

**THE EFFECT OF APPLYING INTEGRATIVE METHOD COMBINED
WITH BREAKING UP STRATEGY
ON THE STUDENTS' ACHIEVEMENT
IN LISTENING**

SKRIPSI

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ABSTRACT

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This study deals with the effect of applying integrative method combined with breaking up strategy on the students' listening achievement. The objective of the research was to investigate the effect of applying integrative method combined with breaking up strategy on the students' achievement in listening. This research was conducted in SMP PAB 9 Klambir Lima, in the even semester 2016/2017 academic year. This is an experimental research which applied one test pretest-posttest design. The population of this research was the eight grade students which consisted of six parallel classes, with 265 students. By using purposive sampling technique, class VIII-5 consisting of 42 students was chosen as the sample. To obtain the data, multiple choice test comprising of 20 items was administrated to the students. The result showed that t_{test} is higher than t_{table} ($31.13 \geq 1.684$) $\alpha = 0.05$, and $df = 40$. It means that the H_a is accepted and H_o is rejected. Thus, applying integrative method combined with breaking up strategy has a significant effect on the students' achievement in listening.

Key Word: Integrative Method, Breaking up Strategy, Listening, Narrative Text

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences, when we listen, when we use our ears to receive individual sounds and we use our brain to convert these into message that mean something to us. Alan (2005) says “the complementary skill of listening is very important in our communication, if we can not listen well, of course we will not understand what other says. It means that listening is one of looking for information activity.

According to the curriculum used in SMP PAB 9 Klambir Lima, the school used KTSP curriculum where listening comprehension of narrative text takes place in grade eight. Generally the narrative text tells about the past story either real or imagination to amuse or to entertain the readers or listeners, then the readers or listeners can take a moral message conveyed through the story. The forms of the story will appear every national final examination. It is therefore important that the students understand the text.

Based on the previous research that has been done by Zuldawati (2013), listening quite difficult for students to master, especially for listening narrative text. There are some problems faced by students in listening. For instance, the students sometimes could not listen the recording well. Too long audios make the students feel strange, discouraged, and bored of what they are listening. The students often find the similar and unfamiliar words that make them confused. It is hard for them to understand words that they never heard before. Besides, they do

not understand because they lack vocabulary and pronunciation. Some students of SMP PAB 9 Klambir Lima have lack vocabularies in English. Sometimes they are not familiar with the spelling of words that they hear, so it is difficult for them to listen well.

In teaching listening, an English teacher should be able to create teaching materials. The aims of using variety of ways and teaching method are to make the lesson easy to understand for student. An English teacher must know to stimulate students' curiosity and must be able to present the lesson more interestingly and is relevant to the need of learning.

Based on the consideration above, this study will apply integrative method combined with breaking up the text strategy on the listening learning process, because integrative method is a method that brings together or combine several aspects into a good learning process between fields of study or one skill with the other skill of a study. In this case, the merger between language skills, namely listening, writing, reading and speaking skills, but in this study emphasis on listening skill. To understand what they have listened, the students should be able to reveal and express through writing and speaking skill.

Suyanto (2004) states that the integrative means to unite several aspects into one process. Integrative into another lessons and between fields of study. Djiwandono (2008) explains that an integrative method seen as the union of the parts become more whole. How intact merger, depends on how much of the capability and the language component that needs to be mutually coupled to answer test items which is held. Thus, an integrative method as one method the test that relies on the combined use various types language skills. Combined it can be more complex, if involve more types of skills and language elements covered.

The integrative method will be combined with breaking up strategy because by breaking the text into few sections then reading it with the appropriate intonation will help the students to get the points and understand what the text is about. Peha (1995) adds that breaking up the text strategy is the most effective strategy for improving comprehension. In the same way, Jacobs (2004) says that breaking up the text strategy is a strategy that makes a long passage of text become broken up into palatable chunks. Zuldawati (2013) in her journal says that breaking the text strategy can improve the students' listening skill because by doing this strategy, the students will listen a listening section or a text with part by part or section by section. So that the students only focus on listening each part of the listening section. It makes the students easier in comprehending each section. It also impacts the students' comprehension of the whole listening section.

Moreover, in this research, the researcher tries to find out how good the Integrative method combined with Breaking Up strategy if it is used to teach listening narrative text to eighth grade of SMP PAB 9 Klambir Lima in the academic year of 2016/2017.

B. The Identification of Problem

According to explanation of background previous, the problems are identified as follows:

1. The students have difficulties in listening.
2. The students are difficult to pay much attention and concentrating.
3. The students find some similar and unfamiliar words.

C. The Scope and Limitation

The scope of this research is listening and the limitation is selective listening on narrative text.

D. The Formulation of Problem

The problem was formulated as the following: “Is there any significant effect of applying Integrative method combined with Breaking Up strategy on the students’ achievement in listening narrative text?”.

E. The Objective of the Study

The objective of this research is to investigate the effect of applying Integrative method combined with Breaking Up strategy on the students’ achievement in listening narrative text.

F. The Significations of the Study

The finding of the study are expected to give many advantages theoretically and practically.

Theoretically

Theoretically, the result of this study could be used an information and reference matrial, acquiring knowledge and understanding about the study of listening. The study could be usd as a reference in learning activities and the study could be useful for field education.

Practically

Practically, the findings of this research will be useful for students, teacher, principal of the school, readers, and other researcher. For students, to increase their achievement in listening especially in narrative text. Teacher, has ability to use various strategy in teaching listening narrative text and as information is enabling the teacher to be more creative and innovative in applying kind strategy so that the students become interest in listening and they would get a better in their listening. Principal of the school, motivates to add the material in teaching learning process out some other strategy fo teaching listening. Readers, especially at UMSU library will have a lot of information about teaching learning experiences, and for the other researcher those who want to do a further research in the same topic.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

It is important to classify some term which are used in this research in order to avoid misinterpretation and confusion in comprehending the ideas especially for readers. Therefore, following terms are intended to specify the extent of research.

