THE EFFECT OF APPLYING FIX- UP STRATEGY ON THE STUDENTS' READING SKILL

SKRIPSI

Sublimitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
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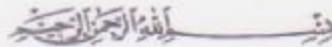
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16/3/18	testy hypothesis, finding	
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ABSTRACT

Anggi Pratiwi, 1402050186, "The Effect of Applying Fix – Up Strategy on the Students' Reading Skill". Skripsi: English Education Program of Teacher's Training and Education, University of Muhammadiyah Sumatera Utara. Medan 2018.

This study was carried out to find the effect of applying fix – up strategy on the students' reading skill. The research was conducted in SMA Al- Hidayah Medan on jl. Letda Sudjono Medan Tembung, at the even semester of 2017/2018 academic year,by using total sampling technique and lottery system, all the population which consist of 60 students and distribuited into two classes were choosen as the sample. Class X- IPA1 consist of 32 students were choosen as the experimental group which is taught by fix- up strategy and class X- IPS1 consist of 28 students were choosen as the control group which is taught by lecturing method. Experimental quantitative research was applied to analyze the data. In obtain the data, multiple choice test consist of 50 question were administrated to the score. By using t- tes technique in analyzed the data, the result showed that t_o was higher than t_{table} (3,769>2.00) at $\alpha = 0,05$, and df = 58, it means that the alternative hypotesis (H_a) was accepted, there is a significant effect using fix- up strategy on the students reading skill.

Key word: Fix- Up Strategy, Reading Skill, Narrative Text.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Secondly, peace be upon to our great prophet Muhammad SAW who has brought us from the darkness into the birgtness.

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In writing this study entittled "The Effect of Applying Fix- Up Strategy on the Students' Reading Skill (a study of SMA Al Hidayah Medan), the researcher faced so many difficulties and problems but she never give up and did not stop her efforts to make the best one. It is impossible to do it without much help from others. Therefore, she would like to express her great thanks to those who have given guidance, spirit, motivation, and supports during the completion of this study, they are:

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2. Elfrianto Nst, S.Pd, M.Pd the Dean of Faculty of Teacher's Training and Education.

11. her classmate of VIII- A Morning and VIII- A Afternoon of 2014 may Allah SWT always bless all of them, also she always love and miss all of them.

Furthermore, she would like to express her best gratitude and deep appreciation for all people who loved and helped her. May Allah the most Almighty bless them. Amin.

The researcher realize that her study still far from being perfect. So, the research hopes suggestions and comments frm all of the readers or other reserachers who wants study about this study.

Finally, the researcher hopes that this study will be useful for the readers, especially the students of English Department who want to do similiar research and also for herself May Allah the Almighty bless all us.

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Medan,   March 2018

The Researcher

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CHAPTER I

INTRODUCTION

A. The Background of Study

Reading is an important activity in every language. Reading is only incidentally visual, the reader then contributes more information by the print on the page (Brown 2001:299). Triwari (2005) stated that reading is an interactive process that goes on the between the reader and the text. Reading for many years has a large portoin of time in teaching and learning activities in school. The students were able to gain information, and to improve their knowledge by the ability of reading. This is one of the most inportant factor in modern society, each individual has to search information through the medium of reading. Since much information and knowledge are available in texbook, jurnalis, magazine etc. In other words, by reading the teacher draw meaning from the printed page and interpret the information appropriately, so the students will get somethimg to add their knowledge, information, instruction to do something, and also know what is happening and happened.

In teaching reading, most students cannot comprehend english text well. There are some factor why they can not understand read the text. There are students who do not have good motivation to read because the text is not interesting. They believe that when comprehending the text, they must comprehend every word in the text, so they keep on looking up the words in a dictionary to find out the meaning of the word, and they have very limited techniques and strategies in reading. In reading skill they never thought learning

in the class. And they always read the text over and over again for answer question in reading skill. It means that inability of students in reading skill is influences by some factors. These factors make them feel bored in reading skill.

Based on the researcher's experience during conductional teaching pratice process (PPL) at SMA AL HIDAYAH MEDAN, most students feel bored to text because not interesting to read the text. The students limited vocabulary so they are difficult to understand in the reading text. The students must work hard to translate the word in the sentence of the text. The situation happened because the methodology or the strategies which is use not suitable Student's are not able to understand the texts when they encounter words that have actually been taught or told to them, not to mention if they find new words. Teachers tend to emphasize more on students' reading result, not on the learning process. Teachers usually do not pay attention to the learning process but the result of the learning.

In this problem, the teacher should have many varieties of methods, technique and strategies. When teach in the class teacher can use various fun and interest strategies. One of them is Fix - Up Strategy.

According to Moreillon (2007: 114) Fix up strategy is a strategy offers readers processes they can use recover meaning, such as reading, reading ahead, or figuring ot unknown words. Fix up options are tools that readers can rely upon to find their way home, to make sense of what they read. When the students can not understand the text during raeding, the students use fix up options to catch the meassage of the text.

To increase students ability in reading skill, the teacher should be suitable strategy, in fix up strategy, the teacher should get the students to read English text. First, many students want to be able to read english text either for their career, for study purposes or simply for pleasure. Second, reading is also useful for other purposes, any exposure of english is a good thing for language students.

Based on the writer obervation, the writer found the students feel bored and not interest in reading a text. They are not interesting because the teacher only ask them to read, translate the text, and answers the question given by the teacher. Considering to the condition above, it s need to provide the strategy in teaching reading. The researcher was like to conduct a research by using the strategy, that is fix- up strategy which help the students increase their achievement reading skill. The strategy has sveral option (reread, read ahead, figuring out unknown word) to make the students easy to reading skill and get the read meaning of the text.

B. The Identification of study

The problems of this research was identified as follows:

1. The effect of using fix-up strategy on the students' reading skill.
2. The student's difficulties in learning reading skill by fix up strategy.

C. Scope and Limitation

The scope of this study was focused on reading, and it was limited on the reading skill by use fix up strategy especially in narrative text.

D. The Formulation of Study

The problem of this study was formulated as follows:

1. Was there any significance the effect of using fix- up strategy on the students' reading skill?

E. The Objective of the Study

The objectivies of this study was formulated as the following:

1. To investigate the effect of applying fix up strategy in reading skill

F. The Significance of the Study

The findings of this was expected to be useful theoretically and practically:

1. Theoriticaly

To encrich strategy in teaching reading skill and to adds more references about strategy in reading skill.

2. Practically

a. For teacher,

1) As an input to increase the quality of teaching reading skill.

2) Teacher must make this strategy to be an interesting strategy in other the studens easy to understand in learning reading.

3) Teacher must use material easy and teacher will have a strategy to teach reading by applying the fix up strategy.

b. For students

1) To studens will be easy in increasing their skill in reading.

2) The students to be interested in reading subject.

CHAPTER II

REVIEW OF LITERATURE

A. Theoritical framework

In conducting a research, theories were needed to explain some term applied in the research concerned. The theoritical framework was aimed at giving clear concept of the application of this study. Ary (2010: 45) states that a theory may be defined as a set of interrelate statements, principles and proporsitions that specify the relationship among variables. This theoritical framework is present in order to give clearer concepts which can be applied to this study of the application of fix-up strategy on students' reading skill especially in reading narrative text.

1. Description of Reading

Reading is one of the important skills that should be paid attention to learn the process. Reading can be challenging, particulary when the materials is unfamiliar to students. In addition, by reading, the students open their mind and refresh their knowledge every time. Actually the essence of reading is the reader necessity to work by them to interpret the ext and get the meaning of what the writer wants to convey. According to Keren Tankersley (2003: 2) states that "Reading is a complex process made up of several interlicking skills and processes. It means that, the readers should have supporting capability of skills such as phonics and decoding, fluency, vocabulary and word recognition,

comprehension and the last for thinking which help them to understand and to interpret the meaning what they have read.

Harvey and Goudus in Pamela, et. al (2004: 320) states that like writing, reading is an act of composition. When we write, we compose, thoughts on paper. When we read, we compose meaning and to engage with the mind of the writer. Based on the above explanation, the reseacher concludes that reading is getting meaning from print. It is not only confined to print in text or book, but also this happen for communication between the reader and writer. Therefore, the reader should interpret what is writtent by the write.

2. Description of Reading Skill

Reading skill lead a person to interact and gain meaning from written language. There are several components one must master which lead to independently comprehending the intended message being relayed in the written content. First is phonemic awareness which is defined by National Reading Panel as "recognizing and manipulating spoen words in language" (Whalon et al. 2009). Next is phinics defined by the same group as "understanding letter-sound correspondences i reading and spelling" then oral reading fluency which is "reading text with speed, accuracy, and expression". The forth component is vocabulary defined as "understanding words read by linking the word to oral vocabulary" and lastly is comprehension defined as "directly teaching students to be aware of the cognitive processes involved in reading".

According to Burhan (2012: 9) states that "Reading is a physic and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letter. It says a physic activity because the parts of the body, our eyes particulary, do it. And it says mental activity because perception and memory as parts of though are involved in it. He than concludes that the main goal of reading is a process of comprehending written texts.

