"IMPROVING READING COMPREHENSION SKILL BY USING SKIMMING TECHNIQUE AT THE TENTH GRADE OF SMA 4 PALOPO"

A THESIS

Submitted to the English Language of S1 Tarbiyah and Teacher Training Program of State Institute For Islamic Students of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in English Education

By,

ANDINI AYU LESTARI

Reg. Num: 12.16.3.0083

ENGLISH STUDY PROGRAM OF TARBIYAH AND TEACHER TRAINING OF STATE INSTITUTE FOR ISLAMIC STUDENTS (IAIN) PALOPO 2016

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Beneath the Supervision of:

1. Prof.Dr. H.M.Said Mahmud.Lc.,M.A
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ENGLISH STUDY PROGRAM OF TARBIYAH AND TEACHER TRAINING
OF STATE INSTITUTE FOR ISLAMIC STUDENTS
(IAIN) PALOPO
2016

ABSTRACT

Andini Ayu Lestari, 2016. *"Improving reading comprehension skill by using skimming technique at the tenth grade of sma 4 Palopo".* Thesis English program study of Tarbiyah and Teacher Training IAIN Palopo, Consultant (I) Prof. Dr. H. M. Said Mahmud, Lc., M.A(II) Wahibah, S. Ag., M. Hum

Key words: Teaching Reading Comprehension, Skimming Technique, IAIN Palopo.

This thesis deals with Teaching reading comprehension by skimming technique at the tenth grade students of SMA 4 Palopo. The problem statements of this thesis 'Is Skimming technique effective in improving students' reading comprehension at tenth grade of SMAN 4 Palopo?. The objectives of this research are to find out whether Skimming technique effective to improve students' reading skill at the tenth grade of SMAN 4 Palopo and to find out students' response in using skimming technique in reading at the tenth grade of SMAN 4 Palopo

This research method was experimental research with pre-test design and one group of post-test. The number of population is all of the students of SMAN 4 Palopo and the researcher took 28 students as sample using the purposive sampling technique. The researcher used test as instruments of the data collection.

The result of this research shows that there were significant development on students' reading comprehension at the tenth grade of SMAN 4 Palopo after conducting the treatments by using Skimming technique. In which the score of t_{count} (2.069) is bigger than the score of t_{table} (2,052). It means that Skimming technique gives significant improvement to the students' reading comprehension. In adition, the researcher found almost all of the students gave positive response toward Skimming technique in learning reading.

ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of Allah, the most gracious and most merciful

اَلْحَمْدُلِلّٰهِ رَبِّ الْعٰلَمِيْنَ

Prise be to Allah, the Cherisher and Sustainer of the worlds

By reciting Bismillahir Rahmanir Rahim, the researcher started the process of this activity including the primarily observation, literature review, writing process, getting research, and consultation. Therefore, the very gratefulness is adhered to almighty God (Allah swt) and His messenger Muhammad saw, who has given me the best everything to complete the whole process of this research.

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Finally, the researcher pray to the God, May Allah SWT, gives reward to all people who have helped the research and the researcher hopes this thesis can be useful and gives positive contribution for readers and other researchers.
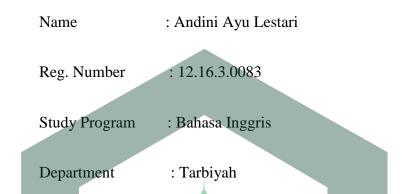
Palopo, Nov 15 th 2016

Andini Ayu Lestari

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PRONOUNCEMENT

Signatured by:

      Name   : Andini Ayu Lestari

      Reg. Number   : 12.16.3.0083

      Study Program   : Bahasa Inggris

      Department   : Tarbiyah

Declares that thesis I wrote to fulfill of requirement for the degree of Sarjana Pendidikan (S.Pd) in Tarbiyah and Teacher Training Faculty State Islamic Istitute of Palopo Studies entitled, " Improving Reading Comprehension Skill by Using Skimming Technique At the Tenth Grade of SMA 4 Palopo ", is truly my original work. It does not incorporate any materials previously written or published by another person except does indicated in quotations and bibliography. Duo to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

Palopo, November 15 th 2016

Research

Andini Ayu Lestari
12. 16. 3. 0083

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CHAPTER I

INTRODUCTION

A. Background

Reading is one of the four language skills that must be mastered by the student in learning a language. It is essential for having reading ability, because we can transfer and develop science, technology, and culture by reading. We also get information that is needed. In real life reading is often part of series of activities, including locating texts and presenting material orally and in writing, even in a class, activities that include speaking and writing are well motivated. However, using reading as gist for a writing, speak, and to provide information. Reading comprehension is the heart and goal of reading, since the purpose of all reading is to gather meaning from the printed page. If the student says word in the passage without gathering their meaning, one would hesitate to call the reading.

Reading is an exercise dominated by the eyes and the brain. The eyes receive message and the brain has to work out the significance of the messages. Unlike a listeningtext, reading text moves at the speed of the reader. In other words it is up to reader to decide how fast she wants to (or can) read a text, whereas listeners often have to do their best with a text whose.

Reading is one of the most important of the four skills in a second language, particularly in English as a second language or foreign language. Certainly, if we consider the study of English as a foreign language around the world, the situation in which most English learners find them that reading is the main reason why student learn the language. Without reading proficiency, second language readers cannot perform the knowledge and perform speaking English as well. That reading is not passive, but rather than active, and in fact an interactive, process has been recognized for some time in first or native language reading.[1]

This phenomenon reveals the practice of teaching strategies reading conventional and authors assumed that those kinds of situations will not help students to overcome the difficulties they face and will not improve their reading skills, the difficulties they face and will not improve their reading skills, and hence of the difficulties, in the implementation of the research, the researchers will provides a technique where the ability to read to the students to propose and describe a technique of learning for students.

Later on, according to pre observation before, the students at the tenth SMAN 4 Palopo faced on problem reading comprehension as they could not do well to understand the reading text and their lack of knowledge that is related to the text. The teacher had done to settle the problem by asked the student to looked for the

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[1]Carrell, Patricia L. 1996.*Interactive Approaches to Second Language Reading.* Cambridge University Press. P.58

misunderstanding words in dictionary. But it is still unsatisfied result, means that the student school need another treatment to improve their ability on reading.

Based on the problems above, the researcher using skimming technique as a problem solve. Skimming is a method of rapidly moving the eyes over text with the purpose of getting only the main ideas and a general overview of the content.[2] Skimming is technique that can help reader quickly gain information from a book, magazine, newspaper, or website without having to read every word. When used well, skimming can save readers time nad allow them to study more efficiently. Skimming is very important reading technique. In short, scanning is the technique for quickly finding a ideas and specific information in a text while ignoring its broader meaning, it searches for keywords or ideas in a written text. When you skimming, you run your eyes over text or information to full out specific words, phrases, or data.

Because there are many students read without knowing or understanding the main idea, the meaning and content of the text. Beside the students problem in doing the reading is that they not know the language all enough to chunk effectively.

Based on the background above, the researcher was conducted a research under the title: ***"Improving Reading Comprehension Skill By Using Skimming Technique At The Tenth Grade of SMAN 4 Palopo"***.Hopely, this technique help the students to solve the problem of students in reading comprehension.

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[2] http//www. Investopedia.com /skimming strategy. Accessed on August 11,2016

B. Problem Statement

Based on the statement above, the writer would like to formulate the problem of the research as follow: "Is Skimming technique effective in improving students' reading comprehension at tenth grade of SMAN 4 Palopo?

C. Objective of the Research

To find out the effectiveness skimming technique in improving reading comprehension at the tenth SMAN 4 Palopo?

D. Significances of the Study

Significance of the Research is expected to be useful information for students especially to the students of SMAN 4 Palopo and for the people who want to improve their reading comprehension and giving information about the student's attitude toward the personal interview in teaching reading comprehension.

1. The teacher, this research is hopefully to be a very meaningful information and reference.
2. The students; to give contribution and solution in learning English especially in improving their reading comprehension.

3. The other researchers and readers; to give information and contribution about teaching skimming especially in teaching reading through skimming technique.

E. *The Scope of Research*

This research focused on the ability of the students of the SMAN 4 Palopo in using skimming technique

F. *Definition of Terms*

1. Skimming is a method of rapidly moving the eyes over text with the purpose of getting only the main ideas and general overview of the content.[3]

2. Reading Comprehension, Reading comprehension is process of constructing meaning involving the written language by interpreting textual information in the light of prior knowledge and experiences using appropriate and efficient comprehension strategies. And reading comprehension is the one with the function to stimulate the student to get information from the reading text.

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[3] http//www.Investopedia.com/skimming strategy. Accessed on August 11, 2016

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Study*

In writing this thesis the researcher finds some researches related which make the writer eager to hold the research, those are:

1. Martha J. Maxwell, entitled "Skimming and Scanning improvement: the needs, Assumptions, and knowledge base" form the journal the researcher concluded that the use of skimming and scanning a technique is very effectively to improve students reading comprehension[4]

2. Benny Jefry Wijaya Hutabarat, entitled "the effect of applying skimming technique on grade XI students' reading comprehension" form the journal the researcher concluded that skimming technique is one of the good method that we can used in teaching learning process. From his research the use the technique improve the students' reading comprehension skill.[5]

3. Kartika, entitled "Teaching Reading ability using skimming technique at the second great students of SMP Muhammadiyah 2 Bandung" form the journal the

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[4] Martha J. Maxwell, Skimming and Scanning improvement: the needs, Assumptions, and knowledge base.Berkeley:University of California,2014

[5] Benny Jefry wijaya hutabarat, the effect of applying skimming technique on grade XI students' reading comprehension, UNIMED: A lecturer of English language and literature

researcher concluded that the use of technique improve the students speed in reading it means the students ability in reading is improve by using skimming technique.[6]

Based on the research finding above it can be inferred that there are many kinds of teaching skimming of reading. Each method can be applied in any ways as long as it is suitable for the students. So that, the writer will do a research by using strategy teaching skimming.

B. *Definition of Reading Comprehension*

Comprehension is ability to understand something. Besides, comprehension also can be interpreted as an axercise consisting of a previously unseen passage of text with related questions, designed to test a student's understanding esp of a foreign language.

Comprehension also implies that comprehension is a subject in it is own right where as comprehension should be the means of learning and comprehension runs through every activity included the curriculum, and extend in to every faced of leaving. Reading comprehension requires a reader to read for through comprehension a skill that students should achieve if they want to be succesful readers.

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[6] Kartika, "*Teaching Reading ability using skimming teachnique at the second great students of SMP Muhammadiyah 2 Bandung*" Bandung:STKIP,2015

It concludes that reading comprehension is a process to understand the written text. It also includes getting the new information presentes in the text with a reader's prior knowledge in order to find the meaning of a text, such as defering the printed words, relating the sentences and identifying the main and supporting details. From those points of view, the writer can say that reading comprehension is because the students do not understand what they have read.

1. **The Concept of Reading Comprehension**

Reading comprehension is the process of constructing meaning from the text. There are definition about reading comprehension: Reading comprehension is the ability to understand a written passage of text. It is answering "yes" to the question, "Did you 'get' what you read?"

Reading comprehension is what allows the reader to interact with the text in a meaningful way. It is bridge from passive reading to active reading. From letters and words to characters and context; reading comprehension is the crucial to effective reading, a strong factor in our educational and professional lives. For many, reading comprehension also unlocks the door to a lifetime of reading recreation and enjoyment.

Tarigan argues that, "Reading comprehension is a kind of reading which aims to understand the standards or norms of literary, critical reviews, write plays,

and patterns of fiction.[7]Reading comprehension offer a tool a judging, the level of passage or text understanding while reading. Effective teaching strategies offer various modules to enhance this skill combining vocabulary, fluency, phonics, and interpretation skills.

Reading comprehension is defined as the level of understanding of a passage or text. Reading of the rate of 200 to 220 words per minute is considered as a normal speed of reading. For normal reading rates 75% is an acceptable level of comprehension. That means if a child can understand the meaning of a least 75% of the total text given then it is regarded as acceptable limits for reading comprehension.

Various method are used to improve reading comprehension that include training the ability to self access comprehension. Theoretical taching (teching conceptual) and a better knowledge of language can also prove of immense health. Practice plays more pivotal part in development and honing the skills of reading comprehension.

2. Strategies for Reading Comprehension

Reading comprehension is primarily a matters of developing appropriate, efficient, comprehension strategies. These are strategies each of which can be practically applied in the classroom

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[7]Tarigan, Strategy Penguasaan dan Pembelajaran Bahasa, Bandung: Angkasa 1990,p.25.

a. Identify the purpose of reading.

b. Use the grepheme rules and patterns to aid and button up decoding.

c. Use afficient silent reading techniques for improving fluency.

d. Skim the text for main idea.

e. Scan the text for specific information.

f. Use semantic mapping or clustering.

g. Guess when you are not certain.

3. Types of Reading Comprehension

Dr. M.R. Patel and Pravin M. Join said that there are four types of reading comprehension, such as: intensive reading, extensive reading, reading aloud and silent reading.

a. Intensive reading

Intensive reading is a test or passage reading. In reading the learner read the text to get knowledge or analysis. Intensive reading is a reading for recall or total accuracy. It is in activity in class way in using reading. It deals with the detailed content study and linguistic study.

