and Greek. Then it was used to teach a foreign language with a base thought, … that foreign language learning would help students grow intellectually; it was recognize that students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway.[35]

The statements above points out that the objective of foreign language learning is not to achieve the real communication goal, rather, to raises students' mental processing. Hence, the reading and writing skills underlying its' teaching procedure.

In addition, the Grammar Translation Method instructs students in grammar and provides vocabulary with direct translations to memorize.[36] By mastering grammar rules and memorizing vocabularies, students will be able to comprehend texts without misinterpretation. Moreover, if the students have mastered grammar rules and vocabularies, they are able to comprehend and translate the target language into native language; they will be able to write a text in the target language correctly.

2. The Characteristics of Grammar Translation Method

According to Richards, the characteristics of GTM were these:[37]

---

[35]Diane Larsen-Freeman, *Techniques and Principles in Language Teaching as 2nd Language or Foregin Language,* (New York: Heinle-Heinle Publisher, 2001), p. 4

[36]Ibid. p. 4.

[37]Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching 2nd*, (Cambridge : Cambridge University Press, 2001), pp. 3-4

a. The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development.
b. Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening
c. Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study, and memorization
d. The sentence is the basic unit of teaching and language practice
e. Accuracy is emphasized. Students are expected to attain high standards in translation.
f. Grammar is taught deductively – that is, by presentation and study of grammar rules, and then practiced through translation exercises.
g. The students' native language is the medium of instruction.

F. Framework of Thingking

In this study, the writer previously assumed that Grammar Translation Method is better than Group Work as one of Cooperative Learning techniques in teaching grammar especially on Reading of Narrative Text. It is because grammar has many roles and patterns should be remembered by students including the tenses, in which it leads difficulty for them to learn. Therefore, Group Work gives good ways than Grammar Translation Methode to teaching reading narrative text of second grade students at Madrasah Aliyah Al-Mukhlisin because makes the student interest in reading subject.

G. Previous Related Studies

The First study, 'Teaching Narrative Text by Using Communicative Language teaching (CLT) Compared with the Grammar Translation Method (GTM)'.[38] The method of this study was experimental research. For experiment class was taught by using CLT, and control class was taught by using GTM. The

[38] Suciaroh, *Teaching Narrative Text by Using Communicative Langugae Teaching Method ; An Experimental Study in the First Year of MTs. Soebono Mantofani*, (Jakarta: Perpustakaan Utama UIN Jakarta, 2009), p. 56.

data is taken and analyzed quantitatively to find the effectiveness of teaching methods. At last, the result of the study was experiment class which taught by using Communicative Language Teaching simply as know with Communicative Approach was more effective than control class taught by using Grammar Translation Method. The calculation of score experiment class was higher than control class. From the explanation, the writer concluded that the application of CLT in teaching descriptive text was more effective than GTM. According the processing data, the writer also got conclusion that to (test) is higher than tt (table). In other words, there was a significant difference between teaching narrative text by using CLT and GTM.

The Second study, 'The Effectiveness of Teaching Narrative by Using Group Work'.[39] Here, the writer tried to implement the technique of group work in teaching narrative text compared with the explanatory method to know its effectiveness. The method used in this study was the experimental method which had the objective of this research was to find out whether group work as a strategy of teaching was effective in teaching reading or not. In this research, the writer also tried to find out whether the students who learned reading through group work showed better achievement than the students who learned reading through explanatory method. According to the research that the writer did, it can be concluded that the using of group work in teaching reading was more effective than using of explanatory method in teaching reading (control class) to the students' achievement in the second year students of MAN Batujaya, Karawang.

The third study, "The Effectiveness of Learning Reading through Group Work"[40] The design of this study was pre-experimental research because it is intended to describe the effectiveness of learning narrative text through group work. Besides, this study was included in quantitative research; the researcher used some numerical data which analyzed statistically. After the writer did the

[39] Neneng Suraeha, *The Effectiveness of Teaching Narrative by Using Group Work; An Experiemental Study in the First Year of MAN Batu Jaya Karawang,* (Jakarta: Perpustakaan Utama UIN Jakarta, 2009), p. vii.

[40] Iffah Salimah, *The Effectiveness of Learning Reading through Group Work; A Pre-Experimental Study of the Second Grade Students of SMAN 8 South Tangerang*, (Jakarta: Perpustakaan Utama UIN Jakarta, 2010), p. vii.

research at the second grade students of SMAN 8 South Tangerang, she got the result of the research; they are (1) the implementation of group work in learning narrative texts was applied well. It could be known from the result that t_o score was higher than t_t score obtained from the result of calculating, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) rejected. It meant that group work was effective in learning narrative text at the second grade students of SMAN 8 South Tangerang, (2) The improvement of students' achievement in learning reading before and after using group work was significance enough.