3. Types of Reading Skill

It is generally recognized now that the efficient reader versed in ways of interesting with various types of text, is flexible, and chooses appropriate reading strategies depending on the particular text in question. Pugh (1978) shows how effecient readers "switch' styles accorsing to the type of the text they are reading. We therefore have to match reading skill to reading purpose.

Skimming and scanning are clearly useful strategies for learners to operate, however there is arguably a limit to their usefulness in thr context illustrated above, in the sense that the learner scans for particular imformation and then does not actually have to do anything with it. All that we have mentioned thus far tends to confirm th now generally accepted view that efficient readers are not passive and do not operate in a vacum, they react with the text by having expectations (even though these might in fact have nothing to do with the content of the text), and ideas about the purpose of the text as well as ideas about possible outcomes.

In order to be active reader, the learner should develop various reading skill. Which she/he can employ for the purpose og gaining a full skill of what is read. There are skills of reading from other experts. One of the experts is Mikulecky. He (1990: 23-30) also purposes reading skills that can be seen in the table below :

Reading skills and the purposes

Skills	Purposes
Automatic decoding	Students are able to recognize a word at a glance.
Previewing and predicting	Students are able to guess what the text is about by looking at the text a quick one over.
Identifying purposess	Students are able to predict what the form and context of the text will be.
Specifying purposesss	Students are ale know why the text is being read.
Scanning	Students are able to find out the specific information in a text by looking at the text very rapidly.
Recognizing topics	Students are able to find out what the text tells about after reading and coomprehending the text.
Locating and topic sentences	Students are able to find out a topic sentences in a text.
Making inference by use evidence	Students are able to infer main ideas of the text and can show the evidence that supports their inference.
Guessing the meaning of unknown words from the context	Students are able to guess the meaning of unknown word from the context.
Skimming	Students are able t process a text rapidly at many levels in order to get on overall picture of it.
Paraphrasing	Students are able to paraphrase the text to help them understand the text by using their own words.
Summarizing	Students are able to shorten the text by retaining and re- stating the main idea by laeving out details.
Drawing conclusion	Students are able to put together the information from several parts of the text and induce new or additional ideas.
Reading critically	Students are able to judge the accuracy of the text with respect to what the reader already knows and

	distinguish facts or opinions.
Reading faster	Students are able to read fast enough to allow the brain to process the input.

4. Types of Text

Based on the generic structure and language feature dominantly used, text are devided into several types. Pardiyono (2007) divides genre into some types, as the following below:

a. Description, which has purpose to describe something in detail.

b. Recount, which has purpose to infrom the event in the past.

c. Narrative, which has purpose to entertain or amuse the reader.

d. Procedure, which has purpose to give instruction of the process.

e. Explanation, which has purpose to give explanation in detail abot natural or social phenomenon.

f. Discussion, which has purpose to give argument about the phenomenon.

g. Analytical Exposition, which has purpose to argue that something is the case.

h. Hortatory exposition, which has purpose to argue that something should be or ought to be.

i. News Item, which has purpose to give events of the day thay important and newsworthy.

j. Report, which has purpose to inform something phenomenon or to give knowledge for the readers.

k. Anecdote, which has purpose to information about ridiculous or funny event.

l. Review, which has purpose to give suggestion, critics, or evaluation about something in an article, a book or movie.

5. Narrative Text

Narrative text is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. Narrative deals with problematic events, which lead to a crisis or turning point o some kind, which in turnd finds a resolution.

Narrative text is a type of genres that have a main fiction not only to certain or amuse another person but also to give a moral lesson to the writer and the readers. It becomes a reason that narrative text is one of the favorite genres in teaching learning in English lesson.

According to (Pardiono 2007: 93) Narrative text is a kind of text to retell te story that past tense. The purpose of the text is to entertain or to amuse the raeders or listeners about the story. For general purpose in semiotics andliterary theory, a "narrative" is a story or part of story. It may be spoken, written or imagined, and it will have one or more points of view representing some or all of the participants or observers.

a. The Purpose of Narrative Text

The basic purpose of narrative is to entertain, to gain and hold a readers' interest. Narratives sequences people/characters in time and place but differ from

recounts in that throught the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

Narrative text is reading text that tells the story. A short is a particular kind of narration. It is always fictional and always brief. These short stroies are meant to read in single sitting. Using relatively few word. The writer of a short story aims to create a powerful impression on the reader. Most short story contain.

1. A main character, which undergos a change or learns something during the course of the story.

2. A sitting, the time and location in which the story takes place.

3. A single plot, or stories of events, which leads to a climax, or hight point of interest.

4. A theme, or main message, that is revealed by the story's end.

b. Generic Structure of Narrative Text

The Generic structure of narrative text are :

1. Orientation, introducing the participants and the time and the place.

2. Evaluation, it is optinal, used to a stepping back to evaluate the plight.

3. Complication or problem, describing the rising vrises which the participants have to do with.

4. Resolution, showing the way of participant to solve the crises, better or worse.

5. Reorientation, it is optinal.

c. Language Features of Narrative Text

Language feature of narrative text as follow :

1. A narrative focuses on specific participants.

2. There are many action verbs, verbal and mental processes.

3. Direct and indirect speeches are often used.

4. It usually uses past tense.

5. Linking words are used, related with time.

6. There are sometimes some dialog and the tense can change.

7. Descriptive language   is used to create listener's or reader's imagination.

8. Temporal conjuctions are used.

6. Defenition of Fix-up strategy

Fix- up strategy is a strategy to ability in mastery in reading skill. Fix- up strategy is a strategy which can help the students understand the message og the text when they get stuck with certain words or certain sentences. When using this strategy the teachers should provide the students with some tools for fixing up their meaning-making. These tools are called fix up options. Morrellion (2007: 116) says that fix up options are tools that readers can rely upon to find their way home, to make sense of what they read. When the students cannot understand the text during reading, the students use fix up option to catch the massage of the text.

Compared with fix up strategy, direct teaching is more teacher-centered learning process. Direct teaching model refers to a pattern of teaching that consists of the teacher explaining a new concept or skill to a larger group of

students, having them test their understanding by praticing under teacher direction and encouraging them to continue to practice under teacher guidance (Joice, et al, 1986: 339).

Besides the strategy used by the teacher, students' self-confidence influences the students' learning achievement. Monoi. Et al. (2004: 2) state that confidence is a nondescript term that refers to strength of belief but does not necessarily specify what the certainty is about.

The objective of the study is ti find out whether or not (1) fix-up strategy is more effective then direct teaching to teach reading, (2) students having high self-confidence have better reading skill than those having low self-confidence, (3) there is an interaction of effect between teaching strategies and the students' self- confidence on the students' reading skill.

The fix-up options stated by Morellion (2007: 115) are: reading the text, connecting to background knowledge (text-to-text), looking at sentence structure, making a prediction, reading ahead to the end of this verse, making inferences, visualization, and asking a new question.

Duffy (209: 130) states that fix up strategy is frequently referred to as "look-backs." If refers to a strategy in which readers search backward and sometimes forward in a text to remove a meaning blokage encountered while reading. To use looks-backs, readers first need to understand that it is essential to monitor meaning getting as reader reads and that good readers stop when a problem is encountered. Moreover, Moreillon (2007: 114) states that fix-up strategy offers readers processes they can use to recover meaning, such as

reading, reading ahead, or figuring out unknown words. According to education.com, fix up strategy is a strategy used to reconstruct meaning when comprehension goes astray. Fix – up strategy includes rereading, reading ahead, identifying unkown words, making and changing predictions, connecting things in the text to personal experiences and memories.

6.1 The Procedure of Fix- Up Strategy

According Clay (1991) Fix- up strategy is one of the strategies included in the self- monitoring, because this strategy involves students directly and can be beneficial for students. In the use of fix- up strategy, Clay share how teaching or application of this strategy, that are :

a) Teacher gives a visual card of cards to mark the process of what students have done in the fix- up strategies.

b) Teacher gives out copies of text to be read, read the title and briefly brainstorm prior knowledge.

c) Teacher asks students why they are reading the text, what is their purpose for reading.

d) Teacher read the whole text to the students loudly.

e) Teacher ask stuents to start by modeling a 'think alound; for a difficult word or sentence. Work through the 'fix- up' strategies.

f) If students fail to point out areas of concern, the teacher should add other examples and more explanations.

g) Teacher can provide addtional guided practice for students who require it.

6.2 The Steps of Fix-up strategy

From this theories, the researcher implements the procedure o teaching reading using fix-up strategy by adopting several streps. The steps are as follows:

1. Previewing. The students are asked to look the text at glance. They preview and think what the text is about.

2. Predicting. The students read the heading or the title of the textand make a prediction what will happend next in the text.

3. Reading. The student's are doing the activity in reading the whole text and check whether their prediction is correct or not.

4. Making connection. The students think about something that they have experienced which is related to the text.

5. Visualizing. The students draw the characters which are stated in the text mbased on their imagination.

6. Making inference. The students make inference of waht they read. It helps the students to sum up the important points of the text they read.

