

**THE EFFECTIVENESS OF CRITICAL LITERACY PRACTICE (CLP)  
TECHNIQUE IN TEACHING NOUN**

**SKRIPSI**

*Submitted in Partial Fulfilment of the Requirement  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

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## **ABSTRACT**

**Yulia Anggraini. 1602050138. The Effectiveness of Critical Literacy Practice (CLP) Technique in Teaching Noun. Skripsi Medan. English Education of Faculty of Teacher Training And Education. University of Muhammadiyah Sumatera Utara. 2020.**

This study discusses the critical application of practical literacy (CLP) in the effectiveness of learning nouns aimed at facilitating the teaching of English, especially in learning nouns. The sample in this study was 11 stories contained in a book called Rain in the Kingdom of Laterre. From the results of this study note that using the practice of critical literacy is one way that can be done to obtain effectiveness in learning parts of word elements, especially nouns. The design of this study is related to qualitative descriptive techniques. The findings show that the dominant type of nouns used in Rain in laterre kingdoms is nouns as sentence subjects with a percentage of 62.55% so it is known that in this study nouns are used as subjects because the book is intended for children so the word selection used simply.

Key answer: Noun, CLP, Effectiveness

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Hopefully this research findings are expected to be useful for those who read the study and are interested in the topic. The researcher hope this is not the last research, but the beginning of research researchers for the future. Finally, the researchers realized that this research was far from perfect even though she had done my best in completing this work. Therefore, constructive criticism, comments, suggestions are welcomed for further improvement of this study.

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Medan, August 2020  
Reseacher,

Yulia Anggraini

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# CHAPTR I

## INTRODUCTION

### **A. Background of Study**

English is an international language since the 20th and 21st centuries. English has several benefits including in the economic, social, cultural and even educational fields. Many countries in the world make English a second language like German, Singapore, even Malaysia and so on. However, Indonesia does not include countries that use English as a second language. In other words, Indonesia still considers English as a foreign language. English is still considered quite difficult for Indonesians to think. Thought of the difficulty of English because Indonesian people do not use English in everyday language. Indonesian people still use regional languages to become second languages.

However, Indonesian people really need the role of English in interacting abroad. Given that Indonesia is a developing country that still needs the role of developed countries in meeting their needs. So that's why students in Indonesia must learn English even if it is only a foreign language. In learning English as a foreign language, some techniques are needed. So, students do not have difficulty in learning it. In today's modern era, scholars are no stranger to the term literacy. The problem of the difficulty of learning English as a foreign language requires the critical role of literacy in its handling so that learning English as a foreign language can take place effectively.

According to (Luke, 2012) In their broadest sense, critical literacies refer to the ability to read texts going beyond their superficial meaning. Thus, the

selection of studying English as a foreign language using the practice of critical literacy is a very appropriate choice. It is with the superiority of critical literacy that it invites students to study English as a foreign language deeply through the ability to read texts beyond their superficial meanings. In addition, according to (Gomez, 2019) Texts, in this sense, can be either songs, novels, poems, conversations, pictures, movies, and so on. From this statement, we can know that the text referred to in critical literacy is not just reading, writing in general. However, it can be in the form of listening to songs, singing songs, reading novels and poems, writing novels and poems, having conversations, seeing pictures, watching movies, and soon.

Therefore, many ways can be used to learn English as a foreign language. However, many do not study effectively. So that the critical role of literacy is needed in learning it. In this study, the researchers used the linguistic semantic branch to be used in the practice of critical literacy, especially lexical semantic elements, which refer word for word and specifically researchers only examined for the word element Noun. According to (Gwen frishkoff, Sungjin Nam, and Kevin Collins) semantic representations can be used to automatically evaluate specific components of word knowledge, track changes in students' knowledge toward true meaning, and calculate a rich set of features to use in predicting the short run. and long-term learning outcomes. Our method can support progress in real-time, special support for semantic learning of words, resulting in a more effective personalized learning system. So from the narrative we can know that the selection of semantic science is very appropriate and effective in applying

critical literacy in learning English as a foreign language. The semantic branch used is lexical and the word element used in lexical is the word element Noun.

According to (Ismail, 2018) Lexical knowledge is one of the essential components in language learning. Limited vocabulary and wrong choice of lexical items are major obstacles in successful communication. In other words, learning English as a foreign language must be very familiar with the meaning that leads from word to word. In order to know the meaning of word for word, this is why semantic lexical is used in the process of critical literacy practice. So, to interpret the text that will be used as objects in this study can use the smallest particles, namely words. Researchers in researching research only focus on the effectiveness of using the practice of literacy critical techniques in teaching nouns. thus, the researchers only focused on the nouns.