CHAPTER III
RESEARCH METHODOLOGY

A. The Method of the Research

In this research, the writer employed experiment method in quantitative study since it required numerical data. She conducted experiments in two different classes with two different techniques. The writer used group work in one class (experimental class) and Grammar Translation Method (GTM) in another one (controlled class) in teaching reading of narrative text.

B. The Place and Time of the Research

The research was conducted at Islamic Senior High School Al-Mukhlisin Bogor. It was carried out from January to February 2013 for four meetings which consisted of giving pre-test, presenting materials and giving post-test in the last meeting.

C. The Population and Sample of the Research

The population of this research was the second year of Islamic Senior High School Al-Mukhlisin Bogor. The writer took the sample only two classes taken from class XI-A and XI-B. The sample based on the purposive random sampling technique. So, XI-A (25 students) was as an experimental class using group work and XI-B (25 students) as the controlled class using Grammar Translation Method in teaching reading of narrative text.

D. The Technique of Data Collecting

The writer collected the data of the research by giving test to the students. The tests consisted of pre-test and post test. The pre-test was given before the treatment; consisted of 20 question items (short essays) in two different classes (experiment and controlled class) and the post-test (20 items) was given after the

treatment either in experiment class or controlled class. From these data the writer could analyze and obtain the result of the research.

E. The Technique of Data Analysis

For the next step of the research, the writer processed and analyzed the data. The writer compared the scores between experimental and controlled classes. For the techniques of data analysis the writer used statistical calculation of (t-test) with the formula below.[1]

$$to = \frac{M1 - M2}{\sqrt{\frac{(\sum x1^2 + \sum x2^2)(N1 + N2)}{(N1 + N2 - 2)(N1.\ N2)}}}$$

M1 = Mean of post test score of experiment class

M2 = Mean of pos test of control class

$\sum x1^2$ = Sum of squared deviation score of experiment class

$\sum x2^2$ = Sum of squared deviation score of control class

N1 = Number of students of three experiments class

N2 = Number of students of the control class

dF = Degree of freedom

dF = N1 + N2 – 2

For that purpose the writer proposed the alternative Hypothesis (Ha) and null Hypothesis (Ho) as below:

Ha = "There is a significant difference in result between the students who have been taught of narrative texts by using group work and Grammar Translation Method."

[1] Anas Sudijono, *Pengantar Statistik Pendidikan,* (Jakarta: PT Raja Grafindo Persada, 2006) p.314.

Ho = "There is no significant difference in result between the students who have been taught of narrative texts by using group work and Grammar Translation Method."[2]

With note that: If to>t t, it means that there is a difference and Ha is accepted; if to<t t, it means that there is no difference and means that Ha is rejected and Ho is accepted.

F. The Procedure of the Research

In conducting the research, the writer did some procedures in order to gain the result of the research. The procedure consisted of some steps as the following:

First, the writer began the research by observing the class condition and population of Islamic Senior High School Al-Mukhlisin Bogor in the second year, she also took some supporting data for the research.

Second, the writer took the sample from the population of the second grade students of the school. The samples were class XI-A and XI-B, with 25 students in each class. The first class was the experimental class and another was the controlled class.

Third, the writer then administered the same instrument of pre-test to both classes. In experiment class, the students' pre-test scores were used as the basic score before students learnt the narrative texts by using Grammar Translation Method.

Forth, it was the treatment. In this treatment the writer conducted the teaching learning process in class by herself. She conducted the same materials which was narrative texts to the two classes, but treated them with two different methods. The experiment class was taught by using group work, and the controlled class was taught by using Grammar Translation Method as the teacher usually adopted.

---

[2] *Ibid*, p.314.

Fifth, after the treatment that consisted of several meetings finish, then the writer administered post-test to students in the two classes (the experimental class and the controlled class) by using the same format of pre-test.

Finally the data that have been collected from the pre-test and post-test were calculated using statistical calculation of t-test to figure out the result or conclusion of the research.

CHAPTER IV
RESEARCH FINDINGS

A. The Description of Data

As the writer mentioned before, she took the experiments. She got the data from the pretest and the posttest of teaching narrative texts in two different treatments within two different classes. In this part, the writer reported concerning the data description according to the pretest and the posttest from experimental and controlled class as follows:

Table 3.1

The Students' Score of Controlled Class

Students' Name	Pre-Test	Post- Test	Gained Score
A. N	65	80	15
A. M	63	75	12
B. S	68	76	8
A. M	50	69	19
M. A	70	82	12
D	50	70	20
J	54	70	16
I. N	57	65	8
M.WS	67	78	11
M. F	57	78	21
J. S	62	65	3
M. Y	45	60	20
R	64	77	13
S. M	60	70	10
R	62	70	8

H. H	71	75	4
TA	50	60	10
M D	72	75	3
S	72	77	5
S. M	71	74	3
A I	74	74	0
A	68	68	0
A. C	62	65	3
D	70	78	8
M. P	70	82	12
	∑ = 1574	**∑ = 1813**	**∑ = 244**