7. Asking new question and relating the story. After reading the text, the students sould ask question relaed to the content of the text and retell what has been read to check whether they understand about the content or not.

6.3 The Advantages and Disadvantages of Fix- up Strategy

    a. **The Advantages of Fix- up Strategy**

When students or readers have difficult or confuse in comprehending the text, the fix- up options strategy can help them. Due to, the fix- up strategy have some advantages. As mention by Orehove and Alley (2003: 78) the fix- up options strategy will help readers when they come to do re- reading.

Furthermore, fix- up options strategy help students in improving their reading skill, because the fix- up options strategy has some supporting components for read, such as re- reading, read ahead, stop to think. Morreillon (2007: 120) says in use fix- up options strategy to regain comprehension of an informational book and also the important tools to students that can develop to improve reading comprehension.

Fix- up options strategy can empower the reader to succee by the tools that can be use by the readers to retrace readers' skill, to find where they have lost skill, and to get back the way to meaning making, to make the passion of what they have read. Self monitoring for skill and then using fix- up options is their own process when skill is lost. Their own way is critical for the success of their longlife, and independent reading.

    b. **The Disadvantages of Fix- up Strategy**

In the process of teaching reading with Fix- Up Strategy, the teacher will be know when to stop reading when a problem is encounter. Consequently, teachers sometimes have difficulty deciding when to promote fluency and when to promote stopping to problem solve.

7   The Steps of Using Fix- up Strategy in Teaching Reading

Think-alouds in which educators and more proficient readers model both their loss and their recovery of comprehension are essential in helping less profient reader grasp the two-part process. Proficient readers must first model how to monitor comprehension and notice when it is lost , and then how to choose and use fix-up option to regain it.

Students can develop their own metaphors for lost comprehension. Some readers may think of comprehension in trems of the "voice" in inside their heads is it lost or confused? Others may think in trems of a "video" showing the action on a screen inside their minds. Has the projector shut off? Others may think about staying on a path and notice if they wander off the trail. It is important to invilve students in determining their own signals, bacause they alone can recognize the moment they lose the thread of a story or the coe of an informative text.

B. Previously Study

There are several studies with some model, but different is accordance with the researcher's background. There are three writes who applied Fix-up strategy in their study. Nunun Indrasari (2012) conducted a reearch entittled The Effectivnes of Using Fix-up Strategy to Teach Reading Viewed from Students' Self Confidence. Morellion conducted that fix up options are tools that reader can rely upon to find their way home, to make sense of what tehy read. When

students cannot understand the text during reading, the students use fix up option to catch the message of the text. And he stasted rereading the text, connecting to background knowledge (text-to-text), looking at sentence structure, making a orediction, reading ahead to the end of this verse, making infrences, visualization, and asking a new question. Based on the result of data analysis, the research findings are (1) Fix- up strategy is more effective than direct teaching to teach reading, (2) the achievement of students' skill in reading does not depend on the level of the students' self-confidence, (3) there is an interaction between teaching strategies and students' self-confidence.

Yovi Ramadhan (2015) conducted a research entittled The Reading Comprehension of Narrative Text by Combining Fix- Up Strategy and Get the Gist Strategy for IX Grade at Junior High School. The research conducted fix-up strategy is strategies than can imrove students' understanding of reading texts, and can also help students the content of the text. The goal is that students can further improve reading comprehension and motivation students'.

Tarigan, Dwi Suci Indahswari (2015) conducted a research entittled The Effect of Fix- Up Options Strategy on Students' Reading Comprehension. The research conducted is the objctive of significantly affects the student's Reading Comprehension. This study was conducted by using experimental design.

C. Conceptual Framework

Reading is one of the language skills of language. Reading is very essential in daily life, especially in academic field. By reading a text, students

will get much information that is useful for their life. Students should be able to read English text in order to ge the knowledge of certain topic. Reading skill is an ability to understand information and interpret meaning from written text as a piece of communication. The indicators of reading are word meaning, main idea, detail infrmation, purpose, and reference.

Getting some information from reading text is one of students' problem which should overcome by teacher and the students always feel this subject is very difficul to do. To achieve the goal and teaching reading skill suitable teaching learning process in needed. Therefore, the strategy of the teaching influence the students' achievement in learning process. So, the score of their reading is very which can attract the students' attention on teaching reading skill.

Strategy is hoped to be able to minimize the difficulties faced when the student are provided with this kind of reading. In the study, fix-up strategy is one of some strategy selected to use.

The success in taeching rading is in fluence by the strategy use in the teaching process. The teacher will be select the approriate strategy in teaching reading skill. Fix- Up Strategy is a complex options for teaching students to use multiple skill strategies flexible and interactively around text.

Problem of Reading Skill In reading skill they never thought learning in the class. And they always read the text over and over again for answer question in reading skill. It means

H_o there is no significant effect of using fix-up strategy on the students' reading skill (the hypothesis is rejected

H_a there is significant effect of using fix- up strategy on the students' reading skill (the hypothesis is accepted)

Fix- up strategy is a strategy to ability in mastery in reading skill. Fix- up strategy is a strategy which can help the students understand the message on the text when get stuck with certain words or certain sentences. When using this strategy the teachers should

D. Hyphotesis

Based on the problem of the study, the hyphotesis will be formulated as the following :

H_a : there is significant effect of using fix-up strategy on the students' in reading skill (the hypothesis is accepted)

H_o : there is no significant effect of using Fix-up strategy on the studets' in reading skill (the hypothesis is rejected).

CHAPTER III

METHOD OF RESEARCH

A. Location and Research Schedule

Location

This research was conducted at SMA Al- Hidayah on Jl. Letda Sudjono in 2017/2018 academic year. This research was focused on the ten grade students. The reason for choosing the location because the students' interest in reading was low, the students' had less vocabulary and they usually feel bored in reading process that enable to persuade students' reading ability.

B. The Population and Sample

1. Population

The population of this study was taken from students of X of SMA Al-Hidayah Medan on Jl. Letda Sudjono in academic years 2017/2018 which X grade consist of two parallel classes. They are X – IPA, and X – IPS 1. There are 32 students in X- IPA, , and 28 students for X-IPS 1. So the numbers of the students are 60 students.

2. Sample

A total sampling was carried out by loterry system in this reseacrh. There were 60 students as the sample which was divided into two groups, the Experimental Group and the Control Group. Population and sample is shown in the following table:

Tabel 3.1
Population and Sample

Class	Population	Sample
X- IPA	32	32
X- IPS 1	28	28
Total	60	60

C. Research Design

The experimental research was used to carry out this research. It deals with quantitative design. It has two different groups. Experimental and control group. The experimental group is taught by applying Fix-up strategy, the control group was taught by using lecturing method. The strategy of study is quasi-experimental study is two group posttest only.

R		X	O
			O

Where :

R : Random assignment

X : Treatment

O : Measurement

Table 3.2
Research Design

Class	Group	Treatment	Post-Test
X- IPA	Experimental	Fix-up Strategy	ü
X- IPS 1	Control	Lecturing Method	ü

In this research, there are two procedure is hold to collect the data. They were representatively as follow :

1. Treatment

In order to find out the effect of applying Fix- Up Strategty on the students' reading skill, a treatment was conducted to the experimental group and control group. The step in teaching reading in Experimental Group and Control Group as describe on table 3.3

Table 3.3
Treatment in Experimental Group

Teacher	Students
Greeting the students and explained what the class will going to do.	Students responded the teacher's explanation.
Before started the lesson, the teacher asked the students some questions to activate their background knowledge.	Students answered the question base on their background knowledge.
Theacher gave the card to mark the process of what students have done in the fix- up strategy.	Students got the card.
Before starting to read, the	Students listened to the

teacher explained about the options that will use when they got confuse while reading (reread, continue to read and stop to think).	teacher's explanation.
Teacher gived out copies the text to be read.	Students got the text.
Teacher asked students read the title and briefly brainstorm prior knowledge.	Students answered the teacher's question.
Teacher asked the whole text to the students loundly.	Students listened to the teacher carefully.
Teacher asked the students to find the diffuclt word or sentence and work through the fix- up strategy.	Students find the difficult word or sentences and used fix- up strategy.
Teacher and the students discussed about the text with other example.	Students discussed the text with the teacher.
Teacher give the test to the students.	Students answered the test.

Table 3.4
Treatment in Control Group

Teacher	Students
Greeting the students and prepared the class.	Students respond the teacher.
Teacher give the text to the students.	Students got the text.
Teacher asked the students to read the text.	Students read the text.
Teacher asked the students to translate the text.	Students translated the text.
Teacher give the question to the students.	Students answered the questions.

2. Post- test

After conducting the treatment, the post- test was begiven the students.

The post test was be functional to get main scores of experimental and control

group. It was be applied to know the effect of teaching presentation in both classes.

D. Instrument of the Research

In this research, multiple choice test which consist of 50 items was used as the instrument of collecting the data. For one corect answer was scored 1 points and the incorrect answer was scored 0. So, the incorrect answer was not be given score. So, the maximum point of the test is 100.