1. Listening

1.1 Description of Listening

Listening is an important part in communication process. Effective listening is the foundation for successful communication in school, at home, and in everyday situation. Hamagachi (2010) says that listening is an active process of hearing and comprehending what is said so that is listening process, the listener skill gets a place of information of that communication and it is one of the purpose in listening will be effect how we listen and what we select from sounds, because the listeners must select information of the spoken language what is relevant to this purpose and reject what is relevant.

As people listen, they process not only what they hear but also connect it other information their own ideas and experiences, in a very real sense they are creating the meaning in their own minds. Listening and reading comprehension are both highly complex processes that draw on the knowledge of the linguistic code (language form), cognitive processing skill (the skill to process in the mind), schema-based understanding (background knowledge) and contextual cues both within and outside the text. Among those sources are knowledge of language, of what has already been said, of context, and general background knowledge.

Alan (2005) says “the complementary skill of listening is very important in our communication, if we can not listen well. of course we will not understand what other says. It means that listening is one of looking for information activity. Listening is meaning based. When we listen, we are normally doing so for a purpose. The listeners may be even say that they do not listen to words, but the meaning behind the words.

Listen is often compared to reading, the other receptive while the two do share some similarities, two major differences should be noted. Firstly, listening usually happens in real time. That is, people listen and have to comprehend what they hear immediately. There is no time to go back and review, look up unknown words, etc. Secondly, although listening is

receptive, it very often happens in the midst of a conversation, something which requires productive, spoken response.

According to (Nunan, 2003) listening is an active, purposeful process of making sense what we hear. Language skills are often and categorized as receptive and productive, speaking and writing are productive skill, that requires a person to receive and understand incoming information (input). Listening is receptive, we can listen to and understand things at higher level than we can procedure. For this reason, people sometimes think of it as a passive skill. Nothing could be further from the truth listening is very active.

Morley (2001) stated that in daily activity, listening is skill and dominantly by people over the world. People often listen to news reports, song, from tape, television, computer, or people often listen to people speaking around us directly or by phone. In general, there are four reasons to listening (Hedge, 2000). Those are:

1. To engage social rituals

People can get in touch with others by listening to the other's talks, as it the nature feeling.

2. To exchange information

Through listening to the news, people know some information that happen in other country or local region.

3. To share feeling

By listening, people can solve their problems by asking other for suggestion or advices.

4. To enjoy themselves

Listening to the music or song are enjoyable activities. People can do this kind of activity where ever they are. The aim is to entertain and make fine feelings.

1.2 Elements and Level of Listening

There are four elements of good listening:

1. Attention is the focused perception of both visual and verbal situation.
2. Hearing is the physiological act of opening the gates to your ears'
3. Understanding is assigning meaning to the messages received
4. Remembering is the storing of meaningful information

According to Marvin Gottlieb (2003), says that in addition to the four elements, there are also four levels of listening is acknowledging, sympathizing, paraphrasing, and empathizing. The four levels of listening range from passive to interactive when considered separately. However, the most effective listeners are able to project all four levels at the same time. that is, they demonstrate that they are paying attention and making an effort to understand and evaluate what it is they are hearing, and they complete the process by demonstrating through their response their level of comprehension and interest.

According Michael H. Hoppe (2006), says that active listening involves six skills, they are paying attention, holding judgment, reflecting, clarifying, summarizing, and sharing. Each skills contributes to the active listening mind-set, and each skills includes various techniques or behaviors. These skills are not mutually exclusive.

1.3 Purposes of Listening

In real situations we rarely listen to somebody without any expectations what we are going to hear. This means that we usually have preconceived idea of the content, according to Ur, Penny (1984: 3) says that ideas are based on our knowledge about the heard information. These expectations are usually connected with the purpose of listening e.g. if we want to know what the time is we have to ask somebody. According to Ur the heard information which corresponds with the listener's expectations and needs is more likely to be correctly apprehended and understood than the information that is not relevant or useful. That is why it is so important to provide the learners with some information about the content before listening.

In almost all real-life situations listeners are supposed to give an immediate response to what they just heard. To respond to the information they can use either verbal or nonverbal ways of expressing their opinions. But this is not a case of classroom recordings since they consist of long parts of speech and the response to them is demanded at the end rather than between individual parts and it is listening tasks should consist of short parts demanding immediate answer.

In everyday situations there are a great number of reasons for listening. Brown and Yule divided the purposes into two main categories interactional and transactional. Interactional purpose convey social reasons of communication such as chatting at a party whereas transactional is used to express exchange of information such as to follow instruction (Hedge).

Galvin claims that there are five main reasons for listening such as to engage in social rituals; to exchange information; to enjoy yourself; to share feelings and to exert control (Hedge 2000).

And according to Underwood teachers should prepare their students for these situations:

1. Attending a lesson or a lecture. The aim of this activity is to understand the main concept and to be able to distinguish the main information.
2. Listening to announcements, news and weather forecast. In this situation listener's objective is to get relevant information.
3. Listening to live situation in which one takes no part. This type of situation is usually connected with eavesdropping. The person listening to the conversation is usually unaware of the context so that he or she cannot interfere into the conversation.
4. Listening to or watching plays, watching TV or listening to a radio for pleasure. The aim of this activity is to entertain oneself.
5. Listening to someone giving a speech. The listener is often interested in views and attitudes of the speaker.
6. Following the instructions. The listener's objective is to accomplish the task successfully.

Since it is difficult to provide listening that contains natural speech and is highly interesting I consider this list of purposes of individual listening as a support for teachers when they are choosing the listening text for their students.

1.4 Listening Process

Listening is assuming greater importance in many foreign language contexts, which have until relatively focus their effort on the development of writing skills. This growing importance is reflected in the proliferation of commercial listening course.