Table 3.2

The students' Score of Experimental Class

Students	Pre – Test	Post - Test	Gained Score
A. T	77	78	1
A. R.S	84	88	4
A.D.P	75	96	21
E. H	85	94	9
F. M	65	93	28
H. A	80	90	10
I. B. A	81	90	9
L. M	82	88	6
L. N	81	93	12
M. I	55	72	17
M. I	61	93	32
M. D	62	96	34
M. A	80	91	11
M. B	77	94	17

M. R	77	96	19
M. I. MF	88	96	8
N. Y	84	94	10
P. P	84	98	14
R S	75	96	8
R. S	52	93	41
S	70	96	26
S. I	80	91	11
S. R	77	86	9
S. D	80	91	11
S. O	75	90	15
	∑ = 1887	**∑ = 2354**	**∑ = 383**

B. The Analysis of Data

In this research, the technique of data analysis is statistic calculation of 't' test, with significance 5 % and 1 % to decide significance of the difference result of teaching reading of narrative text by using group work and GTM (experimental class and controlled class).

Table 3.3

The Score of control and experiment class

Ss' No	Y1	Y2	X1	X2	$X1^2$	$X2^2$
1	78	80	16.16	7.48	261.1456	55.9504
2	88	75	6.16	2.48	37.9456	6.1504
3	96	76	1.84	3.48	3.3856	12.1104
4	94	69	0.16	-3.52	0.0256	12.3904
5	93	82	-1.16	9.48	1.3456	89.8704
6	90	70	-4.16	-2.52	17.3056	6.3504
7	90	70	-4.16	-2.52	17.3056	6.3504
8	88	65	-6.16	-7.52	37.9456	56.5504

9	93	78	-1.16	5.48	1.3456	30.0304
10	72	78	-22.16	5.48	491.0656	30.0304
11	93	65	-1.16	-7.52	1.3456	56.5504
12	96	60	1.84	-12.52	3.3856	156.7504
13	91	77	-3.16	4.48	9.9856	20.0704
14	94	70	-0.16	-2.52	0.0256	6.3504
15	96	70	1.84	-2.52	3.3856	6.3504
16	96	75	1.84	2.48	3.3856	6.1504
17	94	60	-0.16	-12.52	0.0256	156.7504
18	98	75	3.84	2.48	14.7456	6.1504
19	96	77	1.84	4.48	3.3856	20.0704
20	93	74	-1.16	1.48	1.3456	2.1904
21	96	74	1.84	1.48	3.3856	2.1904
22	91	68	-3.16	-4.52	9.9856	20.4304
23	86	65	-8.16	-7.52	66.5856	56.5504
24	91	78	-3.16	5.48	9.9856	30.0304
25	90	82	-4.16	9.48	17.3056	89.8704
	∑=2354	**∑ = 1813**	**∑X1= 0**	**∑X2= 0**	**∑$X1^2$= 1017.08**	**∑$X2^2$= 912.2096**

After completing the table of students' scores both experimental and controlled class, the writer then calculated those scores by following steps:

a. Determining Mean variable Y1 with formula

$$M1 = \frac{\sum Y1}{N1} = \frac{\sum Y1}{N1} = \frac{2354}{25} = 94.16$$

b. Determining Mean variable Y2 with formula

$$M1 = \frac{\sum Y2}{N2} = \frac{\sum Y2}{N2} = \frac{1813}{25} = 72.52$$

c. Determining score deviation variable X1 with formula

$X1 = X1 – M1$

Note = Sum X1 or ∑X1 is 0

d. Determining score deviation variable X2 with formula

X2 = X2 – M2

Note = Sum X2 or ∑X2 is 0

e. Quad rating x1, then sum: get $\sum x1^2$

$\sum X1^2 = 1017.08$

f. Quad rating x2, then sum: get $\sum x2$

$\sum X2^2 = 912.2096$

g. Determining *to* by using the formula :

$$to = \frac{M1 - M2}{\sqrt{\frac{(\sum X1^2 + \sum X2^2)\,(N1 + N2)}{(N1 + N2 - 2)\,(N1 \cdot N2)}}}$$

$$to = \frac{M1 - M2}{\sqrt{\frac{(\sum X1^2 + \sum X2^2)\,(N1 + N2)}{(N1 + N2 - 2)\,(N1 \cdot N2)}}}$$

$$to = \frac{94.16 - 72.52}{\sqrt{\frac{(1017.08 + 912.2096)\,(25 + 25)}{(25 + 25 - 2)\,(25 \cdot 25)}}}$$

$$to = \frac{18.64}{\sqrt{\frac{(1929.2896)\,(50)}{(48)\,(625)}}}$$

$$to = \frac{18.64}{\sqrt{\frac{(96464.48)}{(30000)}}}$$

$$to = \frac{18.64}{1.79}$$

to = 10.41

df = N1 + N2 – 2

df = 25 + 25 – 2

df = 48

From the data calculation above, it was obtained that the result of *to* was 10,41 and the df result (48) was not mentioned in t-table. For that reason, the writer used the closer value for 48 that is 50 as degree of freedom (df). it was then looked at the table of significant at 5 % and 1 % as follows:

At significance 5 % is 2.01

At significance 1 % is 2.68

It meant that:

$t_o > t_t$ = 10.41 > 2.01 in 5 %

$t_o > t_t$ = 10.41 > 2.68 in 1 %

So, $t_o > t_t$

2.01 < 10.41 > 2.68

The result of statistic calculation showed that there was a difference between the score from the result learning in experimental class with the score from the result learning in controlled class. The average of score from experiment class is higher than control class (94.16 > 72.52).

By noticing at the gained score, group work gained 383 and Grammar Translation Method gained 244. It meant that teaching narrative texts through group work was higher or more significant result than GTM.

C. Test of Hypotheses

As mentioned previously, the writer proposed the alternative Hypothesis (Ha) and null Hypothesis (Ho) as follows:

1. The experimental hypotheses (Ha): if there was a significance differences in teaching reading of narrative texts by using group work and Grammar Translation Method (GTM) at the second year students of Islamic Senior High School Al-Mukhlisin Bogor.

2. The null hypotheses (Ho): if there was no significance difference in teaching reading of narrative texts by using group work and Gramar Translation Method (GTM) at the second year students of Islamic Senior High School Al-Mukhlisin Bogor.

To prove the hypotheses above, the writer used the result score of experimental class and controlled class which was calculated by t-test and followed the assumptions as below:

1. If the result calculation *to* was higher than *tt* ($t_o > t_t$), the alternative hypotheses (Ha) was accepted and null hypotheses (Ho) was rejected. It meant that there was significant difference between teaching narrative texts by suing group work and GTM.
2. If the result calculation *to* was lower than *tt* ($t_o < t_t$), the alternative hypotheses (Ha) was rejected and null hypotheses (Ho) was accepted. It meant that there was no significant difference between teaching narrative texts by suing group work and GTM.

As a whole, the result of statistic calculation indicated that $t_o > t_t$, (10.41> 2.01 at 5% and 2.68 at 1%) was significant. There was a difference between the average of score from the result in experimental class and controlled class. The result score of experimental class was higher than controlled class, so Ha (alternative Hypotheses) was accepted and Ho (null hypotheses) was rejected. In short, teaching narrative texts through group work was higher or showed more significant result than Grammar Translation Method (GTM).

CHAPTER V
CONCLUSION AND SUGGESTION

A. The Conclusion

Based on the data that had been described earlier, the writer found there was significant effect between the second year students of MA. Al-Mukhlisin Bogor who had been taught narrative texts by using group work with Grammar Translation Method (GTM). It could be proven from the calculation of score at the experimental class (94.16) was higher than controlled class (72.52). The difference was also shown in gained score which was the experimental class got (383) and the controlled class got (244). Furthermore, the writer also got conclusion that t_o (test) was higher than t_t (table).

Therefore, it could be concluded that the use of group work showed better achievement for students' performance rather than Grammar Translation Method in teaching reading of narrative texts. In short, the application of group work was more effective than GTM in teaching narrative texts.

B. The Suggestion

In this part, the writer would like to give some suggestions for the teacher to improve the quality of teaching learning process especially on reading comprehension of narrative text by using group work as follows:

1. The teacher must be creative to decide member of groups, do not let students who chooses their own group. The teacher can apply numbered-head together technique, random from the attendance list, and many other interesting ways. Moreover, force students to move fast with the time keeper in forming sitting arrangement in groups.
2. The teacher should use the various methods in teaching reading of narrative texts, so the students feel more enjoy and interest. Moreover, to

build their comprehension, the teacher should give more attention to the students by asking students first to find the meaning of difficult or unfamiliar words in pre-reading activity. That is why the teacher should encourage the students to have and use dictionary as a means to help them with the difficult words.

3. In teaching the schematic structures of narrative text, the teacher should make sure students are not only able to determine the orientation, complication, and resolution of the text. But also they must be able to paraphrase through finding the key words on the text how to use their own language to summarize each part of schematic structures.

BIBLIOGRAPHY

Adrian Doff, *Teach English: A Training Course for Teachers*,Cambridge: Cambridge University Press, 1990.

Anderson, Mark and Kathy Anderson, *Text Types in English I,* Australia: Macmillan, 2003.

Anderson, Mark and Kathy Anderson, *Text Types in English 2,* South Yarra: Macmillan, 2003.

Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktek,* Jakarta: Rineka Cipta, 1993.