The gosl of this reading is to read shorter text. This reading done to carry out to get specific information. Intensive reading will provide a basic difficulties of structure and for extending knowledge of vocabulary and idioms it will also provide material for developing greater control of the language of speech and writing.

b. Extensive reading

According to Carrel and Carson, extensive reading generally involves rapids reading of large quantitites of material of longer reading (e.g., whole books) for general understanding. With the focus generally on the meaning of what is being read than on the language.[8]

The purpose the extensive reading will be train the students to read directly and fluently in the target language for enjoyment, without the aid of the teacher.

c. Reading aloud

Reading aloud also very important in teaching of english. Teacher should know that the training of reading aloud must be given at primary level because it is the base of word pronunciation.

d. Silent reading

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[8]Jack C. Richard at all,*2002 Methodology in Language Teaching, An Anthology of Current Practice.*Cambrige University Press,. P. 296.

Silent reading is very important skill in teaching of english. This reading should be employed increase reading ability among learners. Silent reading is done to enquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties.

Silent reading is kind of reading that requires that reader to find out the meaning of words or sentences and the ideas witten in the text. During silent reading, the teacher asks the student to draw the conclusion because through silent reading every student can pay attention to the next they are reading.

4. Skill in Reading Comprehension

There are many skills in improving your reading comprehension:

a. Skimming

Skimming is a form rapid reading for finding the general idea-or-gist-of passage or a book. Skimming is helpful when you want to find out quickly about the writer. Skimming is reading a text superficially and apidly in order to you may have a lot of to read, but not much time. For this kind of reading you usually do not want to know and remeber everything. You only want to find out something about it. Obtain the gist or main idea. It is skill that requies concentration.

There are three basic aims in skimming, namely:

1) To get impression from a book or articles or short story.

2) To find specific cases from a reading material.

3) To look for material what we need in library.

b. Scanning

Scanning is a way to read very past. The students do not read all th words. You need only the words. You need only the words you are looking for. Scanning is reading a text quickly in order to locate a specific item of information. We simply have your eyes through the text until we find what we are looking for, whether it is a name, or less of specific information. In addition there are some procedure for scanning, they are:

1) Keep in mind only the specific information to be located.

2) Read the section containing the clues to get information needed.

3) Looking for topics

A topic tell what something about. Good reader always looks for the topic when they read. Then they can understand and remeber what they read.

4) Understanding and building sentences

When you read english, you must understand english sentences. You can learn how to find the important parts of sentences. And you can learn how to find the importants parts of sentences. And you can learns the right words order.

5) Understanding paragraph

Paragraph is a group of sentences about one topic. There is usually one sentence that tells the topic. And all the other sentences tell more the topic.

C. *Purpose of Reading*

Reading must be seen as acquired ability, but it implies a lot practice, a good vocabulary background, good speed and intonation and the knowledge techniques that can guarantee comprehension. In this section we will concentrate on in latter. Unfortunately, we cannot give you technique on intonation and speed.

And before writer continues to discuss some reading techniques, the writer wants to write why we read. There are two main reasons for reading.

1. Reading for Information

The students are not curious to know information that is conveyed in reading text it is not interesting. Therefore, it is essential to choose reading texts for students to learn. This type of reading includes material, generally classified as nonfiction: science, social studies, current, affairs, personal opinions, technical

matters, and arts.[9]Reading to get information is to getting which we need about something. We read something to know what can give us or give purpose.[10]

2. Reading for pleasure.

Reading for pleasure aims at giving the reader pleasure through an imaginative experience and centers up in human concern such aslove, ambition, war revenge, family, life, loyalty, self-reliance, heroism, world peace, the good life, etc.

Its purpose is to able and enrich the reader by Deepings his emotional life and sharpening in sensitivity to life's values. When the writer makes a simiar false assumption about the extend to which the readers are likely to share their knowledge, belief, etc. The reader maybe conscious of having struggle to understand one another totally. But of course one reason for reading is that we want to understand one other people idea, if were all identical there would be not point it most communication.

It is fairly clear, however that purposive reading is not simply a case of either very activity or reading quickly purpose reading skill will involve to training them to adopt a number of different reading styles related to his reasons for reading. Reading is important for student and non student a like to be able to read well and quickly. Even in this age of audio, and video, reading is an assential skill. Reading comprehension is connected with silent reading.

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[9]Josep Bellatiore,2013*English Language Art*, (Limited States of America : Amsco School Publication Inc, p. 318

[10]Hutabarat,E.P.2013, *Cara Belajar*, (Bandar Lampung: PT BPK Gunung ulia, p. 44

D. Styles of Reading

There are three styles of reading which we use in different situations:

1. Scanning : for a specific focuss

2. Skimming : for getting the gist of something

E. Problem in Reading

We find many kinds of problems that we never found before. Usually composed how to solve them or what to do about them. In this case, student problems in doing the reading are that he does not know the language all enough to chunk effectively. He tents to read word by wwd, especially if the text is difficult.

According to Jeremy reading is useful for other purpose too: any exposure to English (provided student understand, it more or less) Is a good thing for language students. At the very least some of the language stick in their minds as part of the

process of language acquisition and if the reading text is especially interesting and engaging acquisitions is likely to be ever more successful.[11]

As the student, he needs to read many book in order that he increases his knowledge. But many students read without knowing or understanding the main idea, the meaning and the content of the text. Therefore, writer presents the student problem in reading. In additional to that, we writer also writers about the different expect reading components.

1. Problem of Vocabulary

When we read book, we fell that the greatest problems that in vocabulary. If we do not have enough vocabulary, it is sure that we are difficult to understanding the content.

Some students quickly read few, if any difficulties. The teacher's role is to help these students' identity problems and try to provide exercise, and activities to help them overcome their weaknesses.

According to Nuttal, the student are generally not aware of, but it is important that they should make themselves understand that possible vocabulary should make be taken into consideration. Once they accept that it is naturally to have an active vocabulary (word we know well enough to use or levels, and receptive one

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[11]Jeremy Harner, *How to Teach English,* (England. Logman, 1998).

word understand approximately when we meet them, but can not use) their attitude to knew word may become more relaxed. On the other hand new vocabulary can not be found without reading.[12]

2. Problem of Structure

Sentence structure is part sentence problem especially in understanding reading. Nuttal says that : we can make use of structural clues establish, not exactly the meaning, but at last the type of the grammatical category of words represented by the new item. This tells us kind of meaning of understanding.[13]

3. Problems of Semantic

As it is learning situation, some students quickly learn to readd a few, if any difficulties. But not all word is difficult. Therefore, it the students find difficulties words, the teacher must help them to identity problems and provide exercises, and activities to help them overcome the problems. According to Nuttal there are some diffficulties theat readers have to deal with student's difficulties in semantic. A further difficulty with semantic is that meaning don't see to be stable but to depend upper speakers, hearers and context.

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[12]Cristian Nuttal, 2013*Teaching Reading Skills in Foreign Language*, London,p. 33

F. Correlation between Skimming in Reading Comprehension

Reading skills include three spheres, namely language skills, namely, listening, speaking, reading, and writing. The fourth skill has a very close relationship, meaning that every any such skills constitute a unity that cannot be separated from one another.

Through reading students can understand the reading that includes content and infrmasi therein. Mechanical scanning is a technique in learning to read the can be used as a learning support tool to help smooth the effectiveness and efficiency of achievement of learning objectives to be achieved. The application of skimming techniques in reading comprehension will be able to motivate the students in the learning process.[14]With skimming techniques students are expected to be easier in findinformation, because when students read with a skimming technique he will surpass many words without having to read in its entiret.

G. The Concept of Skimming

1. Understanding Skimming

Skimming is reading quickly to again a general idea. Skimming may allow you to 'read' up to 100 words a minute.

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[14]Rahim. Farida. 2009,"Pengajaran Membaca Disekolah Dasar". Jakarta : Bumi Aksara,p221

Skimming helps you identify whether or not to continue reading, what to read carefully, and where the best place is to begin. Skimming an academic text immediately before you read it carefully can help you consider what you already know and can help you develop a purpose for reading. An initial skim can also help maximize your interest in the text and your understanding and reflection on the material.[15]

As with scanning, skimming does not involve reading every word. Instead, you may skim by reading:

a. Titles

b. Subheadings

c. Words in that are in **bold**, in italics or underlined

d. Diagrams

A report's abstract, introduction or conclusion

e. The first sentence of every paragraph

f. Chapter objectives

g. Chapter summaries

Skim reading is the practice of reading a document quickly, looking for key words and phrases to get a general idea or overview of the content. This overview will then aid comprehension of the text when you read it in detail. You skim read to find the main points of the text, skipping over the detail and just concentrate on key words, phrases, charts and tables. For example, Headings and Subheading also break up a reading and indicate to you what that section is about. By skimming through the headings and finding one that is relevant to your search, you can save a lot of time. The first sentence in paragraph (sometimes called the "topic sentence") is also normally important and sets out the main idea of the paragraph. There may be 50 paragraphs in a reading but by skimming over the first sentence in each, you have read just 50 sentences in a short time.[16]

Skimming is used to quickly gather the most important information, or 'gist'. Run your eyes over the text, noting important information. Use skimming to quickly get up to speed on a current business situation. It's not essential to understand each word when skimming.

Example of skimming

The Newspaper (quickly to get the general news of the day)

Magazine (quickly to discover which articles you would like to read in more detail)

Business and Travel Brochures (quickly to get informed)

[16] Santoro, N. and J.A. Read. "All things to all people", (European Journal of Teacher Education,2010), p, 22

Skimming and scanning are two specific speed-reading techniques, which enable you to cover a vast amount of material very rapidly. These techniques are similar in process but different in purpose. Quickly "looking over" an narrative is neither skimming nor scanning. Both require specific steps to be followed.

Skimming is a method of rapidly moving the eyes over text with the purpose of getting only the main ideas and a general overview of the content.

a). Skimming is useful in three different situations.

1. Pre-reading-skimming is more through than simple previewing text and can give a more accurate time of text to be read later.
2. Reviewing skimming is useful for reviewing text already read.
3. Reading skimming is most often used for quickly reading material that, for any number of reasons, does not need more detailed attention.

b). Steps in Skimming an narrative text

1. Read the title it is the shortest possible summary of the content.
2. Read the introduction or lead in paragraph
3. Read the first paragraph completely
4. If there subheading, read each one, looking for relationship among them.
5. Read the first sentence of each remaining paragraph

a. The main idea of most paragraphs appears in the first sentence.

b. If the author's pattern is to begin with a question or anecdote, you may find the last sentence more valuable.

c). Mastering the art of skimming effectively requires that you use it as frequently as possible.

d). Skimming can usually be accomplished at about 50 words per minute.

Scanning is very useful for finding a specific name, date, statistic, or fact without reading the entire narrative text.

2. **The purpose of skimming**

Many who believed the skimming as simply raking leaves, while the real sense is a set of reading skills systematically to obtain efficient results for various purposes, such as the following:

a. To recognize the topic of reading. If your library or another and want to know what the discussion in the book that have it , and skimming a few minutes . Skimming to see the material to be read, just to know the material is also a lot of people do to select articles in magazines and newspapers

b. To know people's opinion (opinion). Here you already know the topics discussed, all you need is the author's opinion about the issue.

c. To get the important part that we need without reading all of it.

d. For a refresher of what he had read, for example, in preparing for the exam or before delivering a lecture .

3. Advantages and disadvantages of skimming

When we read a passage with a skimming technique , then we will get some of the advantages and drawbacks . In the essay Soedarso speed reading book, explained that there are several advantages of skimming , which are:

a. More ceapt completing a reading so we are excited to read another reading.

b. Allows us to quickly master the information

c. Can be applied to any reading (books, newspapers, textbooks, magazines, etc.)

d. Can help to make a judgment to decide something , eg in relation to a report of an activity.

e. Very helping students to know certain information and facts from a reading.

While the lack of skimming is a sense of confusion or loss of understanding of what has been read because they do not know or less mastered the skills of reading

with skimming. Therefore, it is necessary to provide training so that they master the skills of reading skimming.

H. *Concept of Narrative Text*

1. Definition of Narrative text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. Narrative text is a text focusing specific participants which tells an interesting story. Its social function is to tell stories or past events and entertain or amuse the readers. The basic purpose of narrative is to entertain, to gain and hold a readers' interest. However narratives can also be written to teach or inform, to change attitudes / social opinions for example, soap operas and television dramas that are used to raise topical issues.[17]

The narrative text short story is telling of composition (along with description, exposition, and persuasion). Narration differs from exposition, which can also relate a sequence of events, in that narration need not to be factual and may be written from perspective of a character in the text.

According to Bierce in Hasan, narration or narrative is the form of writing used to related story of acts or events. It is place concurrencies in time and tells what

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[17]Dick King Smith. http://englishonline.tki.org.nz/English-Online/Teacher-needs/Review ed-resources/Reading/ Features-of-text-forms/Narrative. Accessed on October, 30nd 2016

happened according to nature of time sequence. Types of narration include short story, novels and news stories as well as large part or our everyday social interchange in the form of letters and conversation.[18]

Narrative is a text focusing specific participants which tells an interesting story. Its social function is to tell stories or past events and entertain or amuse the readers.[19] The basic purpose of narrative is to entertain, to gain and hold a readers' interest. However narratives can also be written to teach or inform, to change attitudes / social opinions for example, soap operas and televisions dramas that are used to raise topical issues. Narratives sequences people/characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

Narrative text is a kind of text that tells about a story that is based on the some events or experience. Narratives contain of problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution. According to Grace and Sudarwati in nurhasanah that, narrative text has a social function to amused, entertain and to deal with actual or vicarious experience in different ways.[20]

Narrative story is very familiar and very easy to find in daily life because the themes of this story have close relationship with human life and human characteristic.