Rost (2002) defines listening as a process of receiving what the speakers actually says (receptive orientations), constructions and repainting (constractive orientations), negotiating meaning with the speaker and responding (collaborative orientations), and creating though involvement, imagination and empathy (transformative orientations).

Listening is a complex skills, in the case listening run in real activity through some process where the listener must be active and creative in order to improve their listening ability.

According to Brown (2012) there are two process of listening. They are bottom-up processing and top-down processing.

a. Bottom-up processing

Bottom-up processing is trying to make sense of what we hear by focusing on different parts; the grammar, vocabulary, and sounds. However it is difficult to get overall parts. And when you try to understand what the speaker say by only looking at the grammar or vocabulary that you do not understand since you are learning a new language or foreign language then you can not focus on what you are listening to.

b. Top-down processing

Top-down processing starts with background of knowledge called schema. Schema is classified into two. First, content schema that is general knowledge based on life experience and previous learning. Second, textual schema that is the knowledge of language and content used in the particular situation: the language you need at the office is different than what you need when socializing with friends.

1.5 Listening Situation

There are two kinds of listening situation in which we find ourselves:

a. Interactive listening situation

Interactive listening situation include face to face conversation and telephone calls, in which we are alternately listening and speaking and in which we have a change to ask for clarification, repletion, or slower speech from our conversation partner.

b. Non Interactive listening situation

Non interactive listening situation are listening to the radio, video, computer, tv, films, lecturer, or sermons. In such situation we usually don't have the opportunity to as for clarification, slower speech or reparation.

Listening can be lesson for students, because they will be able to minds. So, it take focus in hearing the word or phrase that is pronounced by the speaker. And need to interest a listener in the listener. Students' ability in listening is one of way to know their development in mastering vocabulary, pronounciation, grammar new interaction pattern and it's mean from the speaker.

1.6 Types of Listening

According to Brown (2004), there are four types of listening, namely a) intensive listening, b) responsive listening, c) selective listening, and d) extensive listening.

a) Intensive Listening

Intensive listening refers to listening precisely sounds, words, phrases, grammatical units and pragmatics units. Although listening intensively whenever required is an essential component of listening proficiency. As such, intensive listening needs to be included in listening instruction, although to be an effective practice it needs not be more than a small part of each class session.

The prototypical intensive listening activity is dictation, the transcription of the exact words that a speaker utters. Dictation is often claimed to be an excellent integrative test because it involves listening, vocabulary, grammar and the ability to make inferences from context. However, the administration and scoring of dictation can be time consuming and maybe best for self study outside of classroom time.

b) Responsive Listening

Responsive listening is to relatively short stretch or language (a greeting , question, command, comprehension check,etc). In order to make an equally short response.

c) Selective Listening

Selective listening is prerequisite for more complex and more extended listening. For extended texts, a popular and useful form of selective listening is note taking. Note taking is widely viewed as an important macro skill in the lecture listening comprehension process, a skill that often interacts with reading (when integrated with reading material accompanying the lecture), writing (the actual writing of the notes or writing based on the notes), and speaking (oral reconstruction of the notes or discussion based on the notes).

Task of selective listening encourage learners to approach genuine speak texts by adapting a method of focusing of specific information rather than trying to understand and recall everything. Reconstruction of speak material base on selective listening task can help students link selective listening to global listening.

d) Extensive Listening

Extensive listening is to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to pose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

1.7 Listening Problems

The first step the learning problems that students in constructing a successful listening is to identify the learning problems that the students are experiencing as a result of listening to related issues. Richard (2007) there are some problems in listening :

a. Trouble with the sounds.

Most students rely mostly on context for comprehension, they are often themselves unaware sound perception.

b. Have understand every word

Some students feel worried and stressed when they miss some words of the text. Here, the teacher needs to give the students practice in selective ignoring of heard information or something, they do naturally in their mother tongue. The teacher should explain this point to the students, and set them occasional tasks that ask them to scan a relatively long task for one to limited items of information.

c. Cannot understand fast, naturally native speaker.

The students can only understand if the teacher tasks slowly and clearly. They cannot understand fast, natural native-sounding speech. To overcome this problem, the teacher has to expose the students to as much spontaneous-informal talk as possible, so they can understand the native speech. The teacher can also provide them with the sorts of discourse at the right level for them.

d. Need to hear thing. More than once.

In order to understand, students need more than once to hear the text. In this problem, the teacher can try to use texts that include “redundant” passage and within which the essential information is presented more than once and not too intensively and give the students the opportunity to request clarification are repetition during the listening.

e. Find the difficult to keep up

The students’ feel overloaded with incoming information. The solution is not (so much) to slow down the discourse but rather to encourage them to relax, stop trying to understand everything, learn to picku out what is essential and allow them to ignore the rest.

f. Get tired

Sometimes, students’ feel tired and bored to listen, if the discourse is too long. They also feel more difficult to concentrate. The solution of this problem is similar with the third problem.

2. Text

Ronald Charter (2006), “Text is a stretch of language either speech or in writing that is semantically and pragmatically coherent in its real world context. A text can range from just one word to a sequence of utterances or sentences in a speech, letter, a novel, etc.

Besides that according to Pardiyono (2007) “Text is defined as a term of meaning realization shaped an information, message, or ideas in a series of sentences arranged rhetorically in an exact genre grammatically”. In other hand, a written text basically is a meaning delivery in a series of sentences, not only about kinds of sentences: simple, compound, complex, compound complex, so the information the message or idea can be poured exactly and effectively.

2.1 Type of the Text

Texts consist of spoken or written words that have the purpose of conveying a message. And genre much deals with kind of text. It has communicative purpose (social function), generic structure (text organization), and linguistic features. Pardiyono (2007:19) states that text has many types, they are:

- a. Description text is a type of written text, which has specific function to give description about an object (human or non human). For example: describe about place of interest.
- b. Recount text is a type of written text which gives information to the reader the past activities or event.
- c. Narrative text is a type of written text which entertains or gives good lesson to the reader about activities and includes conflict, climax, and resolution. For example: novel.
- d. Procedure text is a type of written text which describes the step to accomplish for things of job done. For example: how to make banana milkshake.
- e. Explanation text is a type of written text which explains a process of information, or describes how an object works or phenomenon.