In this study, researchers created their research object, a book written by UMSU students, 2016 evening class of creative writing courses as a source of data with the title "Rain in The Kingdom of Laterre". Researchers used the work of UMSU students because in the background of this book were made by prospective English teachers and to understand this book needed critical technical literacy techniques specifically in word class learning such as noun with the background of The problem, the researcher gave the title of this research, "The Effectiveness of Critical Literacy Practice (CLP) Technique in Teaching Noun".

## **B. The Identification of the Problem**

1. Knowing the meaning of word by word in the text
2. Applying Critical Literacy Practice (CLP) Technique in Teaching Lexical



Semantic especially ElementNoun

3. Finding The Effectiveness of Critical Literacy Practice (CLP)Technique in TeachingNoun

### **C. The Scope and Limitation**

This research is focused on type of Semantic is Lexical Semantic. The limit to the use Lexical Semantic is Noun.

### **D. The Formulation of the Problem**

1. What elements of Critical Literacy Practice (CLP) technique use in book *Rain in The Kingdom of Laterre*?
2. How are the elements used in the book *Rain in The Kingdom of Laterre*?
3. Why are they element used in way they are?

### **E. The Objective of the Study**

1. Investigate the Effectiveness of Critical Literacy Practice (CLP) Technique in Teaching Noun.
2. Analyze the meaning that exists in the text word for word especiallyNoun.
3. Evaluate how way to be effectiveness in TeachingNoun.

### **F. Significance of the Study**

1. Theorically, this researcher can be used as knowledge and become information for the reader. Especially in expressing the meaning in each word for word such as noun. The other word is Lexical. In addition, this research is

expected to be used by future researchers in different subjects or fields.

2. Practically, this research can provide knowledge to people who study English as a foreign language to understand how to arrange meaning in a word. Also, students can know the effectiveness of critical literacy practice techniques in learning noun using semantic lexical can be used to effectively learn English as a foreign language.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

In conducting research, theory is needed to explain some of the concepts that are elements that are examined by researchers. the concept used must be clarified so that it has the same implementation perspective. In other words, the following are considered important to discuss so that the concepts used or being discussed can be clearly clarified. So, the reader will get a clear point too. The following are theories related to the discussion in research, namely:

#### **1. Critical Literacy Practice(CLP)**

According to (Ministry of Education of Ontario, 2006, 9) Critical literacy provides individuals with the tools they need to think in-depth about the texts they see. They push them to read what is given in between the lines and to look beyond what is seen to find out the existing and missing things. In addition, according to (Gomez, 2019) Texts, in this sense, can be either songs, novels, poems, conversations, pictures, movies, and so on. So from this theory we can know that critical literacy is not only focused on reading and writing but also on speech and hearing. In other words, literacy criticism has broad and non-specific meanings. The essence of critical literacy is understanding what it sees careful. Moreover, according to (McLaughlin, & De Voog, 2004, cited in McLeod & Vasinda, 2008, 261) Critical literacy is a way of evaluation in terms of identifying the text. The identification of the text in question is the way a person interprets the

meaning of what the person knows or sees with critically.

A synonym for critical literacy is analytical reading (Molden, 2007, p. 50), we can translate here not to read the text in general but rather to read the situation, meaning and understanding through oral or written. Because of the peculiarities of critical literacy, according to (p. 50, as cited in Molden, 2007) As not only a teaching method but a way of thinking and a way of being that challenges texts and life, as we know it. So, that way we know that the power of critical literacy can not only be used when learning in school, but we can use it when interacting socially.

As according to (Wood, Soares, & Watson, 2006). The origin of critical literacy evolved from the Frankfurt School of Critical Society Theory, which affirms that humans can change society through words and actions. It is with critical literacy in the midst of society that can change the paradigm of community thought to be more critical through words and deeds.

On one hand, according to Luke (2014) approaches critical literacy in a more comprehensive manner as the use of the technologies of print and other media of communication to analyze, critique, and transform the norms, rule systems, and practices governing the social fields of institutions and everyday life. Therefore according (Luke 2014) in the classroom setting it is not enough for teachers to merely instruct mechanical skills of language to students but also to help students develop critical literacy competence to interrogate the status quo, social critique injustice and education in equities, and take actions .

We can conclude that the importance of critical literacy in the learning

process is used to analyze, criticize, even regulate the norm system to how we take action. In other words, this is directly proportional to the superiority of critical literacy in learning English as a foreign language. The selection is very appropriate in learning English as a foreign language using critical literacy methods.

## **2. Goals of Critical Literacy Practice (CLP)**

According to (Luke, 2012) The purpose of implementing critical literacy is to help students develop their capacity to use texts to analyze social fields and their systems of exchange. This opinion can be analyzed that the magnitude of the objectives held by critical literacy in the learning process. With the existence of critical literacy, students can develop analytical skills. other words, with the critical literacy students can learn outside their safe zones so that effective learning goals are created.