[18]Bierce. *Teaching writing skill.* New york U.S.E. American Boor Company ESL/EFL, (1976) P.4

[19] Fraida dobin, *"Course Design Developing Programs and Material for Language Learning"* (New York, 1987, p, 152.

[20] Nurhasanah, *Improving Students' Ability in Writing a Narrative Text by Using Round Table Strategi at Grade VIII C of SMPN 11 Kota Bengkulu,* (Universitas bengkulu,2014),p.17

There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.[21]

a. Characters with defined personalities/ identities

b. Dialogue often included- tense may change to the present or the future.

c. Descriptive language to create images in the reader's mind and enhance the story.

A story involving animal as its characters is called a fable, fable is a narrative text. Narrative texts function to instruct the readers or listeners in that they teach them that problems should be confronted ad attempts made to resolve them.

Narrative texts are organized as follows:

a. First, introduce the main characters in a setting of time and place, and alert the listener and reader to what is to follow (orientation).

b. Second, tell the sequence of events, and then change in some way so that the events become a problem for one or more of the characters (complication).

c. Third, tell the situation when the problems are resolved (resolution).

d. Finally, you can tell explicitly how the characters have changed ad what has been learned from the experience, but it is optional. Instead, you can ask the listener

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[21] Ibid.

and reader to conclude by themselves and to draw the lesson they get from the story themselves.

Common grammatical features of narrative texts include:

1. Use of nouns to describe the particular people, animals, and things that the story is about;

2. Use of adjectives to build noun group to describe the people, animal or things in the story;

3. Use of conjunctions to sequence events;

4. Use of past tense.[22]

There many different types of narrative texts, among others:

a. Humor

b. Mystery

c. Romance

d. Fantasy

e. Crime

f. Science fiction

g. Real life fiction

h. Diary novels

i. Theoretical fiction

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[22] Joko priyana, Ph.D, *"interlanguage: English for Senior High School Students XII Science and Social Study Programme",* (Jakarta, 2008), p, 16.

j. Adventure

So, we can see that there are many types of narrative text that was we study.

The characteristic of a good narrative are:

a. The basic modes of narration

b. First person narration

c. The character narrator

d. Point of view

2. Purpose of Narrative text

The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

a. Social function of the text

The social function of narrative text is to amuse or entertain the reader, it deals with actual/imaginative experiences in different ways.

b. Generic structure of the text

The narrative text has organized includes:

1. Orientation: Introducing the characters of the story, the time and place the story happened. (Who/what, when and where).

2. Complication: A series of events in which the main character attempts to solve the problem.

3. Resolution : The ending of the story containing the solution.

3. Language features of the text

The language features of narrative text are focus on specific and individualized participants, the use of material process (action verb), the use of behavioral and verbal process, the use of relational and metal process, the use of past tenses and the use of temporal conjunction and circumstances. A narrative is most generally described as a story told by the narrator. Narratives are not as simple as that. They are construction of certain characteristics that relate a tale through an organization of words. This construction include three discernible layers, the elements that make up the content of the narrative, and the agent. Understanding these concepts is the key to defining a narrative.

The narrative text is type of written text that tells a story of one character or more who face certain situation. It is to present a view of the world that entertains or informs the reader or listener.

In the process of solving the problem, the character will get some events in their life. The events will include all steps of the character problem solving. Furthermore, the conflict in the problem should not too difficult, but it is enough to make a simple idea based on the real life. For example, the writer can write that the

poor character wants to buy a new dress for her mother. It is a simple problem, but it can arise some event and process of the character to buy a new dress for her mother.

In this research, the researcher taught students by using folk tale narrative. A folk tale narrative tells about magic or legends. A folk tale has moral value for the students. According to Djatmika and Wulandari in nurhasanah that there are some elements of folktale. First, a folktale always uses magic to explain unexplainable things[23]. Second, the characters in the folktale consist of the good character that solve the problem and the bad character that raise a problem. The last, setting place is usually described easily and briefly, leaving the imagination to fill in the gaps and setting time is used fantasy time, such as once upon a time or a long time ago.

4. Generic Structure of Narrative text

A narrative text will of the following structure:

a. Orientation, introduces the characters, time and the place in which the action goes on is mentioned. It answers the questions: who, when, what and where.

b. Complication, after the characters and the setting have been introduced the obstacles, usually appear. Then the clash, obstacle, problems or complications in the life the characters begin.

c. Resolution, narrative may close in several different ways. The chief actor, after struggles with obstacles, may success in overcoming them and goes on his way rejoicing. In this case we have careful conclusion or happy ending. In this case we

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[23] Nurhasanah, Op.Cit.,p.20

have a painful conclusion or sad ending. Sometimes, a story finishes but still leaves some questions unanswered.[24]

5. Kinds of Narrative text

There are three kinds of narrative text. According to Djatmika and Wulandari in nurhasah that, narrative text is divided into three types.[25] They are a true story, a fable story and a folk tale story.

a. A true story

A true story is a personal experience of a character in the story. It is made based on the fact that the character found in his/her life. This story is an interesting experience of the character in a specific time in her/his life.

b. A fable story

a fable is a kind of narrative text with the main character is an animal that has an attitude like humans.

c. A folk tale story

A folk tale is a typical of fairy or legend story. It tells about magical story. Many people are interested in folk tales, because it is usually told about something magic, legends and romance.

6. Language Features of Narrative text

a. Using simple past tense (killed, drunk, etc).

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[24] Cicik Kurniawati, *Bahasa Inggris Program Ilmu Pengetahuan Alam dan Ilmu Pengetahuan Sosial untuk SMA/MA,* (Surabaya: Intan Pariwara, 2011), p 92-93.

[25] Nurhasanah, Op.Cit.,p.20

b. Using adverb of time (Once upon a time, one day, etc).

c. Using time conjunction (when, then, suddenly, etc).

d. Using specific character. The character of the story is specific, not general. (Cinderella, Snow White, Ali Baba, etc).

e. Action verbs. A verb that shows an action. (killed, dug, walked, etc)[26]

7. Example of Narrative text

Mouse Deer and Crocodile

One day, Mouse Deer went down to the river to take a drink. But he knew that the crocodile might be waiting underwater to eat him, so he said out loud. "I wonder if the water's warm. I'll put in my leg and find out." Of course Mouse Deer didn't put in his leg. He picked up a stick instead and put one end into the water. Chomp…! Crocodile grabbed the stick and pulled it underwater. Mouse Deer laughed. "Ha… ha…ha… Stupid crocodile! Can't you tell the difference between a stick and a leg?" Then Mouse Deer ran off to drink somewhere else.

In the next day, Mouse Deer wanted to cross the river. He wanted to eat the fruits on the other side of the river. He saw a floating log in the river. He knew that Crocodile looked like a log when he floated.

Mouse Deer didn't want to be eaten by Crocodile when he crosses the river. He had an idea. He called out loud, "Crocodile!" Crocodile rose from the water, "Hello, Mouse Deer. Have you come to be my lunch?" Mouse Deer smiled. "Sorry, not today, Crocodile. I have orders from the King. He wants to invite all the crocodiles in this river to a party. He wants me to count all the crocodiles so he could prepare enough meal for you."

"Really…? Tell us what to do," said Crocodile. "You must line up from this side of the river to the other side," said Mouse Deer. Crocodile then got all his friends and family. They lined up across the river. Mouse Deer then jumped onto Crocodile's back. "One," he counted. He jumped onto the next crocodile, "Two." And the next crocodile, "Three." Mouse Deer kept jumping until he arrived on the other side of the river. "How many are there?" asked Crocodile. "Just enough," said Mouse Deer. He laughed as he ran to the forest.[27]

I. Conceptual Framework

The problems in SMAN 4 Palopo were that the students seldom discussed and shared materials each other because the reading activity still depended on the teacher's explanation, e.g. the teacher in front of class to explaining the materials and the students listened her explanation. Some students tended to be active but the others

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[27]Th. M. Sudarwati, Look Ahead2(An English Course for Senior High School Students Year XI),Accesed on August 10th 2016
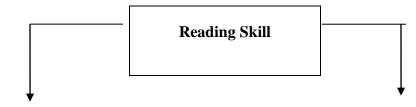
were passive. Those happened because some students were dared to ask and share opinion to the teachers but the other students did not. The students were still afraid to answer the question asked by the teacher and still shy to state their opinions to their teacher.
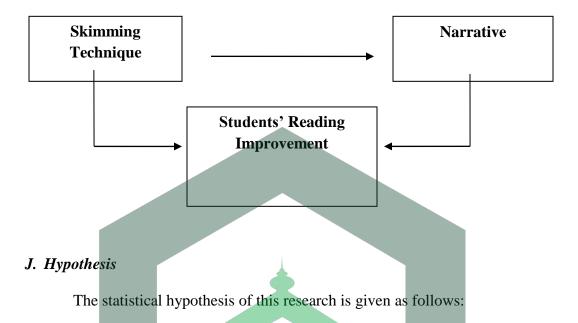
The researcher believes that the right choice of learning method in reading skill not only will activate the students' mind but also open students' eyes that reading is not always boring activity. Teacher is only as facilitator for building and developing the knowledge itself. The use Skimming method , students are supposed to have capability increasing their reading skill in narrative text.

In this research, students SMAN 4 Palopo exposed in a condition where skimming learning applied. The students divided into group and are given some narrative text based on their level of language. Each student in a group had some different pieces of the narrative text and they have to read the story in the narrative text. After that, they have to discuss in expert group with the other student assigned to the same pieces. And then they have to present their story to their group in the skimming method. The researcher believes by doing this activity, the students in SMAN 4 Palopo improve the reading skill.

Conceptual framework above is showed by the following chart:

Conceptual Framework

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              ┌─────────────────────────┐
        ┌─────│      Reading Skill      │─────┐
        │     └─────────────────────────┘     │
        ▼                                      ▼
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| Skimming Technique | → | Narrative |

| | Students' Reading Improvement | |

J. Hypothesis

The statistical hypothesis of this research is given as follows:

1. (t count): Reading skill is improved in learning through skimming method at the tenth grade students of SMAN 4 Palopo.

2. (t table): Reading skill is not improved in learning through skimming method at the tenth grade students of SMAN 4 Palopo.

CHAPTER III

RESEARCH METHOD

A. *Method of the Research*

This section discusses about research design, population and sample, variables, instrument of the research, procedure of collecting data and technique of data analysis.

1. Method and Design of the Research

a. Method

The researcher used experimental method in this study. This method was to know the effectiveness of pre-questioning technique in teaching reading.

b. Design

This study used pre-experimental research. The formula of research design was illustrated on the table below: This research employed experimental method which applied one group.

The design of this research could be described as follow:

$$E = O_1 \text{ x } O_2$$

Where:

E   : Experimental

O_1 : Pre-test

X   : Treatment

O_2 : Post-test[28]

B. *Population and Sample*

a. Population

In this case, the population is all of the students of SMAN 4 Palopo who comprised of 28 students each class.

b. Sample

In this research, the researcher applied purposive sampling technique. The researcher took one class from twelve classes namely class X.3 and they were 28 Students of SMAN 4 Palopo. The researcher choose this class X.3 because the researcher wanted to understanding of Skimming technique English learning process by students' X.3 year and this research can be given information and contribution the

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[28] Suharsini Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek* (Edisi Revisi IV: Jakarta: PT. Rineka Cipta, 1998), p. 84.

English teacher of SMAN 4 Palopo. And I choose class X.3 because I see their ability very weak in the use of Skimming technique to the class X.1 and X.12.

C. *Variables of the Research*

In this research, the researcher determined two categories of variable, namely:

1. Dependent variable

    Students' reading improvement

2. Independent Variable

    Improving reading comprehension through skimming technique.

D. *Instrument of the Research*

The instrument of the study was reading test Reading test was an instrument used in this research which comprised of two test; pre test and post test. Every consist passage of 5 questions. This test was divided into pre-test and post-test. In order to see how well the students master the reading through pre-questioning technique. The pre test was intended to see the student's ability in reading before giving treatment

while the post-test was administered to know the effectiveness of technique used in learning reading.

The instruments that had been used in this research were:

Reading test: it was used to find out the student ability in reading comprehension in pretest and posttest

Question: Number of question to measure the student comprehension in reading text.

Stopwatch: To measure the time of student when they are read.

E. Procedure of Collecting Data

In collecting data, the researcher took the procedure of collecting as follows:

a. Pre-test

The pre-test was distributed to the students to measure their ability in reading comprehension before giving treatment. The text which was used in pretest entitled "The Legend of Beowulf". In pretest the students was faced with number of question those are:

1) Who was half-man and half-monster?

2) Were the king and his men succeed in killing Grendel

3) Why did Beowulf come to Denmark?

4) What did Beowulf do to Grendel when he fought him?

5) What happened to Grendel after he fought Beowulf?

It will take 90 minutes to finish it.

b. Treatment

The treatment was given to the students after they have done pre –test. The treatment was conducted in six meetings. The steps as follows:

1. The first treatment

a. The researcher explained to the students what will be learning about narrative text and explained how is the skimming technique to the students.

b. The researcher divided class as fourth group and each groups given a narrative text. "Monkey and Crocodile".

c. The research asked each group to read the title is the shortest possible summary of the content.

d. The research asked each group to read the introduction or lead in paragraph

e. The research asked each group to read the first completely

f. The research asked each group to read if there are subheading, read each one, looking for relationship among them.

g. The research asked each group to read the first sentence of each remaining paragraph.

h. The research asked representative of each group to come in front of class to read the result of their discussion about narrative text by using skimming technique.