Callahan F. And Clark L. H, *Teaching in the Middle and Secondary School: Planning for Competence*. USA: Macmillan Publishing Co., Inc, 1982.

Carolyn Kessler, *Cooperative Language Learning: Teacher's Resource Book*, New Jersey: Prentice Hall Regent's

Depdiknas, *Kurikulum 2006 Standar Kompetensi SMA dan MA*, Jakarta: Departemen Pendidikan Nasional, 2006.

Elizabeth B Bernhardt, *Reading Development in A Second Language: Theoretical, Empirical, and Classroom Perspective,* New Jersey: Ablex Publishing, 1991.

Elizabeth S. Pang, et al, *Teaching Reading*, Switzerland: International Academy of Education, 2003.

Http://en.wikipedia.org/wiki/Narrative.

H. Douglas Brown, *Teaching by Principle; An interactive Approach to Language Pedagogy,* New Jersey: Prentice Hall, 1994.

Husna, Nida, *Step by Step to Reading Skill Step 1*, Jakarta: English Department, 2000.

Jeremy Harmer, *ThePractice of English Language Teaching,* New York: Longman, 1995.

Jo Mc Dough and Christopher Shaw, *Materials and Methods in ELT, UK:* Blackwell publishing, *2003.*

Jean Osborn, Paul T. Wilson and Richard Anderson, *Reading Education: Foundations For a Literate America,*Canada: D.C Heath and Company, 1985.

Joko Priana, dkk, *Interlanguage: English for Senior High School Students XI,* Bandung, Depdiknas, 2008.

Larry A Harris and Carl B. Smith, *Reading Instruction: Diagnostic Teaching in the Classroom*, New York: Richard C. Owen Publisher, 1980.

Longman, *Dictionary of Contemporary English*, London: Pearson, 2004.

Martha J Maxwell, *Skimming and Scanning Improvement: section 2 Exercise*, Berkley: McGraw-Hill Book Company, 2000.

Mahmud, Nasrun *English for Muslim University Student: 1st Edition,* (Jakarta, Pusat Bahasa dan Budaya Universitas Islam Negri Jakarta.

Nuttal, Christine, *Teaching Reading Skill in a Foreign Language*, London: Macmillan, 2005.

Pamela, et, al. *Teaching Reading A Balance Approach For Today's Classroom,* New York: McGraw-Hill,2004.

Peter Mather and Rita McCarthy, *Reading and All That Jazz*, Boston: McGraw Hill, 2007.

SukiranKustaryo, *Reading Technique for Collage Students*, Jakarta: Depdikbud, 1998.

Simanjuntak, Edhitia. G, Dra,*Developing Reading Skills for EFL Students*. Jakarta :Depdikbud, 1988.

Ur, Penny, *A Course in Language Teaching: Practice and Theory*, Cambridge: Cambridge Univ. Press, 1991.

Www.indiana.edu/-1517*What is Reading.html*, Retrieved may 20, 2012.

APPENDIX 1

BLUE PRINT TEST OF THE PRE-TEST

ACADEMIC YEAR 2012/2013

Institution : MA. AL-Mukhlisin Bogor
Subject : English
Curriculum : KTSP 2006
Time Allocation : 20 minutes
Numbers of Test : 20 (twenty)
Semester : I (odd)

BASIC COMPETENCE	INDICATOR	TYPE	TEST ITEM NO.	TOTAL
MEMBACA 11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar. 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks.	Merespon teks berbentuk *narrative* (dengan cara:) • Gagasan pokok / *Main idea* • Gagasan pendukung / *Supporting ideas* • Informasi factual / *Factual information* • Informasi spesifik / *Specific information* • Makna tersirat/kesimpulan / *inference*	Short essay	1, 11 2, 5, 9, 12, 15, 19 3, 4, 7, 13, 14, 17 6, 8, 16, 18 10, 20	20

APPENDIX 2

BLUE PRINT TEST OF THE POST-TEST

ACADEMIC YEAR 2012/2013

Institution : MA. Al-Mukhlisin Bogor
Subject : English
Curriculum : KTSP 2006

Time Allocation : 20 minutes
Numbers of Test : 20 (twenty)
Semester : I (odd)

BASIC COMPETENCE	INDICATOR	TYPE	TEST ITEM NO.	TOTAL
MEMBACA 11.2 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar. 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks.	Merespon teks berbentuk *narrative* (dengan cara:) • Gagasan pokok / *Main idea* • Gagasan pendukung / *Supporting ideas* • Informasi factual / *Factual information* • Informasi spesifik / *Specific information* • Makna tersirat/kesimpulan / *inference*	Short essay	1, 11 2, 5, 9, 12, 15, 19 3, 4, 7, 13, 14, 17 6, 8, 16, 18 10, 20	20

APPENDIX 3
The Pre-Test

Read the text carefully!