Scoring of the test. The following formula is applied :

$$S = \frac{R}{N} \text{ x } 100$$

Where:

S = Score of the test

R= The right answer

N= Number of the test item

The scores of both groups is calculated and compared and to do this, the researcher applied some steps :

1. The teacher administrated the multiple choice test to both experimental and the control group.

2. Teacher gives the scores to every right answer and calculated it and gave the total scores for both groups.

3. After the total scores calculated, teacher compares the total scores from both experimenal and control group.

4.

Reading skil	Numberquestion
Automatic decoding	2,16,17
Previewing and predicting	20,24,32
Identifying purposes	21,5,50
Specifying purposes	30, 39,40
Scanning	44,48, 49,14
Recognizing topics	7,4,9
Locating and topic sentences	14,15,25,
Making inference by use evidence	11,12,24
Guessing the meaning of unkown words from the contenxt	10,13,19
Skimming	6,,31,38
Paraphrasing	35,45,47,23
Summarizing	46,42,27
Drawing conclusion	37,48,49
Reading critically	18,32,34
Reading faster	25,28,29

E. Technique of Collecting the Data

In collecting data, some types was applied ad follows:

1. Teaching in the experimental group by fix-up strategy

2. Teaching in the control group by lecturing method

3. Giving post-test to both classes

4. Scoring the test

5. Evaluating the effect of applying fix-up strategy.

F. Techniques for Analyzing the Data

After collecting the data from the test, the data was calculated by using post- test. The following procedure was implemented to analyze the data:

1. Giving treatment, and post- test to each group.

2. Scoring the students' answer for correct answer and wrong answer.

   In scoring the test, the writer will use score ranging from 0 – 100 by counting the correct answer and applying this formula :

   $$S = \frac{R}{N} \times 100$$

   Where :

   S : the score

   R : the number of the correct answer

   N : the number of the test items

3. Listing their score into two tables, first for experimental group score and second for the control group score.

4. In this research (Anas Sudijono,2012) stated by busing following formula:

   a. Mean variabel X (variabel I)

   $$M_1 = M' + i\left(\frac{\sum fx'}{N_1}\right)$$

   b. Mean variabel Y (variabel II)

   $$M_2 = M' + i\left(\frac{\sum fy'}{N}\right)$$

c. Standart Deviation Variabel I

$$SD_1 = i \sqrt{\frac{\sum fx'^2}{N_1} - \left(\frac{\sum fy'}{N_1}\right)^2}$$

d. StandardDeviation Variabel II

$$SD_2 = i \sqrt{\frac{\sum fx'^2}{N_2} - \left(\frac{\sum fy'}{N_2}\right)^2}$$

e. Standard Error Mean Variabel I

$$SE_{M1} = \frac{SD_1}{\sqrt{N_1 - 1}}$$

f. Standard Error Variabel II

$$SE_{M2} = \frac{SD_2}{\sqrt{N_2 - 1}}$$

g. Standard Error Variabel between Mean Variabel I and Variabel II

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

h. t_o

$$t_o = \frac{M_{1-M_2}}{SE_{M1-M2}}$$

G. Statistical hypothesis

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

H_a : there is significant effect of using fix-up strategy on the students' in reading skill (the hypothesis is accepted)

H_o : there is no significant effect of using Fix-up strategy on the studets' in reading skill (the hypothesis is rejected).

CAPTER IV

DATA ANALYSIS

A. Data Collection

After giving the test to the students in each group, the students' answer were scoring in order to get the data to know is there any significant effect of the treatnent given or not. The result of score the students answer shown on the table 4.1 below

Table 4.1
The Students' Post- Test Score

Criteria	Post – Test	
	Experimental Group	Control Group
High score	90	86
Lowest score	70	66
Averange	83,6	75.7
Total	2676	2120

Based on the table above, it can be seen that the students' score on experimental group was higher than in control group. To be clear, it can be seen on the diagram below :
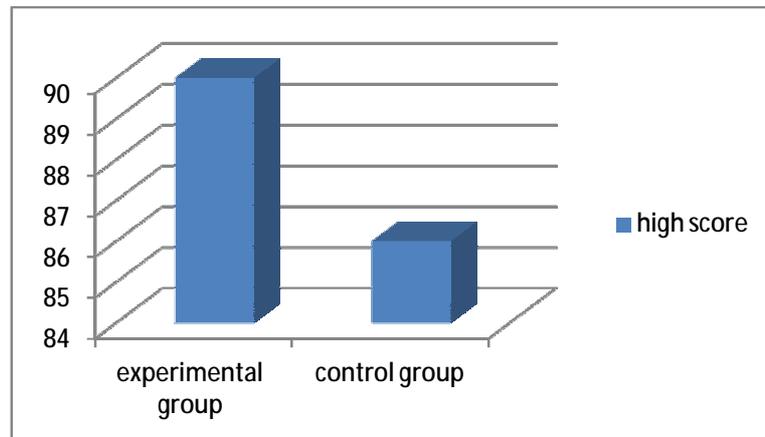
Diagram 1. The students high score

On diagram 1, the highest score in experimental group was 90, and in control group was 86, it means that the highest score in experimental group was higher than the highest score in control group, 90 > 86.
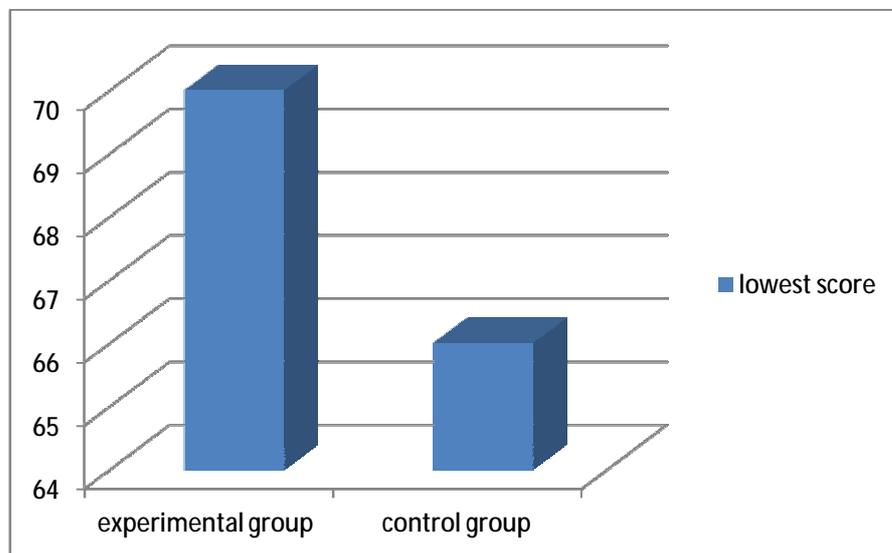
Diagram 2. Lowest

On diagram 2, highest score in experimental group was 70, and in control group was 66, it means that the highest score in experimental group was higher than the highest score in control group, 70 > 66
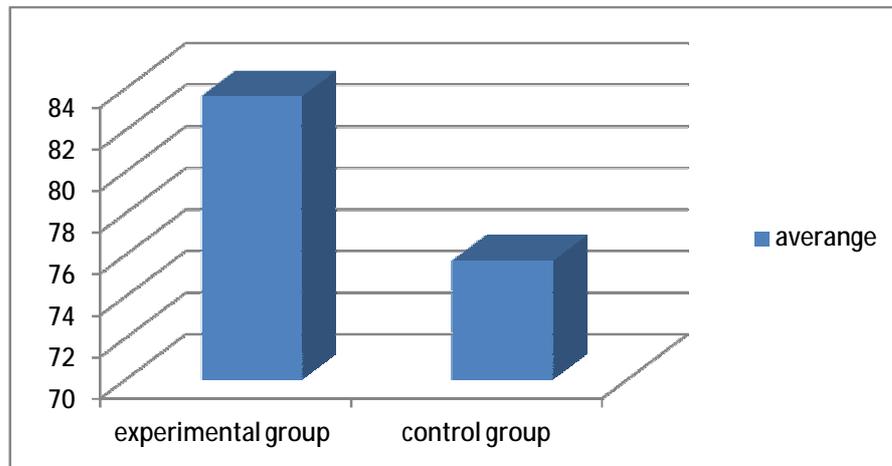
Diagram 3. Average