    2. The second treatment

a. The researcher divided class as fourth groups and each groups given a narrative text."The Lion and the Mouse".

b. The research asked each group to read the title it is the shortest possible summary of the content.

c. The research asked each group to read the introduction or lead in paragraph

d. The research asked each group to read the first completely

e. The research asked each group to read if there are subheading, read each one, looking for relationship among them.

f. The research asked each group to read the first sentence of each remaining paragraph

g. The research asked representative of each group to come in front of class to read the result of their discussion about narrative text by using skimming technique.

3. The third treatment

a. The researcher divided class as fourth groups and each groups given a narrative text."Why do mosquitos buzz".

b. The research asked each group to read the title it is the shortest possible summary of the content.

c. The research asked each group to read the introduction or lead in paragraph

d. The research asked each group to read the first completely

e. The research asked each group to read if there are subheading, read each one, looking for relationship among them.

f. The research asked each group to read the first sentence of each remaining paragraph

g. The research asked representative of each group to come in front of class to read the result of their discussion about narrative text by using skimming technique.

4. The fourth treatment

a. The researcher divided class as fourth groups and each groups given a narrative text."Why do Hawks Hunt Chicks".

b. The research asked each group to read the title it is the shortest possible summary of the content.

c. The research asked each group to read the introduction or lead in paragraph

d. The research asked each group to read the first completely

e. The research asked each group to read if there are subheading, read each one, looking for relationship among them.

f. The research asked each group to read the first sentence of each remaining paragraph

g. The research asked representative of each group to come in front of class to read the result of their discussion about narrative text by using skimming technique.

5. The fifth treatment

a. The researcher divided class as fourth groups and each groups given a narrative text."An Honest Woodsman and His Axe".

b. The research asked each group to read the title it is the shortest possible summary of the content.

c. The research asked each group to read the introduction or lead in paragraph

d. The research asked each group to read the first completely

e. The research asked each group to read if there are subheading, read each one, looking for relationship among them.

f. The research asked each group to read the first sentence of each remaining paragraph

g. The research asked representative of each group to come in front of class to read the result of their discussion about narrative text by using skimming technique.

6. The sixth treatment

a. The researcher divided class as fourth groups and each groups given a narrative text."The Colour of Friendship".

b. The research asked each group to read the title it is the shortest possible summary of the content.

c. The research asked each group to read the introduction or lead in paragraph

d. The research asked each group to read the first completely

e. The research asked each group to read if there are subheading, read each one, looking for relationship among them.

f. The research asked each group to read the first sentence of each remaining paragraph

g. The research asked representative of each group to come in front of class to read the result of their discussion about narrative text by using skimming technique.

c. Post test

The post-test has been given to the students after doing treatment. The written evaluation the students with the same materials. The students asked to answer the questions which consist of essay by use skimming technique in reading text. The pos-test was gave to the students' ability in mastering reading comprehension skill through skimming technique in reading text after having treatment.
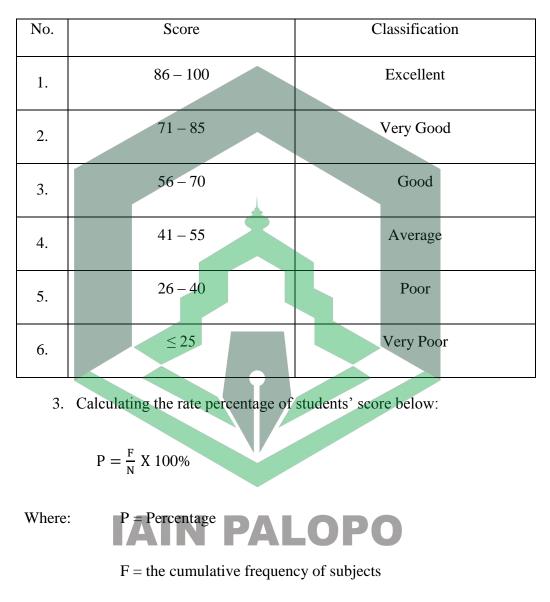
F. **Technique of Data Analysis**

In this research, the researcher analyzed the data that is collected from the sample by using following techniques:

1. Scoring the students' correct answer from the reading test that is given

$$\text{Score} = \frac{\text{value of students correct answer}}{\text{total number of value}} \text{ X } 100$$

2. Classifying the students score based on the following classification.

The Students' Score Classification

No.	Score	Classification
1.	86 – 100	Excellent
2.	71 – 85	Very Good
3.	56 – 70	Good
4.	41 – 55	Average
5.	26 – 40	Poor
6.	≤ 25	Very Poor

3. Calculating the rate percentage of students' score below:

$$P = \frac{F}{N} \text{ X } 100\%$$

Where: P = Percentage

        F = the cumulative frequency of subjects

        N = total number of subjects[29]

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[29] L.R .Gay, Educational Research (USA, 1981), p. 225

4. In determining the mean score, standard deviation, test of significance and standard significance. The researcher calculated it by using SPSS 20 and use table distribution to choose the score of t_{count} (t_0).

IAIN PALOPO

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the description of findings and discussion of the research. The findings of the research deals with the result of the data analysis from the field and the discussion section deals with argument and further explanation of the findings.

A. Findings

The findings of this research deals with the rate percentage of students score in pre-test and post-test, the mean score and standard deviation of students' pre-test and post-test. The data from students' pre-test and post-test collected in this research as the main instrument. The pre-test was administered before the treatment was given, while post-test administered after treatment given.

1. The analysis students' reading test score in pre-test and post test

a. Students score in pre-test

In this section, the researcher shows the complete score of the students' reading comprehension in pre-test. The researcher would present them in the tables and calculate the score by using SPSS20. It tabulated by following table:

Table 4.1

The Score of Students' Reading Comprehension in Pre-test

Respondent	Correct Answer	Score
R1	2	20
R2	4	40
R3	2	20
R4	2	20
R5	3	60
R6	2	40
R7	6	70
R8	2	20
R9	2	20
R10	2	40
R11	3	60
R12	2	40
R13	4	80
R14	4	80
R15	3	65
R116	2	40
R17	3	60
R18	2	45

R19	2	40
R20	2	40
R21	4	80
R22	2	45
R23	2	40
R24	3	65
R25	3	60
R26	4	80
R27	2	40
R28	3	65
N=28		**∑x=1375**

Table 4.1 shows that there were 28 students observed in this research before gave the treatment and all students got unexpected score berofe giving the treatment. The highest score was 95 and the lowest score was 60. There were two students got 40, there were four students got 80, and there was one student got 20, two students got 40, three students got 60, two students got 40, six student got 90, there was only two student got score 40. There were one students got 20, and also there was one students got 20, there was three student got 60. There was one student got 20. There were two student got 40. There were four students got 60. The categories were fair, poor, and very poor. It means the students score in pre-test was low.

b. The percentage of students score in pre-test

Table 4.2

The percentage of students' score in pre-test

No	Classification	Score	Frequency	Percentage
1.	Excellent	96-100	-	
2.	Very Good	86-95	4	15%
3.	Good	76-85	6	20%
4.	Average	66-75	8	30%
5.	Fair	56-65	6	20%
6.	Poor	36-55	4	15%
7.	Very Poor	0-35	-	
	Total		28	100%

The table 4.2 shows students scores of pre-test in percentage. There was answering reading test, there was no student who got excellent and very poor score. There were 4 student (15%) had very good category, and 6 students (20%) had good category, there were 8 students (30%) had average and there were 6 students (20%) had fair category, there were 4 students (15%) had poor category it means the students score in pre-test was low.

c. Post-test

The score of student were observed based on their test result. The data can be seen in the following table:

Table 4.3

The Score of Students' Reading Comprehension in Post-test

Respondent	Correct Answer	Score
R1	5	85
R2	-	-
R3	3	60
R4	2	55
R5	3	60
R6	4	70
R7	2	55
R8	2	45
R9	3	65
R10	4	70
R11	1	22
R12	4	70
R13	4	75
R14	5	95
R15	5	80

R16	3	65
R17	4	70
R18	4	75
R19	2	55
R20	4	70
R21	4	70
R22	4	70
R23	2	43
R24	3	60
R25	3	65
R26	2	40
R27	3	60
R28	1	30
N= 28		**∑x=1680**

It can be seen from table 4.3 that there were 28 students' score of reading comprehension in post test. The highest score was 95 and the lowest was 60. There were five students who got 95, there were five students who got 80, there were five student who got 85, nine students who got 65, night student who got 75, twenty eight students who got 70, twelve students who got 60, six student who got 55, there was two student who got 45. There was two student got 43, there was one student who got 30.There was one student

got 22. So we can conclude that there was improvement of the student of X.3 to upgrade the students reading skill.

Table 4.4

The Percentage of Students' Score in Post-Test

NO	Classification	Score	Frequency	Percentage
1	Excellent	96-100	-	-
2	Very Good	86-95	8	30%
3	Good	76-85	9	40%
4	Average	66-75	4	10%
5	Fair	56-65	6	15%
6	Poor	36-55	1	5%
7	Very Poor	0-35	-	-
	Total		28	100%

The table 4.4 shows students scores of pre-test in percentage. There were eight students (30%) had very good category and nine students (40%) had good category, and four students got (10%) had average category and six students (15%) had fair category, and one students got (5%), it means that the students score in post-test improved.

Table 4.5

The Score of Students' Reading Comprehension in Pre-Test and Post-Test

Respondent	Variable X (Pre-test)	Variable Y (Pos-test)	D=(X-Y)	$D^2= (X-Y)^2$
R1	20	85	-65	4225
R2	40	-	-40	1600
R3	20	60	-40	1600
R4	20	55	-35	1225
R5	60	60	-0	0
R6	40	70	-30	900
R7	70	55	15	225
R8	20	45	-25	625
R9	20	65	-45	2025
R10	40	70	-30	900
R11	60	22	38	1444
R12	40	70	-30	900
R13	80	75	5	25
R14	80	95	-15	225
R15	65	80	-15	225
R16	40	65	-25	625
R17	60	70	-10	100
R18	45	75	-30	900
R19	40	55	-15	225

R20	40	70	-30	900
R21	80	70	10	100
R22	45	70	-25	625
R23	40	43	-3	9
R24	65	60	5	10
R25	60	65	-5	10
R26	80	40	40	1600
R27	40	60	-20	400
R28	65	30	35	1225
N=28	**∑x=1375**	**∑y₁ =1680**	**∑D =681**	**∑D² = 22873**

The table 4.5 can be seen that $\sum D$ =681 and $\sum D^2$ = 22873 the next looking for different of deviation between variable x (pre-test) and variable y (post-test) as follows:

Analysis the hypothesis of Acceptability

To know whether the pre-test and post-test are significantly different and also to know the acceptability, the writer used t-test and calculated by using SPSS 20. The result can be seen below:

Table 4.6

The paired samples statistic of pre-test and post-test
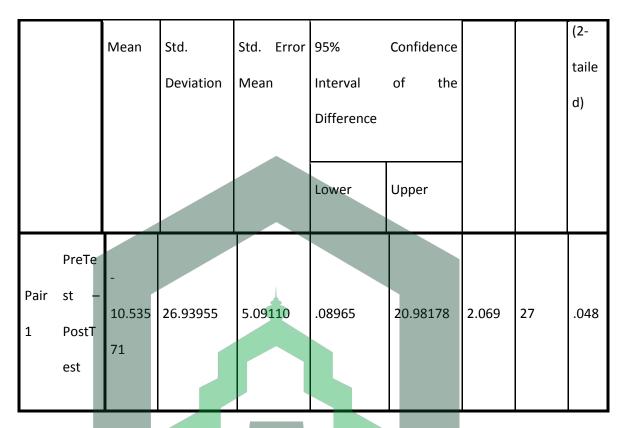
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PreTest	59.6429	28	19.05589	3.60122
PostTest	49.1071	28	19.72278	3.72726

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 PreTest & PostTest	28	.035	.859

The table paired samples statistics of pre-test and post-test indicates that value of

standard deviation in pre-test was 19.05589 and 19.72278 in post-test. Besides, the

standard deviation error in pre-test was 3.60122 and in post-test was 3.72726. The table

above also shows that mean score in pre-test was 8.10 and in post-test was 13.15. It could

be concluded that students' score increase from 59.6429 to 49.1071.

Table 4.7

The paired samples of pre-test and post-test

Paired Samples Test

	Paired Differences			T	Df	Sig.

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				(2-tailed)
					Lower	Upper			
Pair 1	PreTest – PostTest	-10.535 71	26.93955	5.09110	.08965	20.98178	2.069	27	.048

From the table samples test 4.7, the researcher got the data that t_0 (t_{count}) =2.069 and df (degree of freedom) = 27. Acording to the gay the value of t_t =2,052. It was the standard of signification 0.05 with degree of freedom (df)=27. Based on the result, the writer concluded that t_0 (t_{count}) was higher than t_t (t_{table}), $t_0 > t_t$.

2.069 > 2,052

Related to the result that ($t_0 > t_t$) the t_{count} was higher than t_{table}, it means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It can be concluded that there was a significant difference in reading comprehension before and after

using skimming technique. Therefore, the researcher believed that pre-questioning is skimming technique effective in improving student's reading comprehension at tenth

B. Discussion

In this section, the researcher discussed the result of findings in accordance with the scope of the research. The discussion is about developing reading comprehension by using skimming technique at the tenth grade of SMAN 4 Palopo.