The Golden Touch

Long time ago there lived a king who was the richest man in the world. His name was Midas; however he was not happy. Midas longed to be even richer. He wanted to be richer than all the kings in the world put together.

One day, as Midas as sat on his throne thinking of ways to become richer, his servants came to him with an old man. "Master, this is Silenus, the friend of the God Bacchus," said the second servant. Midas had an idea. He welcomed the old man and said, "You shall be my guest for ten days. Please, eat and drinks as much as you like."

At the end of the ten days, Midas took Silenus back to Bacchus. The god was very happy to see his lost friend. Bacchus turned to Midas and said, "I will grant you any wish you make." "My wish is …that everything I touch will turn into gold!" On his return to his palace, Midas tried out his new power. He picked up a stone and it turned to gold. He changed a whole tree into gold by rubbing his hands over the trunk.

Back at the palace, Midas sat down and called for some food and drink. His chair turned to gold and, although it was uncomfortable, Midas was still happy that all he touched turned to gold. Next, Midas took a piece of bread. Before he could get it to his mouth, it too had turned to gold. He could eat nothing without it turning to gold.

Miserable, Midas went for walk in his garden. His children ran up to him. Without thinking, Midas put his arms around them and instantly they turned into little gold statues. Midas now cried. Then Midas hurried to Bacchus and went down on Bacchus' knees and with golden tears running down his cheeks, begged to Bacchus to show mercy. "I was wrong to be greedy and to love gold so much." Said Midas. Bacchus asked Midas that he had to go to the River Pactolus and wash in its clear water. This would take away the golden touch. Midas did so.

Midas then returned to his palace. On the way, he touched a branch of a tree and it did not turn to gold. Midas was so relieved. However, in his garden he saw his children still as golden statues. He quickly grabbed a bucket ran to the River Pactolus and scooped up some water. He took this back to the garden and poured it over his golden children. Immediately they came alive and were no longer gold. Finally, Midas did not want to be the richest of the rich. Midas had found out that all the gold in the world did not bring happiness.

Answer the questions below!

1. What does the text tell about?
2. What made Midas seem to be unhappy as a richest man in the world?
3. According to the text, what was the special stuff of Midas' belonging?
4. Where were the children turned into gold statues?
5. Why did Midas beg to Bacchus?
6. How long did the guest stay at the palace?
7. What was the name of the river palace?
8. Who introduced Silanus to the Master?
9. What made Midas cry at that moment?
10. According to the text, what made Midas regret of what he had done?

Read the text carefully!

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 coop. 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 coop.

The next day, the man came back to the chicken coop. He opened the door and was very surprised. He could not believe what he saw at the chicken coop. 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”.

Answer the questions below!

11. What does the passage tell about?
12. Why did the man feel angry to the parrot?
13. Where was the parrot born?
14. What did the man say as he was angry to the parrot?
15. Why did the man put the parrot with other chickens?
16. How many chickens did the man have for dinner?
17. What did the man cut the birds for?
18. How many death chicken was at floor?
19. What made the man very surprised after opening the chicken coop?
20. According to the story, what made the parrot hard to say ‘Catano’?

The Answer key of the Pre-Test

1. The text told about the king of the world Midas who had power to change stuff into gold
2. Because he wanted to be richer than all the kings in the world put together
3. Throne
4. At garden of the palace
5. He begged due to turning back his children from the gold
6. Ten days
7. River Pactolus
8. Second servant
9. Because his children instantly turned into little gold statues
10. He considered that his conceited attitude had lost his children.
11. The text told about a wonderful parrot which deceived its owner
12. Because it couldn't say 'Catano'
13. Catano
14. "Say Catano, or I'll kill you!"
15. To warn the parrot
16. Four
17. For meal
18. Three
19. Because the three chickens were death.
20. The parrot pretended hard to say the word 'Catano' because it would be the only bird of the man' belonging.

APPENDIX 4

The Post-Test

Read the text carefully!

The Twins

There was a gentleman who had beautiful twins. Their names were Penelope and Anastasia. Even though they were identical twins, their behavior was far different. Penelope was the lazy one. Anastasia was the diligent one. She helped her father do the household chores since their mother had passed away a few years ago. Anastasia would wake up early in the morning, make her bed up, and start to cook for the family.

Everybody in town knew how different Penelope and Anastasia were. Neighbors tried to remind Penelope that she did not have her mother anymore so she had better start helping in the house but Penelope never listened.

A few years went by and the father got very old and could not work as hard as before. He said to his daughters, "I can't work as hard as I used to any longer. You two should try to get a job somewhere to make some money. The next day, Penelope and Anastasia asked around in the neighborhood to find a job. They met Mrs. Robinson, an old lady who was wailing to give them a job.