On diagram 3, highest score in experimental group was 83,6 and in control group was 75,7 it meant that the highest score in experimental group was higher than the highest score in control group, 83,6 > 75,7.
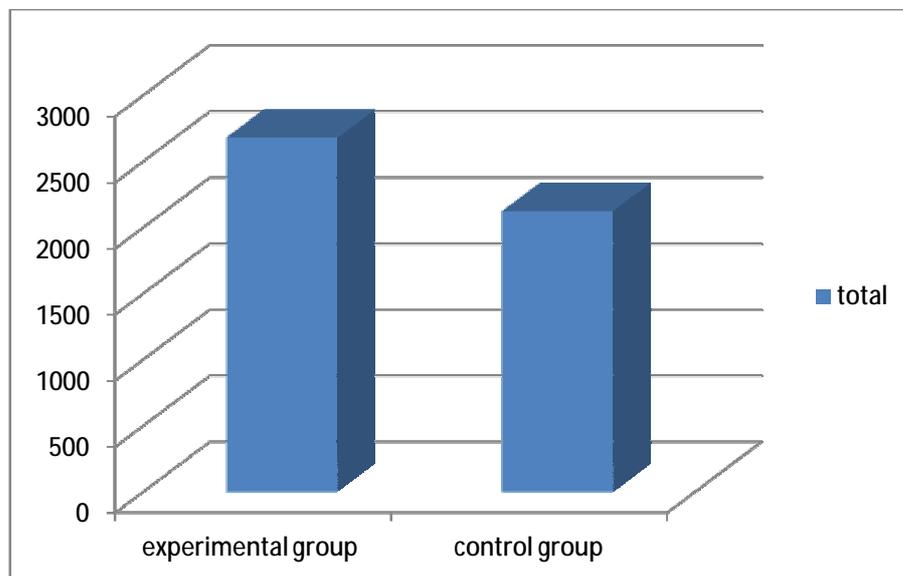
Diagram 4. Total score

On diagram 4, highest score in experimental group was 2676, and in control group was 2120, it menas that the highest score in experimental group was higher than the highest score in control group, 2676 > 2120.

Based on those diagram, it can be concluded that the students' score in experimental group was higher than control group.

B. Data Analysis

In order to investigate the effect of applying fix- up strategy on the students' reading skill, the difference score of the students post – test in experimental group and control group was calculated. The calculation can be seen appendix 1. The following were the step of analyzing the data :

1. The calculation in Experimental Group

Calculation of Mean, Deviasi Standart, and Standart Error of variabel I

Score	F	X	x'	fx'	fx'^{2}
70-73	1		+2	2	4
74-77	5		+1	5	5
78-81	7	M'=84,4	0	0	0
82-85	0		-1	0	11
86-89	11		-2	22	44
90-93	8	-	-3	24	72
	N= 32			$\sum$fx'=53	$\sum$fx'$^{2=}$ 125

a. **Mean Variabel X (Variabel I)**

$$M_1 = M' + i\left(\frac{\sum fx'}{N}\right)$$

$$= 84,4 + 2\left(\frac{53}{32}\right)$$

$$= 84,4 + 2(1,66)$$

$$= 84,4 + (3,32)$$

$$= 87,72$$

b. SD_1

$$SD_1 = i\sqrt{\frac{\sum fx'^2}{N_1} - \left(\frac{\sum fx'}{N_1}\right)^2}$$

$$= 2\sqrt{\frac{125}{32} - \left(\frac{53}{32}\right)^2}$$

$$= 2\sqrt{\frac{125}{32} - \left(\frac{2.809}{1.024}\right)}$$

$$= 2\sqrt{3,91 - 2,743}$$

$$= 2\sqrt{1,167}$$

$$= 2 \text{ x } 1,0394$$

$$= 2,164$$

c. SE_{M1}

$$SE_{M1} = \frac{SD_1}{\sqrt{N_{1-}1}}$$

$$= \frac{2,164}{\sqrt{32 - 1}}$$

$$= \frac{2,164}{\sqrt{31}} = \frac{2,164}{5,67}$$

$$= 0,39$$

2. **The calculation for control group post- test in control group**

   Calculation of Mean, Deviasi Standart, and Standart Error of variabel II

Score	f	Y	y'	fy'	fy'^{2}
66-69	3		+2	6	12
70-73	1		+1	1	1
74-77	6	M'= 83,1	0	0	0
78-81	11		-1	11	11
82-85	0		-2	0	0
86-89	6		-3	18	54
	$N_2 = 27$	-	-	$\sum fy' = 36$	$\sum fy'^2 = 78$

   a. **Mean Variabel Y (Variabel II)**

   $$M_2 = M' + i \left(\frac{\sum fy'}{N} \right)$$

   $$= 83,1 + 2 \left(\frac{36}{27} \right)$$

   $$= 83,1 + 2(1,33)$$

   $$= 83,1 + 2,66$$

   $$= 85,76$$

   b. **SD$_2$**

   $$SD_2 = i \sqrt{\frac{\sum fy'^2}{N_2} - \left(\frac{\sum fy'}{N_2} \right)^2}$$

   $$= 2 \sqrt{\frac{78}{27} - \left(\frac{54}{27} \right)^2}$$

   $$= 2 \sqrt{\frac{78}{25} - \left(\frac{1.296}{729} \right)}$$

   $$= 2\sqrt{2,89 - 1,78} \ = 2\sqrt{1,11} = 2 \times 1,05$$

$$= 2{,}1$$

    c. **SE$_{M2}$**

$$SE_{M2} = \frac{SD_2}{\sqrt{N_{2-1}}}$$

$$= \frac{2{,}1}{\sqrt{27-1}}$$

$$= \frac{2{,}1}{\sqrt{26}} = \frac{2{,}1}{6}$$

$$= 0{,}35$$

3. **Standard Error between Mean Varabel I and variabel II**

$$SE_{M1-M2} = \sqrt{SE_{M1}{}^2 + SE_{M2}{}^2}$$

$$= \sqrt{(0{,}39)^2 + (0{,}35)^2}$$

$$= \sqrt{(0{,}1521) + (0{,}1225)}$$

$$= \sqrt{0{,}2746}$$

$$= 0{,}52$$

4. **t$_o$**

$$t_o = \frac{M_{1-M_2}}{SE_{M1-M2}}$$

$$= \frac{87{,}72 - 85{,}76}{0{,}52}$$

$$= \frac{1{,}96}{0{,}52}$$

$$= 3{,}769$$

C. Testing hypotesis

With df = (N1 + N2 – 2) = (32 + 28) = 58, it was found that in α 5 %, t_t= 2.00, and in α 1 % : t_t = 2,65. Based on that calculation, the t_o was higher than t_{table} (in α 1% or α 5%), 3,769 > 2,65 and 3,769 > 2.00, to the H_a was accepted.

D. Research Findings

Based on the calculation, it was t_o found that the result of was higher than t_{table} (3,769 > 2.00). It shows that the alternative hypothesis was accepted and it means that using of Fix – up strategy gave significant effect on the student's reading skill. It was proved from the data shows the score of experimental group (students who were taught by using Fix – up strategy) was higher than control group.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding, the conclusion can be draw as there was significance effect of applying Fix- Up strategy on the students' reading skill in narrative text. The findings shows that t_o (3,796) was higher than t_{table} (2,00). It means that the proposed hypothesis (Ha) is accepted.

B. Suggestions

Relateed to the conclusions previously, suggestion are put two as follow:

1. The english teachers are expected to the use Fix- Up strategy in teaching reading skill to students. The teacher would be better to teach reading skill because inviting students to discuss before reading, more creative in using learning strategy especially in teaching learning process.

2. Since this study is only focused on students skill in reading narrative text. It is suggestion that other researcher to apply Fix- Up strategy to improve students' reading skill in many types of the text.

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APPENDIX I

The Score of Post- Test in Experimental Group

No.	Students' Initial Name	Post- Test Score
1.	AD	80
2.	AR	90
3.	AA	86
4.	A	86
5.	DI	80
6.	DA	86
7.	DK	90
8.	EH	76
9.	FAL	90
10.	FW	70
11.	G	86
12.	I	80
13.	IL	90
14.	IS	86
15.	LS	80
16.	MH	86
17.	MA	76
18.	MD	76
19.	MY	76
20.	NK	90
21.	NH	86
22.	NS	80
23.	RS	90
24.	RA	90
25.	SR	86
26.	SFS	86
27.	S	86
28.	SM	90
29.	SA	80
30.	FA	86
31.	YL	76
32.	PR	80
Total		**2767**

APPENDIX II

The Score of Post- Test in Control Group

NO.	Students' Initial Name	Post- Test Score
1.	MAR	76
2.	MA	86
3.	MDH	80
4.	MDN	76
5.	MC	86
6.	NS	66
7.	NHH	76
8.	NE	80
9.	RD	86
10.	RG	80
11.	REV	80
12.	REK	86
13.	RKP	80
14.	RGH	80
15.	RB	86
16.	TR	66
17.	TWD	70
18.	WA	86
19.	Y	80
20.	AL	76
21.	YH	76
22.	F	80
23.	UK	66
24.	YP	76
25.	FH	80
26.	AP	80
27.	PB	80
Total		**2120**

LESSON PLAN
(EXPERIMENTAL GROUP)

Location	:	**SMA AL HIDAYAH**
Subject	:	**Bahasa Inggris**
Class/ Semester	:	**X / 1 (Satu)**
Topic	:	**Narrative Text**
Time and Allocation	:	**3 x 40 Menit**

A. Core Competence

- KI 3 : Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related causes of phenomena and events, and applying procedural knowledge to the field of study which is specific to his or her talents and interests to solve problems.