Table 4.8

Table of the t-test of the student

Variable	t_{count} (t_0)	t_{table} (t_t)
$O_1 - O_2$	2.069	2.052
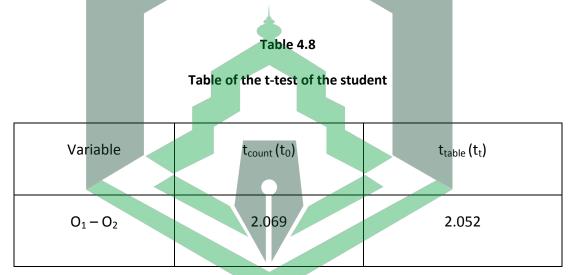
Table above shows that the value of t_0 was higher than t_t, it can be interpreted that the research hypothesis was confirmed the data of students' test, it showed that t_{count} (t_0) with the value (2.069) was higher than t_{table} (t_t) with the value (2.052) with degree of freedom (df) = 27 on the level significance 0.05. It means that there was a significance difference between the result of pre-test and the result of post-test.

Having giving pre-test, the researcher gave the treatment during six meetings. In this case, the students were expected to understand the narrative text and have a good willingness to read a text and answer the questions. In process of reading skill, firstly, the students must know the meaning of vocabularies that used in narrative text. All of these activities were applied by using skimming.

After conducting 6 treatments, the researcher gave post-test to know the students' achievements in reading skill. In post-test, there were also five questions of reading test. It was found that some of students could answer all of the questions. In third question *"what is the moral value you can learnt from the passage?"* in this question, all of the students had the correct answer with the answer *"do not lie because it is not good attitude"*. Besides, they were more interested and more seriously to read the reading text and answer the questions.

Based on the analysis of the table of classification and percentage rate of the students in post-test and the students' mean score, it was found that the students' reading skill was higher than before they got the treatment. Related to the students' mean score in pre-test and post-test, it was showed that students' reading skill was improve through skimming technique.

The score very high of student's ability in pre-test from 28 respondents they were:

From respondent (R1), number of score 2 get score 20, from respondent (R3) number of score 2 get score 20, from respondent (R6) number of score 2 get score 90, from respondent (R8) number of score 2 get score 20, from respondent (R9) number of score 2 get score 20.

Based on the analysis of the score students' ability above there were 5 students as delegations from 28 respondents, who are showed for each the data percentage. And in this section, during before conducting treatments.

In other that, the very high score of students' ability from all students post test namely from respondent (R1) who get number of score 14 and get score 93, from respondent (R7) who get number score 13 and get score 86, from respondent (R14) who get number of score 13 and get score 86. It was clearly that there was significant distance of the result before conducting treatment and after. It was indicated that there were increasing about skimming technique, namely; the students take more narrative text, characteristic in the story, topic.

In other word, most of the students got their motivation when they during the process of learning. It is occurs during six meeting so the students is not got difficult in learning process cause the students active and enjoy in learning process. In fact, reading comprehension skill by using skimming technique at the tenth grade of SMAN 4 Palopo students was effective to the SMAN 4 Palopo.

Considering the result of percentage above it is consistent with other perception that skimming strategy, students can explore their own knowledge according the text provided by the teacher. So the students can make their best creative answer. Skimming is a method of rabidly moving the eyes over text, by teachers before the students read the whole text and aims to build the students' interest and motivation as well as their cognitive factors. Skimming is very useful to activate the schemata, because the students are assisted to predict what will be faced by them in the reading text.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the findings, the data analysis and the discussion in the previous chapter, the researcher then concluded and suggested as presented as follows:

A. *Conclusion*

Having implemented the treatments by using skimming technique, the data have been analyzed by using (t_t) standard of significant 5% with degree of freedom (df)= 27 got t_t = 2,052 and standard of significant 0.05, the result of t_0 (t count) was 2,069 from this result the researcher gave interpretation that t_0 (t count) was higher than t_t (t table) 2,052 > 2,069 it meant that there was improvement between student's scores before and after giving treatment by using skimming technique. On that account, it was accepted H_1 where, if $t_0 \geq t_{table}$ it meant that the Alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It meant that there was effect of using skimming technique on students' reading skill. It could be concluded that implementation of skimming technique was effective in improving reading skill at SMAN 4 Palopo.

B. Suggestion

Having concluded the result of this research the researcher further suggested some points as follows:

1. An English teacher especially should give appropriate technique or method to develop the students reading skill, should be creative in choosing a good method strategy in learning English. They need skimming technique as new technique in teaching reading, so that the teaching and learning process become enjoyable, fun and interesting. Teaching reading by using skimming technique could motivate students to read more, and it improves students' reading skill. So the researcher suggests to the teacher to use this technique in reading class.

2. The students should improve and add your vocabulary and always read many texts in English because reading is the key to be success.

3. According to the result of this study the researcher suggests to anyone who want to teach English, especially a teacher who wants to improve students reading skill can use skimming which can be used to improve students' reading skill.

4. In teaching reading by using skimming technique, the teacher has to prepare some questions before she/he enter the class.

5. In teaching reading by using skimming technique, the teacher has to divide students in some group so the students feel not awkward to read with their friends. Besides that, students can exchange ideas about what should they answer to the question provided. And it can make the students to read more.

6. To learn reading by use skimming technique as a strategy the student not only read about something or just try to understand the vocabulary translate, but they also can comprehend more about the function of the task. And try to think critically.

7. In teaching reading by using skimming technique, teacher has to prepare appropriate questions that can be discussed by the students.

8. Give students motivation about how lucky the people who can understand English, especially the people who are able to answer the question or something well. Besides that, students have to bring English dictionary in every meeting.

9. For the next researcher who wants doing the next research especially about reading. The researcher hopes they can use the other interesting method.

Finally, the researcher realizes that this thesis is far from being perfect and because of that, constructive critics and advice are really expected for the perfection of the thesis. The researcher hopes that the results of this research could be useful for the readers. It was hope that the readers would have more information about interactive activities technique. This research could one of the references for the next researcher in conducting other researches with more detailed information about Pre-questioning technique to improve students' reading skill.

The researcher explained about reading text namely narrative text

The researcher asked the students and divided the students into skimming

Each group consist of six students'

The students read the reading test and discussed the answers in the a group

The leader of group present the result of the discusiion in front of the class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	**: SMA NEGERI 4 PALOPO**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/ Semester	**: X / 1**
Alokasi Waktu	**: 2x 45 menit**
Topik Pembelajaran	**: Narrative Text**
Pertemuan	**: Kedua**
Skill	**: Reading Skill**

A. Standar Kompetensi
  Membaca
   1. Memahami makna teks fungsional pendek dan monolog berbentuk reports, narrative dan analytical exposition dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar
   1.1. Memahami makna teks fungsional pendek dan monolog berbentuk narrative dalam konteks kehidupan sehari-hari.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian kompetensi	Nilai Budaya dan Karakter Bangsa

• Menemukan ide pokok dari teks narratif • Menemukan informasi rinci dari teks narratif	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tau, semangat bangsa, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab dan mandiri.

D. Tujuan Pembelajaran

Pada akhir kegiatan pembelajaran siswa diharapkan dapat:

o Menemukan ide pokok teks narratif.
o Menemukan informasi rinci dari teks narratif.

E. Materi Pembelajaran : Penyajian materi narratif teks.
F. Materi Pokok :

The Lion and the Mouse

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

The lion was so tickled at the idea of the mouse being able to help him, that he lifted up his paw and let him go. Some time after, the lion was caught in a trap and the hunters, who desired to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him on.

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

🞣 Please answer the following questions!

1. What is the title of the text?

2. What was the lion doing when the mouse ran up and down upon him?

3. What problem did the mouse have?

4. How did he overcome his problem?

5. What happened to the lion some time after?

G. Metode / Teknik Pembelajaran :
- Inquiry Method
- Skimming technique

H. <u>Langkah-langkah Kegiatan Pembelajaran</u>
1. **Kegiatan Awal (10')**
   - Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruanga kelas (***Nilai yang*** *ditanamkan:Santun dan Peduli)*
   - Apersepsi
     Mempersiapkan kelas dalam pembelajaran (*Kebersihan kelas, Absensi, Berdoa dan lain-lain)*
   - Memotivasi
     - Melakukan penjajakan kesiapan belajar siswa dengan memberikan pertanyaan tentang materi yang diajarkan
     - Mengingformasikan kompetensi yang akan dicapai.

2. **Kegiatan Inti (70')**
   Mengamati
   - Peserta didik memperhatikan berbagai macam bentuk narratif teks
   - Peserta didik membaca teks tentang narratif teks

   Menanya

   - Peserta didik menayakan tentang bagian-bagian narratif teks
   - Peserta didik menyakan unsur kebahasaan dalam narrative teks

Eksplorasi:

Initiation:

- Siswa dibagi kedalam empat kelompok. Masing-masing kelompok diberikan teks dan membaca contoh teks narratif dan pertanyaan mengenai isi teks.

Response:

- Dalam kelompok siswa menjawab pertanyaan berdasarkan isi teks. Kelompok 1 menjawab pertanyaan nomor 1sampai nomor 5. Kelompok 2 menjawab pertanyaan nomor 1 sampai nomor 5. Kelompok 3 menjawab pertanyaan nomor 1 sampai nomor 5.Kelompok 4 menjawab pertanyaan nomor 1 sampai 5.
- Masing-masing kelompok mempersiapkan hasil jawaban mereka. Kemudian, naik ke depan untuk membaca dengan menggunakan skimming technique.

Evaluation:

- Guru memberikan penilain terhadap jawaban masing-masing kelompok serta memberikan penguatan dan tambahan penjelasan tentang bagaimana menemukan jawaban sesuai dengan teks.

3. Kegiatan Akhir (10')
- Siswa diminta untuk menjawab pertanyaan yang ada pada materi mengenai narratif teks.
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan tugas untuk berlatih membaca dengan menggunakan skimming technique dari narratif teks yang sederhana.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- Guru menutup kegiatan pembelajaran (Membaca doa dan salam).

I. Sumber/ Bahan/ Alat:
1. Sumber :
   - Buku text yang relevan (English in focus/Look Ahead 2)
   - Text narrative yang berupa essay
   - kamus.
2. Alat dan Bahan :
   - Lembar kerja siswa (LKS).

J. Penilaian:
- Pedoman penilaian
   1. Jumlah skor maksimal per siswa 5
   2. Bobot tiap pertanyaan essay 2
   3. Perhitungan nilai akhir adalah sebagai berikut:
   4. Nilai akhir = Jumlah soal yang benar X 100

Jumlah pertanyaan

2.Cara Penilaian

a. Kinerja (Praktek)   :

- Menjawab pertanyaan berdasarkan teks.

a. Prosess assessement   :

- Waktu belajar dimulai mereka dibagi menjadi beberapa kelompok, Kemudian mereka mengerjakan atau menjawab pertanyaan yang mengenai soal narratif teks (short story) yang telah disediakan.

Palopo 25 Juli 2016

Mahasiswa Peneliti

Andini Ayu Lestari
NIM:12.16.3.0083

RENCANA PELAKSANAAN PEMBELAJARAN   (RPP)

Nama Sekolah   **: SMA NEGERI 4 PALOPO**

Mata Pelajaran   **: Bahasa Inggris**

Kelas/ Semester   **: X / 1**

Alokasi Waktu   **: 2x 45 menit**

Topik Pembelajaran : Narrative Text

Pertemuan   **: Ketiga**

Skill   **: Reading Skill**

A. Standar Kompetensi

Membaca

1. Memahami makna teks fungsional pendek dan monolog berbentuk reports, narrative dan analytical exposition dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

1.1. Memahami makna teks fungsional pendek dan monolog berbentuknarrative dalam konteks kehidupan sehari-hari.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian kompetensi	Nilai Budaya dan Karakter Bangsa
• Menemukan ide pokok dari teks narratif • Menemukan informasi rinci dari teks narratif	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tau, semangat bangsa, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab dan mandiri.

D. Tujuan Pembelajaran

Pada akhir kegiatan pembelajaran siswa diharapkan dapat:

o Menemukan ide pokok dari teks narratif.
o Menemukan informasi rinci dari teks narratif.

E. Materi Pembelajaran : Penyajian materi narratif teks.

F. Materi Pokok :

Why do mosquitos buzz?

To begin with the story, let me tell you that a long time ago, mosquitoes didn't buzz, they talked and talked. Then one day when one of them talked to an Iguana and didn't let the Iguana just grumbled and waved her tail until she forgot to say hello to her friend a snake. After that, everything was in a mess. The snake was so angry that he made a rabbit, a monkey, a crow, and an owl get frightened, finally, the whole jungle was mad at the mosquito and cried for the Sun to come up and when it did, the mosquito and cried for the Sun to come up and when it did, the mosquito lost his voice.

♣ Please answer the following questions!

1. Do you like history?

2. If you are interested in history, the history of what country would you like to know about?

3. Tell your reasons why you like the history of that country?

4. What are those two countries famous for?

5. How many paragraph in the text?

G. Metode / Teknik Pembelajaran :

- Inquiry Method
- Skimming Technique

H. Langkah-langkah Kegiatan Pembelajaran
    1. Kegiatan Awal (10')
- Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruanga kelas(*Nilai yang ditanamkan:Santun dan Peduli)*
- Apersepsi

Mempersiapkan kelas dalam pembelajaran (*Kebersihan kelas, Absensi, Berdoa dan lain-lain)*

- Memotivasi
  - ➢ Melakukan penjajakan kesiapan belajar siswa dengan memberikan pertanyaan tentang materi yang diajarkan
  - ➢ Mengingformasikan kompetensi yang akan dicapai.