The next morning, Penelope came to Mrs. Robinson to work. However, she did not clean underneath the table lamp, the floor mat, or the vase. She was so sloppy that instead of cleaning the house she made the house a lot dirtier than before. After an hour of cleaning Penelope was finished then she searched for the money around the house but she could not find any. Penelope was so upset that she went home at once. She told Anastasia to not go to the lady's house next week.

Anastasia went to Mrs. Robinson's house anyway then she started cleaning the house by dusting the table. She lifted the lamp to clean underneath it. She found money underneath the lamp. After several hours of cleaning, Anastasia was done. She was about to leave the house when Mrs. Robinson came back then Anastasia told that she found money around the house. Mrs. Robinson smiled and said, "Anastasia. You are a very good and diligent girl. That money is yours; that's your payment." said Mrs. Robinson.

Anastasia went home so happy and she got 525 dollars from Mrs. Robinson then she told Penelope what had happened. "I should have worked harder." said Penelope.

Answer the questions below!

1. What is the mainly discuss of the story?
2. How was Anastasia's behavior?
3. What was the job that Mrs. Robinson offered?
4. Where did Anastasia find the money at first?
5. Why was Penelope so upset at Mrs. Robinson's house?
6. How long did Penelope search the money at the Lady's house?
7. Who did the part of family's Anastasia and Penelope pass away?
8. How much did Anastasia earn to work at the Lady's house?
9. Why was Anastasia so happy when she went home?
10. How was Penelope's behavior at the last story?

Read the text carefully!

One Thousand Temples

Once upon a time, there was a prince named Bondowoso. He was famous for his powerful weapon, called Bandung. Therefore, Bondowoso was called Bandung Bondowoso. Bandung Bondowoso fell in love with a beautiful princess, Lorojonggrang. He wanted to marry her but she was not interested in him. Lorojonggrang was afraid to refuse his proposal because Bandung Bondowoso would destroy her kingdom if she refused.

To make things difficult for Bandung Bondowoso to marry her, Lorojonggrang gave some requirements. She asked him to build her one thousand temples within one night. Bandung Bondowoso had to finish them before sunrise. Without doubt of his success, he accepted the requirements.

With the help of genies and spirits, Bandung Bondowoso almost built one thousand temples. It was amazing how fast Bandung Bondowoso and his allies built the temples. At 4 o'clock in the morning, Bandung Bondowoso had only five more temples to build. Loro Jonggrang got panic because she knew he would complete the task.

Suddenly, Lorojonggrang had an idea. She called all the women in the kingdom and asked them to pound rice. She also asked the men to burn a lot of wood at the east side of the kingdom. Hearing the sound of the pounding and seeing a bright sky, the genies and spirits were afraid. They ran away with only one more temple to complete. They thought the morning had come.

Bandung Bondowoso was extremely angry when he found out what Lorojonggrang had done to him. He cursed Lorojonggrang and turned into a statue.

Answer the questions below!

11. What does the story tell about?
12. Why was Lorojonggrong afraid to refuse Bondowoso?
13. What was the name of Bondowoso's weapon?
14. With whom was Bondowoso helped to build the temples?
15. What was a requirement Lorojonggrang offer to Bondowoso?
16. How many temples did Lorojonggrang offer to build?
17. Which part of the kingdom did Lorojonggrang ask the men to burn woods?
18. What time did Bondowoso unfinish yet five more temples?
19. What was an idea of Lorojonggrang?
20. According to the story, how was Bondowoso's manner?

The Answer key of the Post-Test

1. The story told about the twins (Anastasia and Penelope) who had different manner and behavior
2. She was a diligent girl
3. Housekeeper
4. Underneath the lamp
5. Because she didn't get the money at all
6. One hour
7. Their mother
8. 525 dollars
9. Because she earned the money and Mrs. Robinson liked her so much
10. She might probably change her behavior like Anastasia
11. The story told about why Lorojonggrang turned into statue
12. She was afraid the Bondowoso would like to destroy her kingdom
13. Bandung
14. Genies and Spirits
15. She asked him to build her one thousand temples within one night
16. One thousands
17. The East side of the kingdom
18. Four o'clock
19. She called all the women in the kingdom and asked them to pound rice
20. He was such a temperament and ambitious man

APPENDIX 5

RENCANA PELAKSANAAN PEMBELAJARAN

I. IDENTITAS

SatuanPendidikan	: MA Al-Mukhlisin
Mata Pelajaran	: B. Inggris
Kelas/Semester	: XI (Sebelas) / Genap
Aspek/Skill	: Reading
AlokasiWaktu	: 2X45menit
JenisTeks	: Narrative text
TahunPelajaran	: 2012/2013

II.STANDAR KOMPETENSI

Membaca

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

III.KOMPETENSI DASAR

Membaca

Membaca nyaring bermakna teks fungsional dan essai pendek sederhan aberbentu k *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