- f. Short functional text is a text that has social function to inform something. It's called short functional text because the text is short and has a specific information.
- g. Discussion text is a type of written text which offers viewpoints related to some socio-economic problems.
- h. Exposition text is a type of written text which exposes the argument or opinion to the reader.
- i. New items text is a type of written text which informs newsworthy events of the day and other natural phenomenon to the reader. It usually is written by journalist in newspaper.
- j. Report text is a type of written text which provides information about natural or non natural phenomenon.
- k. Anecdote text is a type of written text which shares with others about ridiculous event or amusing event.
- l. Review text is a type of written text which evaluates the quality of books and other work art.

2.2 Narrative Text

Narrative text is a type of genre that has a main function not only to entertain or amuse other person but also to give a moral lesson to the writer himself and the readers. It becomes a reason that narrative is one of the favorite genres in teaching. However, Amclntyre (2006) said that narrative text is a story of an event that can be the real event or imagination events. According to Pratyasto (2011), narrative is a type of text that is proposed to amuse and to deal with actual and vicarious experience in different ways, narrative also deals with problematic events which lead to a crisis or turning points of some kind, which in turn find a resolution.

Narrative text is classified beside on analysis of remain elements or text, namely :

- a. The process of the text ; why is the text made and what is the text made for by its writer.

- b. The generic structure of the text ; analysing the use structure in compousing the text, in what why is the text construct by its writer.
- c. The language feature ; talking a look at the linguistic characterization of the text, what kind of language feature is used to built the text by its writer.

The function of narrative text is to amuse, entertain, and to deal with actual or ficarious experience in different why narrative deals with problematic events which lead to a crisis or to turning point of some kind, which in turn finds a resolution. Its social function is to tell stories or past events and certain the readers. The main purpose of narrative is to entertain to gain and bold a readers. However, narrative can also be written to teach or inform, to changes attitude or social opinion e.g. soap operas in television dramas taht are use to raise topical issue. Narrative sequence people or character in kind and place but differ from recounts in that through the sequencing, the story set up one or more problems, which must eventually find a way to be resolve.

2.3 Feature of Narrative Text

There are some feature that writer's should be recognize in writing narrative text. Those are follows :

- 1) Plot : what is going to happened?
- 2) Setting : where will the story take place?
- 3) Characterization : who are the main character? What they look like?
- 4) Structure : how will the story begin? What will the problem? How is the problem going to be resolved?
- 5) Theme : what is the theme/message the writer is attempting communicate?

2.4 The Generic Structure of Narrative Text

The generic structure of narrative text is, a) orientation, b) complication, and c) resolution.

- a) Orientation : set the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

- b) **Complication:** tells the beginning of the problems which leads to the crisis (climax) of the main participants.
- c) **Resolution:** the problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

2.5 Type of Narrative Text

Narrative itself divided into two kinds, they are:

1) Fiction

Narrative can be said as fiction if the story is untrue and not happened in the real world. Fiction often found in novel and short story. Short story itself divided into four kinds, they are:

- a. **Adventure stories,** which is keep readers in suspense as they follow the plot twist and turns the final outcome.
- b. **Fantasies,** which depend from reality to explore worlds and characters that from the writer's imagination.
- c. **Fables,** which often contain animals as a character and they convey a specific lesson or observation about life.
- d. **Science-fiction,** which combine of fiction and fantasy with scientific fact

2) Non – Fiction

Conclin (1983) explains that narrative is called non-fiction, if the story or events is true and actually occurred. It can be said non-fiction usually talk about the writer's experience or another person's which in talk in written. Non-fiction is often found in biography, history, and in newspaper writing.

3. Integrative Method and Breaking Up Strategy

3.1 Integrative Method

A method is the way in doing something that contains of roles and model to reach the goals. Harmer (2003) define that a method is the practical realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which was be helpful, and some model of syllabus organization. Method include various procedures and techniques as part of their standard fare. When methods have fixed procedures, informed by a clearly articulated approach, they are easy to describe.

Integrative method is a learning theory describing a movement toward integrated lessons helping students make connections across curricula. Integrative learning comes in many varieties: connecting skills and experiences; applying skills and practice in various settings; utilizing diverse and even contradictory points of view; and understanding issues and positions contextually. Integrative learning is making connection within a major, between fields, between curriculum, cocurriculum or between academic knowledge and practice (Huber & Gale, 2005). Integrated studies involves bringing together traditionally separate subjects so that students can grasp a more authentic understanding. AP government teacher Dayna Laur states that, "Integrated studies projects [aim to] create a connectedness between disciplines that otherwise might seem unrelated to many students.

Integrated teaching and learning provides many benefits for NESB children such as, children are grouped according to learning needs or cooperative learning, effective integrated programs provide opportunities for experience-based learning, students are able to use their prior experiences construct learning. A range of shared experiences scaffold NESB children into learning and giving every child in the class knowledge to base their learning on. Because integrated units are child-centered, they provide opportunities for cross-cultural sharing and opportunities for children to display competence are given rather than relying on a written or oral test.

3.1.1 The Procedure of Integrative Method

David Rankin in his essay proposed the procedure of the Integrative method as follows:

1. The students are asked to select a relatively self-contained passage of narrative, 300-400 words long. The content must be something the students want to read, preferably want to learn, or at least is being required to learn.
2. The teacher then reads the passage carefully onto a cassette tape, using intonation to stress the structural joints in the passage and, perhaps, to emphasize formal features that are different from those of the students' natural dialect.