2. **Kegiatan Inti (70')**
   Mengamati
   - ➢ Peserta didik memperhatikan berbagai macam bentuk narratif teks
   - ➢ Peserta didik membaca teks tentang narratif teks

   Menanya

   - ➢ Peserta didik menayakan tentang bagian-bagian narratif teks
   - ➢ Peserta didik menyakan unsur kebahasaan dalam narrative teks

Eksplorasi:

Initiation:

- ▪ Siswa dibagi kedalam tiga kelompok. Masing-masing kelompok diberikan teks dan membaca contoh teks narratif dan pertanyaan mengenai isi teks.

Response:

- ▪ Dalam kelompok siswa menjawab pertanyaan berdasarkan isi teks. Kelompok 1 menjawab pertanyaan nomor 1 sampai nomor 5. Kelompok 2 menjawab pertanyaan nomor nomor 1 sampai nomor 5. Kelompok 3 menjawab pertanyaan nomor 1 sampai nomor 5.Kelompok 4 menjawab pertanyaan nomor 1 sampai 5.
- ▪ Masing-masing kelompok mempersiapkan hasil jawaban mereka. Kemudian, kelompok lain memberikan respon dan tanggapan.

Evaluation:

- ▪ Guru memberikan penilain terhadap jawaban masing-masing kelompok serta memberikan penguatan dan tambahan penjelasan tentang bagaimana menemukan jawaban sesu ai dengan teks.

3. **Kegiatan Akhir (10')**

- Siswa diminta untuk menjawab pertanyaan yang ada pada materi mengenai narratif teks.
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberiksn tugas untuk berlatih membaca dengan menggunakan skimming technique dari narratif teks yang sederhana.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- Guru menutup kegiatan pembelajaran (Membaca doa dan salam).

I. Sumber/ Bahan/ Alat:

1. Sumber :
   - Buku text yang relevan(English in focus/Look Ahead 2)
   - Text narrative yang berupa essay
   - kamus.
2. Alat dan Bahan :
   - Lembar kerja siswa (LKS).

J. Penilaian:

- Pedoman penilaian
1. Jumlah skor maksimal per siswa 5
2. Bobot tiap pertanyaan essay 2
3. Perhitungan nilai akhir adalah sebagai berikut:
4. Nilai akhir = Jumlah soal yang benar X 100

Jumlah pertanyaan

2.Cara Penilaian
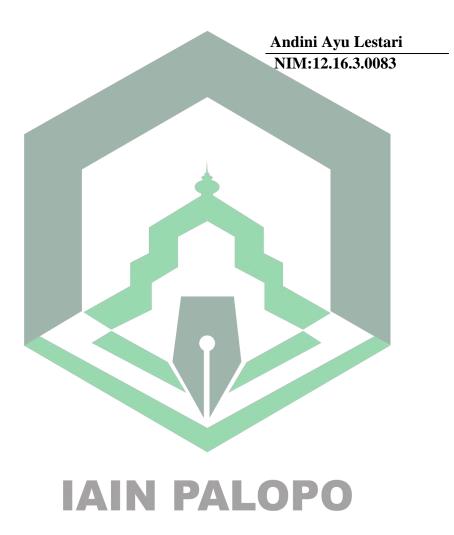
a. Kinerja (Praktek) :

- Menjawab pertanyaan berdasarkan teks.
a. Prosess assessement :
   - Waktu belajar dimulai mereka dibagi menjadi beberapa kelompok, Kemudian mereka mengerjakan atau menjawab pertanyaan yang mengenai soal narratif teks (short story) yang telah disediakan.

Palopo 25 Juli 2016

Mahasiswa Peneliti

Andini Ayu Lestari
NIM:12.16.3.0083

IAIN PALOPO

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	:	**SMAN 4 PALOPO**
Mata Pelajaran	:	**Bahasa Inggris**
Kelas/Semester	:	**X / 1**
Alokasi Waktu	:	**2 x 45 menit**
Topik Pembelajaran	:	**Narrative Text**
Pertemuan	:	**Kesatu**
Skill	:	**Reading Skill**

A. Standar Kompetensi

Membaca

1. Memahami makna teks fungsional pendek dan monolog berbentuk reports, narrative,dananalytical exposition dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

1.1 Memahami makna teks fungsional pendek dan monolog berbentuknarrative dalam konteks kehidupan sehari-hari.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	NilaiBudaya Dan KarakterBangsa
• Menemukan ide pokok dari teks narratif. • Menemukan informasi rinci dari teks narratif. .	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

D.   Tujuan Pembelajaran
    Pada akhir kegiatan pembelajaran siswa diharapkan dapat:
    o   Menemukan ide pokok dari teks narratif.
    o   Menemukan informasi rinci dari teks narratif.
E. Materi Pembelajaran   : Penyajian materi Narratif Teks.

F. Materi Pokok:

Monkey and Crocodile

One day a monkey wanted to cross a river he saw a crocodile in the river so he asked the crocodile told the monkey to jump onto its back. Then the crocodile swam down the river.

Now the crocodile was very hungry so when it was in the middle of the river it stopped and said to the monkey my father is very sick he must eat the heart of a monkey the he will be strong again.

The monkey thought for a while then he told the crocodile to swim back to the river bank. What for asked the crocodile because I didn't bring my heart with me said the monkey i left it under the tree near some coconuts.

So the crocodile turned around and swam back to the bank of the river as soon as they reached the river bank the monkey jumped off the crocodiles back and climbed up to the top of a tree. Where is your heart asked the crocodile. You are

foolish the monkey said to the crocodile now I am free and you have nothing. The monkey told the crocodile not to try to trick him again the crocodile swam away hungry.

🞦 Please answer the following questions!

1. What is the title of a narrative text above?

2. How many characters in the story?

3. What is seen Monkey?

4. Why are they fighting?

5. Why did crocodile swim?

G. Metode/Tenik Pembelajaran:
- Inquiry Method
- Skimming Technique

H. Langkah-langkah Kegiatan Pembelajaran

1. Kegiatan Awal (10')
- Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas*(nilai yang ditanamkan: santun, peduli)*
- Apersepsi
  Mempersiapkan kelas dalam pembelajaran *(Kebersihankelas, Absensi, berdoadanlain - lain)*
- Memotivasi
  - Melakukan penjajakan kesiapan belajar siswadengan memberikan pertanyaan tentang materi yang diajarkan
  - Menginformasikan kompetensi yang akan dicapai

2. Kegiatan Inti (70')

Mengamati

- ➢ Pesertadidik memperhatikan berbagai macam bentuk narrative teks
- ➢ Peserta didik membaca teks tentang narrative teks

Menanya

- ➢ Pesertadidik menanyakan tentang bagian – bagian narrative teks
- ➢ Pesertadidik menanyakan unsure kebahasaan dalam narrative teks

Eksplorasi:

Initiation:

- ▪ Siswa dibagi kedalam tiga kelompok. Masing-masing kelompok diberikan teks dan membaca contoh teks narrative dan menjawab pertanyaan mengenai isi teks.

Response:

- ▪ Dalam kelompok siswa menjawab pertanyaan berdasarkan isi teks. Kelompok 1 menjawab pertanyaan nomor 1 sampai nomor 5. Kelompok 2 menjawab pertanyaan nomor 1 sampai nomor 5. Kelompok 3 menjawab pertanyaan nomor 1 sampai nomor 5. Kelompok 4 menjawab pertanyaan nomor 1 sampai nomor 5.
- ▪ Masing-masing kelompok memperesentasikan hasil jawaban mereka.Kemudian, kelompok lain memberikan respon dan tanggapan.

Evaluation:

- ▪ Guru Memberikan penilain terhadap jawaban masing-masing kelompok serta memberikan penguatan dan tambahan penjelasan tentang bagaimana menemukan jawaban sesuai dengan teks.

3. KegiatanAkhir (10')

- ▪ Siswa diminta untuk menjawab pertanyaan yang ada pada materi mengenai narratif teks.
- ▪ Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- ▪ Siswa diberikan tugas untuk berlatih membaca dengan menggunakan skimming technique dari narrative teks yang sederhana.
- ▪ Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

▪ Guru menutup kegiatan pembelajaran (Membaca doa dan salam).

I. Sumber/Bahan/Alat:

1. Sumber   :
   ▪ Buku text yang relevan(English in focus/Look Ahead 2)
   ▪ Text narrative yang berupa essay
   ▪ kamus.
2. Alat dan Bahan   :
   ▪ Lembar kerja siswa (LKS).

J. Penilaian:

- Pedoman penilaian
1. Jumlah skor maksimal per siswa 5
2. Bobot tiap pertanyaan essay 2
3. Perhitungan nilai akhir adalah sebagai berikut:

4. Nilai akhir = Jumlah soal yang benar X 100

$$\overline{\qquad\qquad\qquad}$$

Jumlah pertanyaan

2. Cara Penilain

a. Kinerja (Praktek):
   ▪ Menjawab pertanyaan berdasarkan teks.
b. Proses assessment:
   ▪ Waktu belajar dimulai mereka dibagi menjadi beberapa kelompok,kemudian mereka mengerjakan atau menjawab pertanyaan yang mengenai tentang soal narrative text (short story) yang telah disediakan.

Palopo, 25 Juli 2016

MahasiswaPeneliti

Andini Ayu Lestari
NIM: 12.16.3.0083

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	:	**SMAN 4 PALOPO**
Mata Pelajaran	:	**Bahasa Inggris**
Kelas/Semester	:	**X / 1**
Alokasi Waktu	:	**2 x 45 menit**
Topik Pembelajaran	:	**Narrative Text**
Pertemuan	:	**Keempat**
Skill	:	**Reading Skill**

A. Standar Kompetensi

Membaca

1. Memahami makna teks fungsional pendek dan monolog berbentuk reports, narrative,dananalytical exposition dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

1.1 Memahami makna teks fungsional pendek dan monolog berbentuknarrative dalam konteks kehidupan sehari-hari.

C. Indikator Pencapaian Kompetensi

IndikatorPencapaianKompetensi	NilaiBudaya Dan KarakterBangsa
• Menemukan ide pokok dari teks narratif. • Menemukan informasi rinci dari teks narratif. .	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cintadamai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

D. Tujuan Pembelajaran

Pada akhir kegiatan pembelajaran siswa diharapkan dapat:

o Menemukan ide pokok dari teks narratif.
o Menemukan informasi rinci dari teksn arratif.

E. Materi Pembelajaran **:**Penyajian materi Narratif Teks.

F. Materi Pokok:

Why Do Hawks Hunt Chicks?

Once upon a time, a hawk fell in love with a hen, the hawk flew down from

the sky and asked the hen, "Will you marry me?"

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

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

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

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

➕ Please answer the following questions!

1. What is the purpose of the writer telling this story?
2. How did she solve the problems?
3. Does the story end in happy a happy or sad ending?
4. Does the story happen in past or present time?
5. Are the verbs in the present or in the past?

G. Metode/Tenik Pembelajaran:

- Inquiry Method
- Skimming Technique

H. Langkah-langkah Kegiatan Pembelajaran

1. KegiatanAwal (10')

- Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas*(nilai yang ditanamkan: santun, peduli)*
- Apersepsi
  Mempersiapkan kelas dalam pembelajaran *(Kebersihan kelas, Absensi, berdoa da nlain - lain)*
- Memotivasi
  - ➢ Melakukan penjajakan kesiapan belajar siswa dengan memberikan pertanyaan tentang materi yang diajarkan
  - ➢ Menginformasikan kompetensi yang akand icapai

2. KegiatanInti (70')

Mengamati

- ➢ Peserta didik memperhatikan berbagai macam bentuk narativeteks
- ➢ Peserta didik membaca teks tentang narrative teks

Menanya

- ➢ Peserta didik menanyakan tentang bagian – bagian narrative teks
- ➢ Peserta didik menanyakan unsure kebahasaan dalam narravive teks.

Eksplorasi:

  Initiation:

- ▪ Siswa dibagi kedalam tiga kelompok. Masing-masing kelompok diberikan teks dan membaca contoh teks narrative dan menjawab pertanyaan mengenai isi teks.

  Response:

- ▪ Dalam kelompok siswa menjawab pertanyaan berdasarkan isi teks. Kelompok 1 menjawab pertanyaan nomor 1sampai nomor 5. Kelompok 2 menjawab pertanyaan nomor 1 sampai nomor 5. Kelompok 3

menjawab pertanyaan nomor 1 sampai nomor 5. Kelompok 4 menjawab pertanyaan nomor 1 sampai nomor 5.

▪ Masing-masing kelompok memperesentasikan hasil jawaban mereka.Kemudian, kelompok lain memberikan respon dan tanggapan.

Evaluation:

▪ Guru Memberikan penilain terhadap jawaban masing-masing kelompok serta memberikan penguatan dan tambahan penjelasan tentang bagaimana menemukan jawaban sesuai dengan teks.

3. Kegiatan Akhir (10')

▪ Siswa diminta untuk menjawab pertanyaan yang ada pada materi mengenai narratif teks.
▪ Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
▪ Siswa diberikan tugas untuk berlatih membaca dengan menggunakan skimming technique dari narrative teks yang sederhana.
▪ Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
▪ Guru menutup kegiatan pembelajaran (Membaca doa dan salam).