VI. INDIKATOR

1. Menentukan gagasan utama (main idea) dalam teks *narrative*
2. Menentukan gagasan pendukung (supporting details) teks *narrative*
3. Menemukan informasi spesifik (scanning) dalam teks *narrative*
4. Mengidentifikasi langkah retorika (schematic structure) teks *narrative*
5. Berpartisipas aktif selama proses belajar berlangsung

V. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswad apat:

1. Menentukan gagasan utama (main idea) dalam teks *narrative*
2. Menentukan gagasan pendukung (supporting details) teks *narrative*
3. Menemukan informasi spesifik (scanning) dalam teks *narrative*

4. Mengidentifikasi langkah retorika (schematic structure) teks *narrative*
5. Berpartisipasi aktif selama proses belajar berlangsung

VI. MATERI POKOK DAN URAIAN MATERI

***Part I**: Read the passage below, underline the simple past tense that you found:*

Damon and Phintias

Orientation

There once two best friends named Damon and Phiantias. They lived in Syracuse, Sicily in the fourth century BC. They were philosophers of Pythagorean School.

Complication

One day, Phiantas was sentenced to death by Dionysius the younger, the ruler of the city, for plotting against his rule. Phiantas then begged for permission to go home to finish his private affairs before he executed. Dionysius of course refused his request. Phiantas felt very and hopeless. But then, Damon came to Dionysius and begged to grant Phiantas while he is gone. He is willing to take Phiantas's place in prison. Dionysius then agreed and granted their request. Damon royally offered to replace phintias's while he is gone. He is willing to take phintias's place in prison. Dionysius then agreed and granted their request.

Phintias was very happy and thankful for his friend's sacrifice. He promised Damon that he will returned as soon as possible. He started home as fas as he can.

Resolution

Days gone by and Danamon waited very patiently in jail. But until the day before his execution, phintias had not returned. And on his execution daysphintias still had not returned. Damon knew that he had to take phintias didn't show up..

It turns out that phintias had tried to keep his promise to his best friend, but he cannot. He got delayed on his way back. Phintias hear beat fast. He felt very uneasy. He feared that he would be too late, and Damon, his faithful friend will get executed because of him. Dionysus told Damon that it's the execution day and since Phintias had not returned he had to take his place. Incredibly, just as Damon was about to die in his place, Phintias arrived. He felt so relief that his friend still alive. He apologizes to Damon for his delay. Damon said that he trusted him. Dionysius was so impressed by his example of loyalty that he pardoned Phintias asked to share their friendship.

Orientation : It is about the opening paragraph where the characters of the story are introduced.

Complication : Where the problems in the story developed.

Resolution : Where the problems in the story is solved

The Questions:

1. What kind of person was Phintias
2. Who were Prince Phintias's friends?
3. What happened to Phintias when the days execution came Phintias?
4. Why did Damon replacing Phintias's place in porison?
5. After you read the story, what did you think of the Phintias's friend?

Part II: *Arrange these jumble paragraphs into a good sequence!*

Cinderella

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

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

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.

"Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

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

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few days later, the king' son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

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

Part III: *After reading a story above, write down the schematic structure of the story into story mapping by your own words!*

VII. METODE PEMBELAJARAN

Group Work.

VIII. LANGKAH-LANGKAH KEGIATAN

a. Kegiatan Pendahuluan
   - Greeting (member salam dan tegur sapa)
   - Tanya jawab berbagai hal terkait kondi sisiswa.
   - Mengabsen siswa.
   - Member imotivasi kepada siswa.
   - Penjelasan tentang materi yang akan dibahas.

b. Kegiatan inti.
   - Beberapa siswa diminta untuk membagi kelompok menjadi 8 group
   - Membahas teks pertama 'Cinderella' dalam group dan menjawab soal-soal yang ada pada LKS.
   - Siswa mempelajari schematic structures dalam teks kedua Phintias and Damon
   - Siswa melakukan silent and loud reading
   - Quiz / Tanya jawab terkait materi yang sudah dibahas

c. Kegiatan penutup
   - Menyimpulkan materi pembelajaran.
   - Menanyakan kesulitan siswa selama KBM
   - Memberitugas pada siswa yang berkaitan dengan materi.

IX. SUMBER BELAJAR.

a. Hartono, Rudi, *Genres of Texts*, Semarang: English Department Faculty of Language and Art, 2005.
b. Bukuteks (*Joko, Riando, dkk. Interlanguage: English for Senior High School Student Grade XI*), Pusat pembukuan DEPDIKNAS, 2008, Bandung.
c. Kurikulum Bahasa Inggris (KTSP grade XI)

X. PENILAIAN

a. Teknik : Tes Tulis
b. Bentuk : Tertulis

XI. PEDOMAN PENILAIAN

$$\text{Nilaisiswa} = \frac{\text{Skor prolehan}}{\text{Skor siswa}} \times 100, \text{ Max. score: } 100$$