- KI 4 : Processing, reasoning and chanting in the realm of concrete and abstract realms are linked to the development of the self-study in schools independently, and able to use methods according to scientific rules.

- **Basic Competence**
  1.1. Thankful for the opportunity to learn English as a language of international communication that is realized in the spirit of learning.
  2.3. Shows responsibility, caring, cooperation, and peace-loving behaviors in carrying out functional communications.
  3.9 Analyze social functions, text structures, and linguistic elements in simple narrative texts in the form of folk legends, in accordance with the context of their use.
  4.15. Capturing the meaning of oral and narrative narrative texts, is simple

B. Basic Objectives
After following this series of learning activities, learners are expected to:
1. Students can know the meaning of the Narrative text.
2. Student can know Generic Structure from narrative text.
3. Students can know the Language Features of the narrative text.

C. Narrative text written and written in the form of simple legend.
Social Functions

Examine moral values, love the homeland, appreciate other cultures.

Narrative Text

Narrative text is a type of genres that have a main fiction not only to certain or amuse another person but also to give a moral lesson to the writer and the readers. It becomes a reason that narrative text is one of the favorite genres in teaching learning in English lesson.

The Purpose of Narrative Text

The basic purpose of narrative is to entertain, to gain and hold a readers' interest. Narratives sequences people/characters in time and place but differ from recounts in that throught the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

The Generic structure of narrative text are :
6. Orientation, introducing the participants and the time and the place.
7. Evaluation, it is optinal, used to a stepping back to evaluate the plight.
8. Complication or problem, describing the rising vrises which the participants have to do with.
9. Resolution, showing the way of participant to solve the crises, better or worse.
10. Reorientation, it is optinal.

Language Features of Narrative Text

Language feature of narrative text as follow :
9. A narrative focuses on specific participants.
10. There are many action verbs, verbal and mental processes.
11. Direct and indirect speeches are often used.
12. It usually uses past tense.
13. Linking words are used, related with time.
14. There are sometimes some dialog and the tense can change.
15. Descriptive language is used to create listener's or reader's imagination.
16. Temporal conjuctions are used .

For example :

A Strory From The Farm Yard Two

Roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.

The loosing roosters slunk away and hid itself in a quiet corner. The winner flew upto a high wall, as lound as it could.

Suddenly, am eagle came sailing through the air adn carried if off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

1. From the text we know that....
    A. Only one rooster can rule the roost
    B. The roosters are fighting to flap their wings

C. The eagle had watched them all day
D. The farm needs a new king
2. What is main idean of paragraph 3?
    A. An eagle watching the rooster from a distance
    B. The loosing rooster came out from its hiding place.
    C. The eagle took the winning rooster as its prey
    D. The winning rooster celebrates its wanning proudly

Linguistic elements
3. Words related to character, character, and setting in legend.
4. Model auxilary verbs.
5. Spelling and handwriting and print are clear and neat.
6. Speech, word pressure, intonation, when presenting verbally.
7.Rujuka said

Topic
Exemplary about noble behavior and values and culture.

D. Learning Method
Communicative Approach
Fix- Up Strategy

E. Media, Tools and Materials
Tools   : Markers, erasers, whiteboards.
Material   : handbook
resource   : Buku Look Ahead 1, English for Better Life.
                 Buku Inter-Language Kelas X.
                 Buku Contextual English for grade X Senior High School.

F. Learning Steps
1. Introduction / Initial Activity (15 Minutes)
- The teacher enters the class and greets by using English so that the English Environment can be created.
- Teacher asks a student to lead the prayer
- Teacher checks student attendance
- Teachers outline the scope of the material to be studied.
-

1. Core Activity (90 Minutes)

Students	Teacher	Time and Allocation
Observe Students listen to various	The teacher provides material about narrative text and examples of	60 Menit

examples of legendary texts given / played by the teacher. Students observe the social functions, structures and elements of the language. Students observe the example of the legend. Students learn to find key ideas, detailed information and specific information from legend texts.	narrative text		
Questioning With the guidance and direction of teachers, students questioned among other differences between different narrative texts that exist in English, the difference in the text in English with the existing in the Indonesian language. Students question the main idea, detailed information and certain information		The teacher guides the students to ask all matters relating to the subject matter.	15 Menit

Exploring Students read some legend texts from various sources. Students practice finding key ideas, detailed information and specific information. Students complete the passage of some simple legend texts. Students in groups write / transcribe narrative text by showing the social function, structure, and language elements with coherence. Students read narrative texts to friends and use appropriate linguistic elements.	The teacher tests the learners' understanding of the subject matter by giving oral and written tests.	15 menit

1. **Closing / End Activities (15 Minutes)**
   - Teachers provide individual assignments in the form of written tests to learners in accordance with the material being taught
   - Teacher Requesting learners or together to make a summary / conclusion of the lesson.
   - Master prays closing.

2. **Rubric Assessment Aspects of Writing Skills**

No	That aspect Rated	Criteria	Score
1	Pronunciation	Excellent Good Fair Poor	4 3 2 1
2	Pressure word	Excellent Good Fair Poor	4 3 2 1
3	Intonation	Excellent Good Fair Poor	4 3 2 1
4	Vocabulary	Excellent Good Fair Poor	4 3 2 1
5	Neatness	Excellent Good Fair Poor	4 3 2 1
		Total Score	20

Knowing :

Guidance Teacher   Researcher

Waridan Nur, S,pdI   **Anggi Pratiwi**

Kepala Sekolah SMA AL HIDAYAH MEDAN

A.M. Haidir Saragih M.A

LESSON PLAN
(CONTROL GROUP)

Location	:	**SMA AL HIDAYAH**
Subject	:	**Bahasa Inggris**
Class/ Semester	:	**X / 1 (Satu)**
Topic	:	**Narrative Text**
Time and Allocation	:	**3 x 40 Menit**

A. Core Competence

- KI 3 : Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related causes of phenomena and events, and applying procedural knowledge to the field of study which is specific to his or her talents and interests to solve problems.
- KI 4 : Processing, reasoning and chanting in the realm of concrete and abstract realms are linked to the development of the self-study in schools independently, and able to use methods according to scientific rules.

B. Basic Competence

1.2. Thankful for the opportunity to learn English as a language of international communication that is realized in the spirit of learning.
2.4. Shows responsibility, caring, cooperation, and peace-loving behaviors in carrying out functional communications.
3.10 Analyze social functions, text structures, and linguistic elements in simple narrative texts in the form of folk legends, in accordance with the context of their use.
4.16. Capturing the meaning of oral and narrative narrative texts, is simple

C. Basic Objectives

After following this series of learning activities, learners are expected to:
1. Students can know the meaning of the Narrative text.
2. Student can know Generic Structure from narrative text.
3. Students can know the Language Features of the narrative text.

C. Narrative text written and written in the form of simple legend.
Social Functions
Examine moral values, love the homeland, appreciate other cultures.

Narrative Text

Narrative text is a type of genres that have a main fiction not only to certain or amuse another person but also to give a moral lesson to the writer and the readers. It becomes a reason that narrative text is one of the favorite genres in teaching learning in English lesson.

The Purpose of Narrative Text

The basic purpose of narrative is to entertain, to gain and hold a readers' interest. Narratives sequences people/characters in time and place but differ from recounts in that throught the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

The Generic structure of narrative text are :

11. Orientation, introducing the participants and the time and the place.
12. Evaluation, it is optinal, used to a stepping back to evaluate the plight.
13. Complication or problem, describing the rising vrises which the participants have to do with.
14. Resolution, showing the way of participant to solve the crises, better or worse.
15. Reorientation, it is optinal.

Language Features of Narrative Text

Language feature of narrative text as follow :

17. A narrative focuses on specific participants.
18. There are many action verbs, verbal and mental processes.
19. Direct and indirect speeches are often used.
20. It usually uses past tense.
21. Linking words are used, related with time.
22. There are sometimes some dialog and the tense can change.
23. Descriptive language is used to create listener's or reader's imagination.
24. Temporal conjuctions are used .

For example :

A Strory From The Farm Yard Two

Roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.

The loosing roosters slunk away and hid itself in a quiet corner. The winner flew upto a high wall, as lound as it could.

Suddenly, am eagle came sailing through the air adn carried if off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

3. From the text we know that....
   E. Only one rooster can rule the roost
   F. The roosters are fighting to flap their wings
   G. The eagle had watched them all day
   H. The farm needs a new king

4. What is main idean of paragraph 3?
   - E. An eagle watching the rooster from a distance
   - F. The loosing rooster came out from its hiding place.
   - G. The eagle took the winning rooster as its prey
   - H. The winning rooster celebrates its wanning proudly

Linguistic elements
3. Words related to character, character, and setting in legend.
4. Model auxilary verbs.
5. Spelling and handwriting and print are clear and neat.
6. Speech, word pressure, intonation, when presenting verbally.
7.Rujuka said

Topic
Exemplary about noble behavior and values and culture.