3. While reading the passage, the students listen to the teacher. The teacher may want to direct the students to listen for particular features but, if directions are given, they should not divert attention from the formal integrity of the passage or from what is being communicated.
4. Then the students' turn to record the passage, after which the teacher listens to the tape to be certain that the passage has been read correctly. If errors in reading occur, the student record the passage until they have corrected.
5. The students, while reading the text, listen to a playback of his own accurate recording.
6. Using a recorder with a pause control, the students, without visual access to the passage.
7. The next step is to have the student return to the printed text and copy it verbatim, in longhand.

3.1.2 The Advantages of Integrative Method

David Rankin says that the advantages of Integrative method are the students learn to read with a heightened sense of how meaning is signalled, and to speak the written language accurately, they learn the content of the recorded passages, which together. Students learn to discuss the feature of what one has read and write a passage. Will be to loosen up the learners, to remind them of how written English works and perhaps to stimulate invention, and the students could combining short sentences that sounds immature.

3.1.3 The Disadvantages of Integrative Method

Eli Hinkel says that the effectiveness of the transactional use of language will depend in part upon how well the writer understand the needs of his readers. It may not be well suitable to the local traditions of how teaching and learning are to be conducted and may not be a practical option in teach a very large classes because many learners have unevenly developed proficiencies across the four macro-skill.

3.2 Breaking Up Strategy

In teaching learning process, the teacher has important role that can not be ignored. The teacher must have strategy in conveying the material to the students in order to the students can study effectively and reach the goal as the teacher hoped. According to James (2001) "Strategy is defined as procedure use in learning thinking which serve as way of teaching goal." The strategy is the specific method of approaching a problem or task mode of operation for achieving a particular and planned design for controlling and manipulating certain information.

Breaking up the text is a strategy by breaking up the text into some section and read it per-section. According to Nuthal (1992), breaking up the text is a strategy that separate long text in several short sections instead of all at once. In addition, Peha (1995) adds that breaking up the text strategy is the most effective strategy for improving comprehension. In the same way, Jacobs (2004) says that breaking up the text strategy is a strategy that make a long passage of text become broken up into palatable chunk. It can be concluded that breaking up the text strategy is a strategy that Break Up a long text into some shorts section. In breaking up the text, the teacher should break it in good arrange. When read each section, the teacher also should read by using good intonation and stress. It is done to make the listener get the better comprehending when listens each section of the text that impact to the listeners' comprehension to the whole text.

3.2.1 The Procedure of Breaking Up Strategy

In applying breaking up the text strategy, there are some experts who have proposed the procedures of breaking up the text strategy, they are, Callella (2003) procedure, Boyle and Scanlon (2010) procedure, and Murphy and Dillon (2011) procedure. Based on these procedures, the writer chooses the procedure by Murphy and Dillon (2011) because this procedure is the most effective procedure to improve the students' listening skill than the others and it is more applicable with the real situation at school, they are:

1. The teacher breaks up the text into group of four.
2. The teacher divides the students into pair, one as the speaker and one as the listener.
3. The teacher assigns roles A, B,C, and D for each paragraph. It means that the teacher Break Up the text into some groups or some paragraph, it can be four groups and assign role for each paragraph (A, B, C, and D). Each pair will read those paragraphs one by one.
4. Speaker talk to the listener about the paragraph A in two minutes.

5. The listener listen it carefully the response it in any way to be able to get the point of what the speaker said.
6. After two minutes, the listener tries to report what the speaker said about the context, thought, feeling, behavior, and meaning of the paragraph told by the speaker. The speaker may correct about the listener said.
7. Look at to the text, and then each pair may discuss about the text then compare with the listener's statements in two minutes.
8. Rotate role to any students. It means that after they get the point of the paragraph and compare with the listener's statements, if it correct then they can change with other students who get the second paragraph, and so on.

3.2.2 The Advantages of Breaking Up Strategy

Breaking up the text strategy is very useful to be applied in teaching process because this strategy has many advantages. As stated by Sternberg (1992) the advantages of breaking up the text strategy are; it can be a source for pleasure for students, it can be established without the difficulties, and it can be learnt quickly and easily, require additional expose and practice.

In addition, Nuthal (1994) adds that there are many advantages by using breaking up the text strategy, they are; improve discipline, it is easier to be applied, it is easier to hold the students' interest, it can lead more effective learning.

However, Sternberg and Roe (1994) say that breaking up the text strategy can improve the students' comprehension of the text. So, it can be said that breaking up the text strategy is a useful strategy for improving students' comprehension when doing listening activity because by doing this strategy, the students will listen a listening section or a text with part by part or section by section. So that the students only focus listens each part of the listening section. It make the students easier in comprehending each section, it is also impact to the students comprehension to whole listening section.

3.2.3 The Disadvantages of Breaking Up Strategy

According to Callella (2003) says that the weakness of Breakking up stratey are; it may take a lot of time, it can be difficult to measure progress without other students to compare with the possible lack of syllabus and there can be a lack of individual study time.

B. Previous Research

The effect of using Breaking Up strategy and Integrative method have been proves by a number of researchers that has been done on the area of teaching learning process . Some of the findings are summarized as follows :

1. Zekiye Muge Tavail (2010) conducted a research entitled “Integrating Listening and Speaking Skills to Facilitate English Language Learners’ Communicative Competence” department of English language teaching students in Gazi University. The finding of the research shows that the students’ sucess increases when these two skills , speaking and listening are taught in integration through information-gap tasks.
2. Winda Zuldawati (2013) conducted a research entitled “Teaching Listening In Narrative Text By Using Breaking Up The Text Strategy To The Seventh Grade Of Junior High School” English teacher staff in STKIP PGRI West Sumatra. The finding of the reserach shows that breaking up the test strategy can improve the students’ listening skill. It is a useful strategy for improving sudents’ comprehension when doing listening activity.
3. Manyasi N. Beatrice (2014) conducted a research entitled “Integrated Approach In Teaching English Language: The Practice In Kenya” a students in Maasai University. The finding of the research shows that integrative english language teaching which focused on teaching literature, the classroom interactions provided meaningful communications which failitated acquisition of the language; however, there was no deliberate effort to use the literal material to teach the language skill of listening, speaking, reading, and writing. In addition, the integrtaed English language teaching

objectives about: ‘to enhance understanding and respect for own and other people’s cultures and their place in contemporary society,’ was not achieved.