I.   Sumber/Bahan/Alat:
1. Sumber   :
   ▪ Buku text yang relevan(English in focus/Look Ahead 2)
   ▪ Text narrative yang berupa essay
   ▪ kamus.
2. Alat dan Bahan   :
   ▪ Lembar kerja siswa (LKS).

J. Penilaian:
• Pedoman penilaian

1. Jumlah skor maksimal per siswa 5

2. Bobot tiap pertanyaan essay 2

3. Perhitungan nilai akhir adalah sebagai berikut:

4. Nilai akhir = Jumlah soal yang benar X 100

  Jumlah pertanyaan

2. **Cara Penilain**

   a. Kinerja (Praktek):
      - Menjawab pertanyaan berdasarkan teks.
   b. Proses assessment:
      - Waktu belajar dimulai mereka dibagi menjadi beberapa kelompok,kemudian mereka mengerjakan atau menjawab pertanyaan yang mengenai tentang soal narrative text (short story) yang telah disediakan.

Palopo, 25 Juli 2016

Mahasiswa Peneliti

Andini Ayu Lestari
NIM: 12.16.3.0083

IAIN PALOPO

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	**:**	**SMAN 4 PALOPO**
Mata Pelajaran	**:**	**Bahasa Inggris**
Kelas/Semester	**:**	**X / 1**
Alokasi Waktu	**:**	**2 x 45 menit**
Topik Pembelajaran	**:**	**Narrative Text**
Pertemuan	**:**	**KeLima**
Skill	**:**	**Reading Skill**

A. Standar Kompetensi

Membaca

1. Memahami makna teks fungsional pendek dan monolog berbentuk reports, narrative,dananalytical exposition dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

1.1 Memahami makna teks fungsional pendek dan monolog berbentuk narrative dalam konteks kehidupan sehari-hari.

C. Indikator Pencapaian Kompetensi

Indikator PencapaianKompetensi	Nilai Budaya Dan Karakter Bangsa

	Religius, jujur, toleransi, disiplin, kerjakeras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cintadamai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri
• Menemukan ide pokok dari teks narratif. • Menemukan informasi rinci dari teks narratif. .	

D.   Tujuan Pembelajaran
Pada akhirkegiatanpembelajaransiswadiharapkandapat:
  o Menemukan ide pokok dari i teks narratif.
  o Menemukan informasi rinci dari teks narratif.
E. Materi Pembelajaran   : Penyajian materi Narratif Teks.

F. Materi Pokok:

An Honest Woodsman and His Axe

There was once an honest Woodsman who lived with his family in a forest. He worked hard, cutting down trees so he could sell the firewood. This is how he supported his family. All day long you could hear the sound of his faithful axe ringing through the woods. One day he was cutting down trees near the edge of a deep pool of water in the forest. With strong, steady strokes he chopped away until it grew quite late in the day.

The Woodsman was tired, for he had been working since early morning, and his strokes were not as strong and steady as they had been. He raised his tired arms

high for a final blow and his axe slipped, flew out of his hands and landed with a '*plonk'* into the pool, sinking to the bottom.

The Woodsman cried out, "No! All is lost!" As he stood, wringing his hands, pulling his hair and weeping, the god Mercury suddenly appeared. "What is wrong Woodsman?" asked the god.

The Woodsman wept, "My axe fell into the water! It is too deep and I cannot get it back! My axe is all I have to make a living with, and I don't have enough money to buy a new one. My family will have nothing to eat." Hearing this, Mercury dove with a splash down to the bottom of the pool. When he surfaced he held in his hand an axe that glinted in the setting sun, for this axe was made of pure gold! Mercury held up the golden axe and asked, "Is this your axe, Woodsman?" The Woodman's mouth fell open and his eyes grew large with desire as he looked at the golden axe, but he shook his head. "No. That is not my axe." Mercury dove again with a splash down to the bottom of the pool.

This time when he surfaced he held in his hand an axe that sparkled like the silvery drops of water falling from it, for it was made of pure silver! "Is this your axe, Woodsman?" asked Mercury.

The honest Woodsman gazed with amazement at the beautiful silver axe, but again shook his head and said, "No. That is not my axe. My axe is just an ordinary old axe with a plain wooden handle." Mercury dove down for the third time with a splash, and when he surfaced he held in his hand the Woodman's battered old axe. "Is this your axe, Woodsman?" he asked. The Woodsman was so glad his axe had been found! He cried out, "That's my axe!" He eagerly took the axe and thanked the kind god again and again. Mercury looked at the Woodman and smiled. "I admire your honesty, Woodsman. And it shall be rewarded.

You may keep all three axes, the gold and the silver as well as your own." And then Mercury disappeared as suddenly as he had come. The Woodsman gathered the three axes in his arms and hurried home where he was met by his wife. She was so happy when she saw the gold and silver axes, she cried

out, "Husband! We'll never be hungry again!"

➕ Please answer the following questions!

1. What is the story about?

2. What did the woodsman do to earn money?

3. What axes did Mercury show the woodsman before the ugly one?

4. What reward did the woodsman get from Mercury?

5. "And it shall be rewarded."

G. Metode/Tenik Pembelajaran:

- Inquiry Method
- Skimming Technique

H. Langkah-langkah Kegiatan Pembelajaran

1. Kegiatan Awal (10')

- Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas*(nilai yang ditanamkan: santun, peduli)*
- Apersepsi
  Mempersiapkan kelas dalam pembelajaran*(Kebersihan kelas, Absensi, berdoa dan lain - lain)*
- Memotivasi
  - ➢ Melakukan penjajakan kesiapan belajar siswa dengan memberikan pertanyaan tentang materi yang diajarkan
  - ➢ Menginformasikan kompetensi yang akan dicapai

2. Kegiatan Inti (70')

Mengamati

- ➢ Peserta didik memperhatikan berbagai macam bentuk narrative teks
- ➢ Peserta didik membaca teks tentang narrative teks

Menanya

➢ Pesertadidik menanyakan tentang bagian – bagian narrative teks
➢ pesertadidik menanyakan unsure kebahasaand alam narrative teks.

Eksplorasi:
Initiation:

▪ Siswa dibagi kedalam tiga kelompok. Masing-masing kelompok diberikan teks dan membaca contoh teks narrative dan menjawab pertanyaan mengenai isi teks.

Response:

▪ Dalam kelompok siswa menjawab pertanyaan berdasarkan isi teks. Kelompok 1 menjawab pertanyaan nomor 1sampai nomor 5. Kelompok 2 menjawab pertanyaan nomor 1 sampai nomor 5. Kelompok 3 menjawab pertanyaan nomor 1 sampai nomor 5. Kelompok 4 menjawab pertanyaaan nomor 1 samapai nomor 5.

▪ Masing-masing kelompok memperesentasikan hasil jawaban mereka. Kemudian, kelompok lain memberikan respon dan tanggapan.

Evaluation:

▪ Guru Memberikan penilain terhadap jawaban masing-masing kelompok serta memberikan penguatan dan tambahan penjelasan tentang bagaimana menemukan jawaban sesuai dengan teks.

3. Kegiatan Akhir (10')

▪ Siswa diminta untuk menjawab pertanyaan yang ada pada materi mengenai narratif teks.
▪ Siswa dan Guru melakukan reflexsi terhadap kegiatan yang sudah dilaksanakan.
▪ Siswadiberikan tugas untuk berlatih membaca dengan menggunakan skimming technique dari narrative teks yang sederhana.
▪ Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
▪ Guru menutup kegiatan pembelajaran (Membaca doa dan salam).

I. **Sumber/Bahan/Alat:**

1. Sumber :
   - Buku text yang relevan (English in focus/Look Ahead 2)
   - Text narrative yang berupa essay
   - kamus.
2. Alat dan Bahan :
   - Lembar kerja siswa (LKS).

J.Penilaian:

- Pedoman penilaian

  1. Jumlah skor maksimal per siswa 5

  2. Bobot tiap pertanyaan essay 2
  3. Perhitungan nilai akhir adalah sebagai berikut:

  4. Nilai akhir = Jumlah soal yang benar X 100
     $$\overline{\text{Jumlah pertanyaan}}$$

1. Cara Penilain
   a. Kinerja (Praktek):
      - Menjawab pertanyaan berdasarkan teks.
   c. Proses assessment:
      - Waktu belajar dimulai mereka dibagi menjadi beberapa kelompok,kemudian mereka mengerjakan atau menjawab pertanyaan yang mengenai tentang soal narrative text (short story) yang telah disediakan.

Palopo, 25 Juli 2016

MahasiswaPeneliti

Andini Ayu Lestari

NIM: 12.16.3.0083

IAIN PALOPO

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	:	**SMAN 4 PALOPO**
Mata Pelajaran	:	**Bahasa Inggris**
Kelas/Semester	:	**X / 1**
Alokasi Waktu	:	**2 x 45 menit**
Topik Pembelajaran	:	**Narrative Text**
Pertemuan	:	**Keenam**
Skill	:	**Reading Skill**

A. Standar Kompetensi

Membaca

1. Memahami makna teks fungsional pendek dan monolog berbentuk reports, narrative,dananalytical exposition dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

1.1 Memahami makna teks fungsional pendek dan monolog berbentuk narrative dalam konteks kehidupan sehari-hari.

C. Indikator Pencapaian Kompetensi

Indikator PencapaianKompetensi	Nilai Budaya Dan Karakter Bangsa
• Menemukan ide pokok dari teks narratif. • Menemukan informasi rinci dari teks narratif. .	Religius, jujur, toleransi, disiplin, kerjakeras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cintadamai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

D. **Tujuan Pembelajaran**

Pada akhirkegiatanpembelajaransiswadiharapkandapat:

- o Menemukan ide poko dari isi teks narratif.
- o Menemukan informasi rinci dari teks narratif.

E. Materi Pembelajaran **:**Penyajian materi Narratif Teks.

F. Materi Pokok:

The Colour of Friendship

Once upon a time the colours of the world started to quarrel. All claimed that they were the best. The most important. The most useful. The favourite. Green said, "clearly I am the most important. I am the sign of life and of hope. I was chosen for grass, trees and leaves. Without me, all animals would die. Look over the countryside and you will see that I am in the majority." Blue interrupted, "you only think about the earth, but consider the sky and the sea. It is the water that is the basis of life and drawn up by the clouds from the deep sea. The sky gives space and peace and serenity. Without my peace, you would all be nothing." Yellow chuckled, "you are all so serious. I bring laughter, gaiety, and warmth into the world.

The sun is yellow, the moon is yellow, and the stars are yellow. Every time you look at a sunflower, the whole world starts to smile. Without me there would be no fun." Orange started next to blow her trumpet, "I am the colour of health and strength. I may be scarce, but I am precious for I serve the needs of human life. I carry the most important vitamins.

Think of carrots, pumpkins, oranges, mangoes, and papayas. I don't hang around all the time, but when I fill the sky at sunrise or sunset, my beauty is so striking that no one gives another thought to any of you." Red could stand it no longer he shouted out, "I am the ruler of all of you. I am blood - life's blood! I am the colour

of danger and of bravery. I am willing to fight for a cause. I bring fire into the blood. Without me, the earth would be as empty as the moon.

I am the colour of passion and of love, the red rose, the poinsettia and the poppy." Purple rose up to his full height. He was very tall and spoke with great pomp, "I am the colour of royalty and power. Kings, chiefs, and bishops have always chosen me for I am the sign of authority and wisdom. People do not question me! They listen and obey.

." Finally Indigo spoke, much more quietly than all the others, but with just as much determination: "Think of me. I am the colour of silence. You hardly notice me, but without me you all become superficial. I represent thought and reflection, twilight and deep water. You need me for balance and contrast, for prayer and inner peace." And so the colours went on boasting, each convinced of his or her own superiority. Their quarrelling became louder and louder. Suddenly there was a startling lash of bright lightening thunder rolled and boomed. Rain started to pour down relentlessly.

The colours crouched down in fear, drawing close to one another for comfort. In the middle of the quarrel, rain began to speak, "you are foolish colours, fighting amongst yourselves, each trying to dominate the rest. Don't you know that you were each made for a special purpose, unique and different? Join hands with one another and come to me." Doing as they were told, the colours united and joined hands and became a beautiful rainbow.

🞣 Please answer the following questions!

1. what is the story about?

2. How many colours were quarrelling?

3. Why did Purple think that he was the best colour?

4. What did Rain tell them to do to solve the quarrel?

5. what does the moral value of the story?

G.   Metode/Tenik Pembelajaran:

- Inquiry Method
- Initiation-Response-Evaluation (IRE) Strategy

H.   <u>Langkah-langkah Kegiatan Pembelajaran</u>

1. Kegiatan Awal (10')

- Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas*(nilai yang ditanamkan: santun, peduli)*
- Apersepsi
  Mempersiapkan kelas dalam pembelajaran*(Kebersihan kelas, Absensi, berdoa dan lain - lain)*
- Memotivasi
  - ➢ Melakukan penjajakan kesiapan belajar siswa dengan memberikan pertanyaan tentang materi yang diajarkan
  - ➢ Menginformasikan kompetensi yang akan dicapai

2. Kegiatan Inti (70')

Mengamati

- ➢ Peserta didik memperhatikan berbagai macam bentuk narrative teks
- ➢ Peserta didik membaca teks tentang narrative teks

Menanya

- ➢ Pesertadidik menanyakan tentang bagian – bagian narrative teks
- ➢ pesertadidik menanyakan unsure kebahasaand alam narrative teks.