D. Learning Method
Communicative Approach
Lecturing Method

E. Media, Tools and Materials
Tools   : Markers, erasers, whiteboards.
Material   : handbook
resource   : Buku Look Ahead 1, English for Better Life.
             Buku Inter-Language Kelas X.
             Buku Contextual English for grade X Senior High School.

F. Learning Steps
1. Introduction / Initial Activity (15 Minutes)
- The teacher enters the class and greets by using English so that the English Environment can be created.
- Teacher asks a student to lead the prayer
- Teacher checks student attendance
- Teachers outline the scope of the material to be studied.

3. Core Activity (90 Minutes)

Students	Teacher	Time and Allocation
Observe Students listen to various examples of legendary texts given / played by the teacher.	The teacher provides material about narrative text and examples of narrative text	60 Menit

Students observe the social functions, structures and elements of the language. Students observe the example of the legend. Students learn to find key ideas, detailed information and specific information from legend texts.		
Questioning With the guidance and direction of teachers, students questioned among other differences between different narrative texts that exist in English, the difference in the text in English with the existing in the Indonesian language. Students question the main idea, detailed information and certain information	The teacher guides the students to ask all matters relating to the subject matter.	15 Menit

Exploring Students read some legend texts from various sources. Students practice finding key ideas, detailed information and specific information. Students complete the passage of some simple legend texts. Students in groups write / transcribe narrative text by showing the social function, structure, and language elements with coherence. Students read narrative texts to friends and use appropriate linguistic elements.	The teacher tests the learners' understanding of the subject matter by giving oral and written tests.	16 menit

G. Closing / End Activities (15 Minutes)

- Teachers provide individual assignments in the form of written tests to learners in accordance with the material being taught
- Teacher Requesting learners or together to make a summary / conclusion of the lesson.
- Master prays closing.

4. Rubric Assessment Aspects of Writing Skills

No	That aspect Rated	Criteria	Score
1	Pronunciation	Excellent Good Fair Poor	4 3 2 1

2	Pressure word	Excellent	4	
		Good	3	
		Fair	2	
		Poor	1	
3	Intonation	Excellent	4	
		Good	3	
		Fair	2	
		Poor	1	
4	Vocabulary	Excellent	4	
		Good	3	
		Fair	2	
		Poor	1	
5	Neatness	Excellent	4	
		Good	3	
		Fair	2	
		Poor	1	
		Total Score	20	

Knowing :

  Guidance Teacher   Researcher

Waridan Nur, S,pdI   **Anggi Pratiwi**

Kepala Sekolah SMA AL HIDAYAH MEDAN

A.M. Haidir Saragih M.A

APPENDIX IV

TEXT ITEM

Reading text 1
Question 1- 5 refer to the following text.
A Woman and The Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's you wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you though the forest.

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they are were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked againts a stone and fell down. At once the wolves caught him. The youg woman cried to the wolves, "please eat my own son instead". Then, she put her baby son on the ground in front of the wolves and took hernephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All me in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange, instead of eating the woman's baby the wolves were playing with him.

1. What separated between one village to another a long time ago i the New Territories ?
   A. Another village
   B. Mountains
   C. Forest
   D. Hills ve. Towers and logs
2. All men in the village fetched thick stick......
   The word "fetched" has a similiar meaning to ..
   A. Received
   B. Caught
   C. Got
   D. Hit
3. Who walked in front when they were in the forest ?
   A. Ah Tim
   B. The woman
   C. The woman's son
   D. Her brother's nephew
4. How could the wolves catch Ah Tim ?
   A. He was afraid

B. He was stumbled by a stone
C. He ran slowly
D. The woman cried
5. What is purpose of the writer by writing the story above ?
   A. To describe the danger of the villages
   B. To entertain the readers of the story
   C. To tell the villages's relationship
   D. To explain how important a relative is

Reading text 2
Questions 6-7 refer to thr following text.
The Rats and The Elephants

Once upon a time there lived a group of time under a tree in paece. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant- hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on the elephants of hid herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entric group of rats and they cut open the rats which had trapped the elephent's hard. The elephant herd was totally set free. They danced with joy and thank the rats.

6. What type of the texy is the above text ? it is ...
   A. A narrative text
   B. A description text
   C. A recount text
   D. An anecdote text
7. What destroyed the house of all rats ?
   A. A group of mice did
   B. Elephant- hunter did
   C. A group of elephant did
   D. Elephant's herd

Reading text 3
Questions 8- 11 refer to the following text.
Mouse Dear and Mr. Crocodie

One day, a mouse dear was talking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh .... i hate this branches, i don't like it ! "

Across the river, there was green grassland, with yung leave. "Hmmmm... it seems delicious' imagined the mouse deer, 'but how can i get there? I can't swim. The currecnt is very rapid? "

The mouse deer was figuring out thr way how to reach there. Suddenly, he jumped to the air, "aha, he then walke to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appread Mr. Crocodile showing his sharp teeth. He ten laughed. " Ha...ha..haa. you can;t run away from me, you'll be my tasty lunch! " said the crocodile.

"Of crouse i can't. You are very strong Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly. They approached the edge of the river.

"But, before you all have a party, i wonder how many your numbr exactly, i can distribute my meat evenly," said the mouse deer.

"Oh..o, great, good idea! But we are a large group, i can't count it precisely," Mr. Croco moaned,"leave it to me, and i can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Them the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the bdy of one crocodile to the others while he was counting,' one, two, three, and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

8. Why did mouse deer want to go across the river ?
    A. Because he was very hungry
    B. Because he wanted to cheat Mr. Crocodile
    C. He wanted to eat some sying trees
    D. He was afraid of the current of the river
9. How many crocodiles were there in the story above ?
    A. Three crocodiles
    B. Ten crocodiles
    C. Thirteen crocodiles
    D. Not mentioned
10. "...... but were a large group. I can't count it precisely." The underlined word has closset meaning with....
    A. Accurately
    B. Objectively
    C. Definitely
    D. Obviously
11. After reading the text, we may conclude that the mouse deer was....
    A. Very greedly animal
    B. Cunning animal
    C. Dumb animal
    D. Frightened animal

Reading text 4
Questions 12- 14 refer to the following text.
The Bear and The Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest, so they promised each other that they would remain united in case od danger.

Sudennly, they saw a large bear approaching tern. One the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, prerending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into year ears? " The other friend replied, "He advised me not to believe a false friend.

12. What can we get from the story?
    A. We have to save ourselves
    B. We have to learn how to climb
    C. Bear will not harm a dead man
    D. True friend always stand by us in ups and downs
13. "<u>He</u> advised me not to believe a false friend". (paragraph 3) the underlined word refers to....
    A. The bear
    B. The dead man
    C. The friend who cannot climb
    D. The friend who climb the tree
14. Where do you think the story happened ?
    A. In the river
    B. In the park
    C. In the woods
    D. In the zoo

Reading Text 5
Question 15- 20 refer to the following text.
The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word- except one. He would not say the name of te town where he was born, the name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man wa very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Sat Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that te shouted over and over, "Say Catano, or I'll kill you!' but the bird wouldn't talk.

One day after trying for many bours to make the bird say Catano, the man gotvery angry. He picked up the bird and threw hi, into the chicken house, "You

are more stupid than the chickens. Soon i will eat them, and i will eat you, too".
In the chicken house there are four old chickens. They were for Sunday's dinner.
The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very suprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "say Catano, or I'll kill you!.

15. Where does the story take place ?
    A. London
    B. Puerto Rico
    C. Jakarta
    D. Buenos Aires
16. What is the word that the parrot cannot say ?
    A. Catano
    B. Tacano
    C. Canato
    D. Nacato
17. What is the story about?
    A. A parrot and a cat
    B. A parrot and a chicken
    C. A parrot and the owner
    D. A parrot, the wner, and chicken
18. Which statement is true according to the text ?
    A. The parrot could say Catano
    B. At last the parrot could say Catano
    C. Catano was the name at the parrot
    D. The man never got angry at the parrot
19. "It was very, very smart. "
    The underlined word refers to....
    A. The man
    B. The bird
    C. The chicken
    D. Puerto Rico
20. "The parrot was very, very smart"
    the word "smart: means....
    A. Stupid
    B. Clever
    C. Stubborn
    D. Beautiful

Reading text 6
Question 21- 24 refer to the following text.
The Lion and The Mouse
       Once when a lion was asleep, a little mouse began running up and down upon him, this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him. "Pardon, O king, "cried the little mouse, "Forgive

me this time, i shall never forget it, perhaps i may be able to do you a good turn some of these days".

The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

21. What is the purposes of the text?
    A. To entertain the readers
    B. To persuade the readers that something should or should not be the case.
    C. To inform the readers about the events of the day which are considered newsworthy.
    D. To explain something.
22. What is moral value of the text?
    A. Don't look at someone because of his clothes.
    B. It is best for prepare for the days of necessity.
    C. Common people may prove great ones.
    D. United we stand, devided we fall.
23. Paragraph three mainly tells us that......
    A. The little mouse asked foe forgiveness.
    B. The hunters carried the lion alive to the King.
    C. The lion was tied to a tree by the could hunters.
    D. The little mouse could prove that he could help the lion.
24. What did the little mouse do to prove his words?
    A. He would never forget the lion.
    B. He tried hard to help the lion free.
    C. He ran up and down upon the lion.
    D. He asked for apology to the king of the beast.