C. Conceptual Framework

Listening is one of skill in language learning. In listening we need the comprehension to interpret the message of spoken language. In listening process, succesful listeners are good predict in their mind or brain. They predict what they hear by using the knowledge they already. So, teacher as a guider in the class should prepare appropriate materials for the students, because the material is very needed in listening to know what will be discussed, it means the materials should be arranged logically in order to listener cn receive it correctly and comprehend the message of the material.

On the other hand, we will find out some aspects which influence of mastering listening comprehension, they are hearing the sounds, understanding intonation and stress, coping with redundancy and noise, predicting, understanding collquial vocabulary fatigue, understanding different accents, using visual and environment class. These aspects can be a problem for the listeners if they do not master English well but the most important of them, the listeners should be master the listening and pronunciation in English because without mastering them the listeners cannot interpret the message of the spoken language.

D. Hypothesis

The hypothesis of this research as follows:

H_a : There is a significant effect of applying Breaking Up strategy combined with Integrative method on the students’ achievement in listening narrative text

H₀ : There is no significant effect of applying Breaking Up strategy combined with Integrative method on the students’ achievement in listening narrative text

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at SMP PAB 9 Klambir Lima, Jalan Pasar II Klambir Lima, Kec. Hamparan Perak, Kab. Deli Serdang, start from February to March 2017. The reason for choosing this school was that the researcher conducted teaching practice (PPL) in this school, and it was found that students' achievement in this school in learning English was still low, they were not motivate and less interest when learning English especially in learning listening. So it will necessary to find out the effect of applying integrative method combined with breaking up strategy on the students' achievement in listening narrative.

B. Population and Sample

The population of this research was the eighth grade students which distributed into six parallel classes consist of of 265 students. By using puposive sampling technique, 42 students of VIII⁵ class were choosen as the sample because based on the researcher's experience when doing PPL at that school, the researcher found that the class has the lower achievement in learning English than the other class especially in listening narrative text.

Table 3.1
Population and Sample

No	Class	Population	Sample
1	VIII ¹	46 students	
2	VIII ²	44 students	
3	VIII ³	44 students	
4	VIII ⁴	45 students	
5	VIII ⁵	42 students	42 students
6	VIII ⁶	44 students	
Total		265 students	42 students

C. Research Design

This research was conducted by using an experimental research with one group, pretest – posttest design. It is intended to test and prove the hypothesis by giving a treatment to the sample. This method deals with one experimental group of sample, using pre-test and post-test. It was effected on the students' achievement in listening narrative text. The group of pre test consists of 42 students which teach by applying Integrative method combined with Breaking Up Strategy. The design can be drawn as the following:

O₁ : Administered the pretest

X : The treatment of applying Integrative method combined with Breaking Up strategy

O₂ : Administered the posttest

O₁XO₂

(Sugiyono, 2013)

a. Pre-Test

Before giving the treatment of research by applying Integrative Method combined with Breaking Up Strategy, a pre-test was administered to the sample, the experimental group. The function of the pre-test to know the mean score of experimental group.

b. Treatment

After conducting the pre-test, the treatment was conducted. The experimental group was taught by applying Integrative Method combined with Breaking Up Strategy.

c. Post-Test

After being award a teaching presentation (treatment), post-test was given to each students on the experimental group in order to determining their average values. Post test was used to determine the effect of applying Integrative Method combined with Breaking Up Strategy in learning process.

D. Instrument of the Research

In this research, the multiple choice test which consist of 20 items was used as the instrument for collecting data. Each items of the test consist of 4 options, namely a, b, c, and d. The source of recording was taken from

<http://m.youtube.com/watch?v=BIqljwNsef>. The scoring system was used this formula:

$$S = \frac{r}{N} \times 100\%$$

Where :

S = score

r = true item which students answer

N = number of item

E. Technique of Data Analysis

After collecting the data from the test, some step was applied in analyzing the data, they were:

1. Listing samples' score into two tables, first pre-test and second post-test.
2. Calculating the mean of pre test and post test score of experimental group and the mean of pre test multiple post test of experimental group.
3. Finding the correlation of the teaching method.
4. Determining T-test.
5. Testing linear regression.
6. Finding the significant effect.

F. Statistic Hypothesis

Based on the problem of the study, the hypothesis was formulated as the following:

If test $\geq T_{table} = H_a$ is accepted and H_0 is rejected

If $\text{test} \leq T_{\text{table}} = H_a$ is rejected and H_0 is accepted

CHAPTER IV DATA COLLECTION AND DATA ANALYSIS

A. The Data Collection

This study was conducted by applying purposive sampling research. It deals with quantitative design. There were one group in this research, namely experimental group. The data of this research was taken by giving the tests that were divided into pre-test and post test. The population of this research was the eight grade students of SMP PAB 9 Klambir Lima. Class VIII was decided as experimental group based on the some consideration.

Experimental group was given multiple choice test form which is consist of 20 items on the pre test and the post test. The pre test was given before the treatment and the post test was given after the treatment. The researcher gave the treatment to the students experimental group by applying running dictation technique combined with audiolingual method. after administrating the treatment, the post test was done to this group to measure the students achievement in listening singular and plural nouns. After conducting the test the researcher got the data of the students score in pre test and the post test. These data were analyzed and compared to get the result and draw the conclusion.