Eksplorasi:

Initiation:

- ▪ Siswa dibagi kedalam tiga kelompok. Masing-masing kelompok diberikan teks dan membaca contoh teks narrative dan menjawab pertanyaan mengenai isi teks.

Response:

- ▪ Dalam kelompok siswa menjawab pertanyaan berdasarkan isi teks. Kelompok 1 menjawab pertanyaan nomor 1sampai nomor 5. Kelompok

2 menjawab pertanyaan nomor 1 sampai nomor 5. Kelompok 3 menjawab pertanyaan nomor 1 sampai nomor 5. Kelompok 4 menjawab pertanyaan nomor 1 sampai nomor 5.

▪ Masing-masing kelompok memperesentasikan hasil jawaban mereka. Kemudian, kelompok lain memberikan respon dan tanggapan.

Evaluation:

▪ Guru Memberikan penilain terhadap jawaban masing-masing kelompok serta memberikan penguatan dan tambahan penjelasan tentang bagaimana menemukan jawaban sesuai dengan teks.

3. Kegiatan Akhir (10')

▪ Siswa diminta untuk menjawab pertanyaan yang ada pada materi mengenai narratif teks.
▪ Siswa dan Guru melakukan reflexsi terhadap kegiatan yang sudah dilaksanakan.
▪ Siswadiberikan tugas untuk berlatih membaca dengan menggunakan skimming technique dari narrative teks yang sederhana.
▪ Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
▪ Guru menutup kegiatan pembelajaran (Membaca doa dan salam).

II.   Sumber/Bahan/Alat:
1. Sumber   :
   ▪ Buku text yang relevan (English in focus/Look Ahead 2)
   ▪ Text narrative yang berupa essay
   ▪ kamus.
2. Alat dan Bahan   :
   ▪ Lembar kerja siswa (LKS).

J.Penilaian:

• Pedoman penilaian

   1. Jumlah skor maksimal per siswa 5

   2. Bobot tiap pertanyaan essay 2

3. Perhitungan nilai akhir adalah sebagai berikut:

4. Nilai akhir = $\dfrac{\text{Jumlah soal yang benar} \times 100}{\text{Jumlah pertanyaan}}$

1. **Cara Penilain**
   a. Kinerja (Praktek):
      - Menjawab pertanyaan berdasarkan teks.
   d. Proses assessment:
      - Waktu belajar dimulai mereka dibagi menjadi beberapa kelompok,kemudian mereka mengerjakan atau menjawab pertanyaan yang mengenai tentang soal narrative text (short story) yang telah disediakan.

Palopo, 25 Juli 2016

MahasiswaPeneliti

Andini Ayu Lestari
NIM: 12.16.3.0083

Narrative text for fifth meeting:

An Honest Woodsman and His Axe

There was once an honest Woodsman who lived with his family in a forest. He worked hard, cutting down trees so he could sell the firewood. This is how he supported his family. All day long you could hear the sound of his faithful axe ringing through the woods. One day he was cutting down trees near the edge of a deep pool of water in the forest. With strong, steady strokes he chopped away until it grew quite late in the day.

The Woodsman was tired, for he had been working since early morning, and his strokes were not as strong and steady as they had been. He raised his tired arms high for a final blow and his axe slipped, flew out of his hands and landed with a '*plonk'* into the pool, sinking to the bottom.

The Woodsman cried out, "No! All is lost!" As he stood, wringing his hands, pulling his hair and weeping, the god Mercury suddenly appeared. "What is wrong Woodsman?" asked the god.

The Woodsman wept, "My axe fell into the water! It is too deep and I cannot get it back! My axe is all I have to make a living with, and I don't have enough money to buy a new one. My family will have nothing to eat." Hearing this, Mercury dove with a splash down to the bottom of the pool. When he surfaced he held in his hand an axe that glinted in the setting sun, for this axe was made of pure gold! Mercury held up the golden axe and asked, "Is this your axe, Woodsman?" The Woodman's mouth fell open and his eyes grew large with desire as he looked at the golden axe, but he shook his head. "No. That is not my axe." Mercury dove again with a splash down to the bottom of the pool.

This time when he surfaced he held in his hand an axe that sparkled like the silvery drops of water falling from it, for it was made of pure silver! "Is this your axe, Woodsman?" asked Mercury.

The honest Woodsman gazed with amazement at the beautiful silver axe, but again shook his head and said, "No. That is not my axe. My axe is just an ordinary old axe with a plain wooden handle." Mercury dove down for the third time with a splash, and when he surfaced he held in his hand the Woodman's battered old axe. "Is this your axe, Woodsman?" he asked. The Woodsman was so glad his axe had been found! He cried out, "That's my axe!" He eagerly took the axe and thanked the kind god again and again. Mercury looked at the Woodman and smiled. "I admire your honesty, Woodsman. And it shall be rewarded.

You may keep all three axes, the gold and the silver as well as your own." And then Mercury disappeared as suddenly as he had come. The Woodsman gathered the three axes in his arms and hurried home where he was met by his wife. She was so happy when she saw the gold and silver axes, she cried

out, "Husband! We'll never be hungry again!"

➕ Please answer the following questions!

1. What is the story about?

2. What did the woodsman do to earn money?

3. What axes did Mercury show the woodsman before the ugly one?

4. What reward did the woodsman get from Mercury?

5. "And it shall be rewarded."

The word it in the sentence refers to....

Narrative text for first meeting:

Monkey and Crocodile

One day a monkey wanted to cross a river he saw a crocodile in the river so he asked the crocodile told the monkey to jump onto its back. Then the crocodile swam down the river.

Now the crocodile was very hungry so when it was in the middle of the river it stopped and said to the monkey my father is very sick he must eat the heart of a monkey the he will be strong again.

The monkey thought for a while then he told the crocodile to swim back to the river bank. What for asked the crocodile because I didn't bring my heart with me said the monkey i left it under the tree near some coconuts.

So the crocodile turned around and swam back to the bank of the river as soon as they reached the river bank the monkey jumped off the crocodiles back and climbed up to the top of a tree. Where is your heart asked the crocodile. You are foolish the monkey said to the crocodile now I am free and you have nothing. The monkey told the crocodile not to try to trick him again the crocodile swam away hungry.

➕ Please answer the following questions!
6. What is the title of a narrative text above?

7. How many characters in the story?

8. What is seen Monkey?

9. Why are they fighting?

10. Why did crocodile swim?

IAIN PALOPO

Narrative text for fourth meeting:

Why Do Hawks Hunt Chicks?

Once upon a time, a hawk fell in love with a hen, the hawk flew down from the sky and asked the hen, "Will you marry me?"

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

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

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

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

🔸 Please answer the following questions!

6. What is the purpose of the writer telling this story?

7. How did she solve the problems?

8. Does the story end in happy a happy or sad ending?

9. Does the story happen in past or present time?

10. Are the verbs in the present or in the past?

Narrative text for post-test:

The Mouse Deer and the Crocodile

The mouse deer was a very tricky animal but he had many enemies. One of his enemies was a crocodile. The crocodile lived in a river near a forest.

One day, the mouse deer went to the river. It was a very hot day, and he was very thirsty and dirty. He wanted something to drink from the river and then he bathed and splashed about in the water.

Suddenly the crocodile saw the mouse deer. "Hmm….a nice meal." He thought. Then, he silently crawled behind the mouse deer and grabbed him. He caught the mouse deer's legs.

The mouse deer was startled and terrified as well. Then, he had an idea. He saw a twig floating near him. He picked it up and said," You stupid fool!

So you think you've got me. You're biting a twig-not my leg, you, stupid crocodile! Here's my leg."

And with that, he showed the crocodile the twig. The crocodile could not see very well. He was a very stupid creature, too. He believed the cunning mouse deer. He freed the mouse deer's leg and snapped upon the twig. The mouse deer ran out of the water immediately.

"Ha….ha….ha…", he laughed."I tricked you!"

➕ Please answer the following questions!
1. What is the type of the text?
2. When and where did the story happen?
3. The orientation of the story can be found in paragraph?
4. The beginning of the problem is in paragraph?
5. Can you find the writer's evaluation of the mouse deer and the crocodile?

Narrative Text for pre-test:

The Legend of Beowulf

Once upon a time, there was a horrible monster called Grendel. He was half-man and half-monster. He lived in Denmark. One day, he went to the King's castle. The king and his men tried to kill the monster but their swords were useless. A knight called Beowulf heard about the problem and went to Denmark to help the king.

The night, Beowulf and his men took off their armour and put away their swords and went to sleep. The monster came into the castle and killed a knight. Beowulf woke up and fought the monster-he pulled off an arm! Grendel went back to his home in a lake and died. Grendel's mother was very angry and the next night she went to the castle and killed a knight.

In the morning, Beowulf went to the lake. He killed Grendel's mother with a special sword. When he came back, the king was very happy and he gave Beowulf presents and money.

Beowulf went back to his country and became a king. He was king for fifty years. But one day, a dragon came to his country, and it attacked people. It lived in a cave with treasure. The dragon was very big and breathed fire. The knights were afraid and they did not want to fight the dragon. King Beowulf was an old man but he put on his armour again and went to the dragon's cave with his men....

✦ Please answer the following questions!

1. Who was half-man and half-monster?
2. Were the king and his men succeed in killing Grendel?
3. Why did Beowulf come to Denmark?
4. What did Beowulf do to Grendel when he fought him?
5. What happened to Grendel after he fought Beowulf?
6. What did Grendel's mother do when she find out about her son's death?

7. What did Beowulf use to kill Grendel's mother?

8. How long did Beowulf become king?

9. What attacked the people in Beowulf's country?

10. What did Beowulf do about it?

IAIN PALOPO

Narrative text for second meeting:

The Lion and the Mouse

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

The lion was so tickled at the idea of the mouse being able to help him, that he lifted up his paw and let him go. Some time after, the lion was caught in a trap and the hunters, who desired to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him on.

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

✚ Please answer the following questions!

6. What is the title of the text?
7. What was the lion doing when the mouse ran up and down upon him?
8. What problem did the mouse have?
9. How did he overcome his problem?
10.   What happened to the lion some time after?

Narrative text for sixth meeting:

The Colour of Friendship

Once upon a time the colours of the world started to quarrel. All claimed that they were the best. The most important. The most useful. The favourite. Green said, "clearly I am the most important. I am the sign of life and of hope. I was chosen for grass, trees and leaves. Without me, all animals would die. Look over the countryside and you will see that I am in the majority." Blue interrupted, "you only think about the earth, but consider the sky and the sea. It is the water that is the basis of life and drawn up by the clouds from the deep sea. The sky gives space and peace and serenity. Without my peace, you would all be nothing." Yellow chuckled, "you are all so serious. I bring laughter, gaiety, and warmth into the world.

The sun is yellow, the moon is yellow, and the stars are yellow. Every time you look at a sunflower, the whole world starts to smile. Without me there would be no fun." Orange started next to blow her trumpet, "I am the colour of health and strength. I may be scarce, but I am precious for I serve the needs of human life. I carry the most important vitamins.

Think of carrots, pumpkins, oranges, mangoes, and papayas. I don't hang around all the time, but when I fill the sky at sunrise or sunset, my beauty is so striking that no one gives another thought to any of you." Red could stand it no longer he shouted out, "I am the ruler of all of you. I am blood - life's blood! I am the colour of danger and of bravery. I am willing to fight for a cause. I bring fire into the blood. Without me, the earth would be as empty as the moon.

I am the colour of passion and of love, the red rose, the poinsettia and the poppy." Purple rose up to his full height. He was very tall and spoke with great pomp, "I am the colour of royalty and power. Kings, chiefs, and bishops have always chosen

me for I am the sign of authority and wisdom. People do not question me! They listen and obey.

." Finally Indigo spoke, much more quietly than all the others, but with just as much determination: "Think of me. I am the colour of silence. You hardly notice me, but without me you all become superficial. I represent thought and reflection, twilight and deep water. You need me for balance and contrast, for prayer and inner peace." And so the colours went on boasting, each convinced of his or her own superiority. Their quarrelling became louder and louder. Suddenly there was a startling lash of bright lightening thunder rolled and boomed. Rain started to pour down relentlessly.

The colours crouched down in fear, drawing close to one another for comfort. In the middle of the quarrel, rain began to speak, "you are foolish colours, fighting amongst yourselves, each trying to dominate the rest. Don't you know that you were each made for a special purpose, unique and different? Join hands with one another and come to me." Doing as they were told, the colours united and joined hands and became a beautiful rainbow.

➕ Please answer the following questions!

1. what is the story about?

2. How many colours were quarrelling?

3. Why did Purple think that he was the best colour?

4. What did Rain tell them to do to solve the quarrel?

5. what does the moral value of the story?

Narrative text for third meeting:

Why do mosquitos buzz?

To begin with the story, let me tell you that a long time ago, mosquitoes didn't buzz, they talked and talked. Then one day when one of them talked to an Iguana and didn't let the Iguana just grumbled and waved her tail until she forgot to say hello to her friend a snake. After that, everything was in a mess. The snake was so angry that he made a rabbit, a monkey, a crow, and an owl get frightened, finally, the whole jungle was mad at the mosquito and cried for the Sun to come up and when it did, the mosquito and cried for the Sun to come up and when it did, the mosquito lost his voice.

✦ Please answer the following questions!

6. Do you like history?

7. If you are interested in history, the history of what country would you like to know about?

8. Tell your reasons why you like the history of that country?

9. What are those two countries famous for?

10. How many paragraph in the text?