Reading text 7
Question 25- 34 refer to the following text.
Kangaroo

A kangaroo is an animal found only in Australia, although it has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and also in New Guinea.

Kangaroos eat grass and plants. They have short fornt legs, buy very long, and very back legs and a tail. These they use for sitting up on and for jumping. Kangaroos have been known to make forward jumps of over eight metres, and leap acroos fences more than tree metres high. Thelsoy can also run at speeds of over 45 kilometers per hour.

The largers kangaroos are that great Grey kangaroo and the Red kangaroo. Adult grow to a length of 160 metres and weigh over 90 kilos.

Kangaroos are marsupials. This means that the female kangaroo has an external pounch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into this pounch where it spends its first five months of life.

25. Where is kangaroo found?
    A. In Japan.
    B. In London.
    C. In America
    D. In Australia
26. It is about the kangaroos, except.......
    A. They eat grass and plants.
    B. They have short front legs.
    C. They are not marsupials.
    D. They have very strong back legs.
27. The followings are that the kangaroo can do, except..........
    A. They have been known to amke forward jumps of over eight metres.
    B. They can leap across fences more than three metre high.
    C. They can also run at speeds of over 45 kilometers per hour.
    D. They can't walk.
28. Adult ghrow to a lenght of............. metres
    A. 130
    B. 140
    C. 150
    D. 160
29. Adult ghrow to a weigh over...... kilos
    A. 40
    B. 50
    C. 60
    D. 90
30. A baby kangaroos is.......
    A. Very big
    B. Very long
    C. Very smooth
    D. Very tiny
31. What the title about the text?
    A. What the kangaroo?
    B. What the buffalo?
    C. Kangaroo is marsupials
    D. Kangroo is Australian animals.
32. The largest kangaroo are.....
    A. The great grey kangaroo and the white kangaroo
    B. The great blue kangaroo and the red kangaroo
    C. The great kangaroo and the red kangaroo
    D. The great red kangaroo and the green kangaroo

33. What is the mean from first paragraph....
    A. Kangaroo's live
    B. Kangaroo's species
    C. Kangaroo's job
    D. Kangaroo's hobby
34. Why kangaroo can run at speeds of over 45 kilometres per hour?
    A. Kangaroo can run like lion
    B. Kangaroo can run like tiger
    C. Kangaroo can run like zebra
    D. Kangaroo have short front legs, but very long.

Reading text 8
Question 35- 38 refer to the following text.
The Magic Box

Once upon a time, there was a poor farmer who dug up a big box in his field. He took it home and showed it to his wife. his wife cleaned it and kept it in their house. One day, she dropped an apple into it. Immediately the box began ti fill up with apples. Not matter how many were taken out, other took their place. So the farmer and his wife sold the apples and were able to live quite comfortably.

Then the farmer dropped a coin into the box. At once, the apples disappeared and the box began to fill itself with coins. Everyday the farmer and his wife collected hundreds and hundreds of coins from the box. Soon they became very rich.

Now the farmer's grandfather live with the couple. He has not very strong and he could not go out to work. So the farmer asked the old man to help him take the money out of the box. When his grandfather became tried and wanted to rest, the farmer shouted at him, "why are you lazy? Why can't you work harder?".

The old man did not say anything but the continued working until he fell inside the box and died. At once the money disappeared the box began to fill up with dead grand fathers.

The farmer had to pull them out and bury them. To do this, he had to spend all the money he had collected. When he had used up all the money, the box broke and the farmer was just as poor as he was before.

35. The main idea of paragraph 2 is that.........
    A. The farmer and his wife had a magic box
    B. The farmer became rich because of the box
    C. The farmer dropped a coin into the box to have a lot of money
    D. The apples disappeared accidentally because of the farmer's fool
36. How was the farmer according to the writer?
    A. Greedly
    B. Patient
    C. Rich
    D. Friendly
37. Which statement is TRUE according to the text?
    A. His wife cleaned and kept it for her
    B. The poor farmer found a big box when he dug his fieeld

C. The grandfather died because he was killed
D. The farmer became richer after his grandfather died.

Reading text 9
Question 38- 47 refer to the following text.
Sangkuriang

Once upon a time in west java, live a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when once of her tools fell to the ground. She was very tired, at the same time she was too lazy to tale it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you special present. If you female. I will consider you as my sister if you are male, i will marry you suddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was sangkurinag. He was a handsome and healthy body.

Sangkuriang like hunting very much, especailly deer. He often hunting to the wood usying his arrow. When he went hunting, Tumang was always with him.

One day Dayng Sumbi wanted to have deer's haert so she asked sangkuriang to hunt for a deer. The Sangkurang when to the wood with his arrow and his faithful dog. Tuamng, but after several days in teh wood sangkuriang could not find any deer. Then where all disappread. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived. At his own vilalge but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so the stayed young forever. Both of them did know each other. So they fall in love and then they decided to amrry. But the Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for the, to marry. She told him but he did not beliave her. He wished taht they marry soon. So Dayang Sumbi gave very difficult condition. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon.

Sangkuriang agreed. With the help of genie and spirits,Sangkuriang tired to build them. By midnight he had completed the lake by building a dam in Citarm river. Then he started making the boat. T was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. So she made lights in the east. Then the spritis thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat.

Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It, later became mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mout really looks an upside down boat.

38. What is the story about?
    A. A warth son
    B. West java's tales
    C. Tumang a dog husband
    D. The legend of tangkuban Perahu
39. According to teh story, Tumang was......
    A. Actually a handsome prince
    B. Married to Dayang Sumbi
    C. Sangkuriang pet dog
    D. Good at hunting deer
40. What did Dayang Sumbi look like?
    A. She liked weaving clothes
    B. She looked for the heart of a deer
    C. She was beautiful
    D. She was looking at her fallen tool
41. What made dayang Sumbi stay young?
    A. She set up conditions in doing things.
    B. A young man fall in love with her
    C. She married a dog
    D. God gave her an enternal beauty
42. Who are the main caracthers in the story?
    A. Dayang Sumbi and Sangkuriang
    B. The King Dayang Sumbi, the dog and Sangkuriang
    C. The King, Dayang Sumbi, the Dog, Sangkuriang, the ganie, and the spiritis.
    D. The king, Dayang Sumbi, the mount, the boat, the genie, and the spiritis.
43. What moral value can we learn from the story?
    A. People must keep their words all the time
    B. Do not make a promise ro easily
    C. Never ve reluctant to do good things
    D. We should nothate our decendants
44. "**He** brought her the falling tool"
    The underline word refers to..........
    A. Sangkuriang
    B. Tumang
    C. Dayang Sumbi
    D. The King
45. "if you are male, i will marry you' (paragraph 2)
    The sentence mean that the one who helped Dayang Sumbi became her.........
    A. Husband
    B. Maid

C. Boss

D. Son

46. The complication starts when...........

    A. Sangkuriang arrived at his own village

    B. Tumang came bringing Dayang Sumbi fallen thing

    C. Dayang Sumbi asked Sangkuriang to find deer's heart

    D. Dayang Sumbi asked Sangkuriang to build a lake and a boat in one night

47. "once upon a time in west java, indonesia lived a wise king who had beautiful daughter." (paragraph 1)

    What is the function of the above sentence?

    A. A crisis

    B. A complication

    C. An orientation

    D. A resolution

Reading text 10
Question 48- 50 refer to the following text.
Snow White

 upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and unt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. Teh next moring she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside snd fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarts.

The dwarfs said, "what is your name?"

Snow White said, "My name is Snow White"

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "if you want, you may live here with us."

Snow white answered, Oh, could i? Thank you."

Fianlly, Snow White and the seven dwarfs lived happily eevr after.

48. Why Snow White ran away to the woods?

    A. Her parents passed away

    B. Her uncle was angry with her

    C. Her uncle and aunt would go to America

    D. Snow White was happy to run away.

49. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?

    A. Because she loved them very much

    B. As a result of forcing attitude from them

    C. Because her parents were dead

D. Because she were afraid of the dwarfs

50. The communicative purpose of this text is ....
    A. To inform the readers about important and newsworthy events
    B. To entertain readers with fairy tale
    C. To persuade readers to accept his/her opinions
    D. To share an account of an unusual event

ANSWER KEY :

1. C	11. B	21.C
2. C	12. D	22.C
3. A	13. A	23.D
4. B	14. C	24.B
5. B	15. B	25.D
6. A	16. A	26.C
7. C	17. C	27.D
8. A	18. B	28.D
9. B	19. B	29.D
10. A	20. B	30.D

31. A	41.D
32. C	42.A
33. A	43.A
34. A	44.B
35. C	45.A
36. A	46.D
37. B	47.C
38. D	48.C
39. B	49.C
40. C	50.B