Having a comparison between pre test and post test during teaching learning process, the students in post test had better achievement in listening narrative than pre test. This was because students in post test were taught by how to visualize their ideas and making connection to the topic given. So, they didn't have difficulty in listening about narrative text. The result of the students pre test and post test of experimental group can be seen in appendix. The pre test and post tet students score frequency from experimental group is describe as follow :

**Table 4.1
Students Score Frequency in Pre Test and Post Test**

No	Score	Frequency		Total	
		Pre- test	Post- test	Pre- test	Post- tets
1	35	III		3	-
2	40	III		3	-
3	45	III II		7	-
4	50	III		4	-
5	55	III III I		11	-
6	60	III	I	4	1
7	65		III	-	4
8	70	III	III	3	5
9	75	III I	III III III	6	14
10	80	I	III II	1	7
11	85		III III	-	8
12	90		I	-	1
13	95		II	-	2
14	100		-	-	-

The data shows that in experimental group the total score of pre test is 2325 and the mean 55,35 and the total score of post test is 3240 and the mean 77,14. Then, the highest score of pre test was 80 and lowest was 35, while the highest score of post test was 95 and the lowest score was 60. Based on the data, it proves that there were some improvement in the students score after giving treatment. After administrating the treatment, the students score in post test were higher than the students score in pre test. Tha data can be seen on the table 4.2 below :

Table 4.2
Students Achievement Score in Pre Test and Post Test

Statistical Calculation	Experimental Group	
	Pre Test	Post Test
Mean	55,35	77,14
Min	35	60
Max	80	95
Sum	2325	3240
N	42	42

The data shows that there were some improvement on the student' score after the treatment administrated. The improvement of the students' score can be seen on the diagram below :

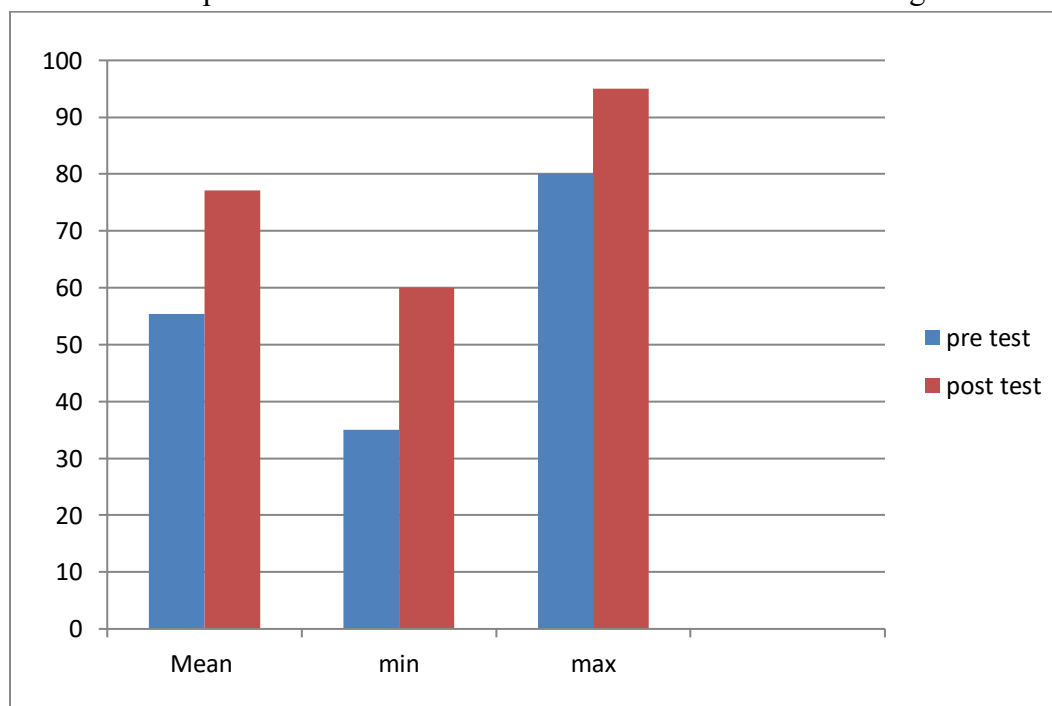


Diagram 4.1
Students Score in Pre Tes and Post Test

The diagram shows that there is a significant difference between pre test and post test ,which the mean of pre test is 55,35 and the mean of post test is 77,14. Minimum score of pre test is 35 and the minimum score of post test is 60, and the highest score of pre test is 80 and the highest score in post test is 95. It means that there is a significant effect by applying integrative method combined with breaking up strategy on the students' achievement in listening.

B. Data Analysis

The analysis was intended to get the significant differences between taught by applying integrative method combined with breaking up strategy in listening narrative text. To prove the hypothesis, the data were analyzed by using t-tets formula, testing linier, and calculating determination. It can be seen in appendix.

Table 4.3
Providing the Hypothesis

Correlation Product Moment	T -test	Linier regression	Significant effect
$r_{xy} = 0,98$	$t = 31.13$	$a = 54.95$ $b = 0,4$ $Y = 54.95 + 0.4X$	$D = 96\%$

After calculating the correlation of product moment showed that $r_{xy} = 0.96$ Based on the calculating of t-observed. It was found that t-observed was 31.13 and based on the level of significant 0,05 with the degree of freedom 40. $(N-2) = 42-2 = 40$, t-table was 1.684. It shows that there was significant effect of applying integrative method combined with breaking up strategy on the students' achievement in listening.

Which:

$$H_a : t_{\text{observed}} \geq t_{\text{table}} = 31.13 \geq 1.684$$

It means that there were significant effect of integrative method combined with breaking up strategy on the students' achievement in listening. Next, testing linier regression showed that $a = 54.95$ and $b = 0.4$. So $Y = 54.95 + 0.4X$. And the last, finding the significant effect showed that 96%. It means that the effect of integrative method combined with breaking up strategy on the students' listening achievement in listening narrative text was 96 % and 4% was influenced by other factors.

C. Testing Hypothesis

The formula of t-observed and t-table of t-critical were applied to test the hypothesis. Based on the calculating of t-observed, it was found that t-observed 31.13 and t-table 1.684. Its means that t-table at the table of significant 0.05 with the degree of freedom (df) 40. Based on this, its conducted that alternative hypothesis (H_a) is accepted. Its mean that there is a

significant effect applying integrative method combined with breaking up strategy on the students' achievement in listening.

D. Research Findings

When integrative method combined breaking up strategy was used on experimental group, most of students feel happy and enjoy narrative text. After a counting the data perviously by using t- observed formula. Its shows that df showsh $40(N-2)=42-2=40$, it showed that t-table was 1.684. Based on the result, it was found that t- observed is highest than t- table ($t_o > t_t$), $31.13 > 1.684$ at $X = 0.05$ $df = 40$. It means nul hypothesis was rejected and alternative hypothesis was accepted. There was a significant effect by applying integrative method combined with breaking up strategy on the students' acievement in listening. The effect of hypothesis on the students listening achievement in narrative text was 96% and 4% from the other factors.

E. Discussion

Back to the theoretical framework that integrative method combined with breaking up strategy has many advantages to help students confidence and help the students in developing and mastering their ability and cognitive, to give the possibility to students to know their progress in listening, to improve students self confidence and refers to the result of the data analysis that $t_{observed} \geq t_{table}$, it shown that the students achievement in listening narrative text is higher by using integrative method combined with breaking up strategy. It is proved by the research result, book theories and observation. Its mean that alternative hypothesis was accepted and null hypothesis was rejected. The application of integrative method combined with breaking up strategy significantly effect on the students achievement in listening narrative text.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, it was concluded that there was a significant effect of integrative method combined with breaking up strategy in increasing the students' listening achievement on the test. This was proven from the increasing of the students' total score (181950), mean score (4,332), and also was proven from the result of the t-test, $t_{\text{observe}} \geq t_{\text{table}}$ OR $31.13 \geq 1.684$ with $\alpha = 0.05$, df which means the hypothesis H_a was accepted and H_o was rejected. And there was a significant effect of using integrative method combined with breaking up strategy on the students' listening achievement was 96% and 4% was influenced by other factors.

B. Suggestion

In relation to the conclusion above, suggestions are put forward as follows:

1. The teacher, they should consider that the using integrative method combined with breaking up strategy on the students in listening can be enjoyable, make students confidence and fun way in teaching especially in learning narrative text,
2. English teacher is advised the applying of integrative method combined with breaking up strategy to the students because it can help them in getting better understanding in listening comprehension.
3. The students, they should study harder to improve their achievement in listening. Practice to listening to the English.
4. Other researcher, they should consider the advantages and disadvantages of researcher on the research by applying integrative method combined with breaking up strategy on the listening learning process.

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Listen carefully and answer the question by crossing (X) a, b, c, or d in your a worksheet!

1. Who has died?
 - a. Her mother
 - b. Her father
 - c. Her stepmother
 - d. Her stepsister

2. What did the mother asked before she died?
 - a. She asked to see her daughter
 - b. She asked to leave her daughter
 - c. She asked to kiss her daughter
 - d. She asked to hug her daughter

3. Where did Cinderella found the white bird?
 - a. On her way to the grave
 - b. On her way to the castle
 - c. On her way home
 - d. On her way to the river

4. How many daughters that her stepmother brought?
 - a. Three daughters
 - b. Two daughters
 - c. One daughter
 - d. Four daughters

5. Were the stepsisters kind to her?
 - a. No, they were not
 - b. Yes, they were
 - c. No, she is not
 - d. Yes, she is

6. Who did give her an old gown and wooden shoes?
 - a. Fairy godmother
 - b. Her mother
 - c. Her father
 - d. Her stepsister

7. Who did name her "Cinderella"?
 - a. Her father
 - b. Her stepsisters
 - c. Her mother
 - d. Her brother

8. Why was she named "Cinderella"?
 - a. Because she had cinders from fireplace
 - b. Because she had cinders from river
 - c. Because she had cinders from the grave
 - d. Because she had cinders from kitchen

9. How did the white bird cheer her up?
 - a. By singing a beautiful song
 - b. By giving a beautiful gown
 - c. By helping her

- d. By standing besides her
10. How did the song sounds like?
- a. Like a children lullaby
 - b. Like her mom's lullaby
 - c. Like her favorite song
 - d. Like her father's lullaby
11. Who did want to make a party?
- a. The king
 - b. Cinderella
 - c. The princess
 - d. The boys
12. Did her stepmother allow Cinderella to go to party?
- a. No, she is
 - b. Yes, she is
 - c. Yes, she did
 - d. No, she did not
13. What did the white bird bring ?
- a. A beautiful gown and shoes
 - b. A beautiful dress and bracelet
 - c. A pair of shoes
 - d. A beautiful gown
14. Did the stepsisters dance with the prince?
- a. Yes, they did
 - b. No, they did not
 - c. Yes, she did not
 - d. No, she did not
15. Did the prince find her in the jungle?
- a. No, he did
 - b. No, he did not
 - c. Yes, he is
 - d. Yes, she does
16. What did Cinderella left in the castle?
- a. a pair of shoes
 - b. many shoes
 - c. Two pair of shoes
 - d. A shoe
17. Where did the white bird guide the prince?
- a. To the castle
 - b. To Cinderella's home
 - c. To the king
 - d. To the jungle
18. Did the stepstisters fit the shoe perfectly?
- a. Yes, she is
 - b. Yes, she does
 - c. Yes, he did
 - d. No, she did not
19. Why was the stepsister could not fit the shoe?

- a. Because it was too soft
- b. Because it was too long
- c. Because it was too small
- d. Because it was too short

20. Where did the prince took Cinderella and white bird?

- a. To the jungle
- b. To the castle
- c. To the kitchen
- d. To school

KEY ANSWER

1. A

2. A

3. A

4. B

5. A

6. D

7. B

8. A

9. A

10. B

11. A

12. D

13. A

14. B

15. B

16. D

17. B

18. D

19. C

20. B