In addition, Many objectives of the critical literacy itself according to them (Bishop, 2014) indicates that the purpose of critical literacy is increasing the critical and social awareness of the students. In modern times, critical and social awareness is needed for students considering that so many good and bad external cultures enter, so critical awareness is needed. from this explanation we know that after students are asked for more analysis, then the next stage of the analysis is that students are led to think critically, especially with outside cultures that enter so that they can filter it and realize social awareness of students. so many goals possessed critical literacy for no other reason that critical literacy is very important in the learning environment and even the social environment.

In other words, according to (Campano, Ghiso, & Sanchez, 2013) the ability to question and evaluate the perspectives in texts is of paramount importance for citizens in a democratic society. We can point to democratic communities here for Indonesians. So that the critical selection of literacy is needed for those of us who claim to be democratic countries. A country that gives freedom of choice and opinion.

According to Comber, Thomson, and Wells (2001), and Jones (2006) and others suggest critical literacy can be boosted in classroom cultures where students are engaged in engaging socially through collaboration, discussion, and asking questions. This opinion is known that critical literacy cannot be formed by itself. However, we must have social interactions that make it a habit such as discussion, making questions and more. So that critical literacy will always be present without us knowing.

### **3. The way of Critical Literacy Practice (CLP)**

According to (Danielle E. Forest and Sue C. Kimmel 2016, p. 286) "Discussion" and critical literacy refer to the strand of the chat centered on a particular question, topic, or theme. Students begin new discussions when they are switched topics or posed new questions to consider within the chat. "Utterance" refers to a statement made by a student during a discussion. Sometimes an utterance was a sentence fragment or brief expression, but at other times, an utterance consisted of a more complex thought. This opinion is an explanation of the objectives and methods of fertilizing critical literacy.

So we can know step by step according to Lewison et al. (2002) that are

Initial Coding, Open Coding, Comparison Coding, Developing Themes, and Final Coding. From these steps we can explain that in the first phase students are expected to identify the text they are reading that leads to critical literacy. the second phase after being identified then labels each of the identified texts. the third phase compares text one to another from the labels provided. the fourth phase of the comparison is found so that it can get big ideas that will be discussed together and a new framework is built. Finally the fifth phase of coding was completed and an agreement was obtained.

#### **4. Linguistic**

According to Lakoff (1973); his initial treatment of hedges involved semantics and covered historical uncertain means that could express natural phenomena that are peripheral core conceptual categories of natural language. From this study we can conclude that to examine a thing related to linguistics, the initial step is to involve the branch of science from linguistics itself, namely semantics. This is why the authors use semantics in applying critical literacy in researching a book.

In Addition, according to Halliday's (1978) conception of the so-called 'content' function of language - that is, language as the expression of the processes and other phenomena of the external world, so that we can know that language has content contained in the meaning implied from the outside world. Especially the function of language itself, a language is not said to be language if it has no meaning. To examine the linguistic context contained in a discourse or story, we can do so by using semantic studies that discuss meaning.

In the same way, according to Halliday and Hassan (1989) mention that sentences in a discourse always have both ideational and interpersonal components. As such, hedging as part of utterances in a discourse has been treated with a view to both of these elements. The purpose of the word is that there is a relationship between the writer and the reader in a discourse. In this study, we know that the relationship between book authors and researchers is that both are people who use English as a foreign language. So, it is very closely related to express the meaning of the content that has been written by the writer because the writer and researcher come from the same background.

## **5. Semantic**

According to (Hans Georg Fill, 2009) The term semantic signifies that the system is able to take into account the meaning of information being processed. From this opinion we can interpret that semantic is the process of knowing the meaning of information. so, in learning English as a foreign language, semantic is very suitable to be applied because we can use it to find out the meaning contained in the foreign language. Moreover, According to (e.g. Boers, Piquer, Stengers & Eyckmans, 2009) Semantic processing tends to be more easily achieved and fostered through a myriad of strategies such as providing synonyms, referring to mental imagery or pictorial elucidation. From this explanation, we can understand that by searching for a synonym for a word, it is an easy form to find meaning. Also, from this explanation we know that the semantic division or understanding of meaning is not only through words but can also use images or signals.



However, according to (see Boers & Littlemore, 2000) The major drawback of these meaning-based strategies is that the final outcome is largely dependent on learners' preferred cognitive styles. From this opinion it is very true that the weakness of the semantics lies in the cognitive of each person. If someone's cognitive is low, then the semantic power is also low. even according to the researchers themselves, it is not only from one's cognitive power that can affect semantic abilities, but also from one's background that can affect one's semantic power.

Although in the case of semantics there are weaknesses, but still can be found tips on applying semantic. To find out a meaning, usually someone better mastered in the beginning then the meaning will be understood later. This phenomenon was first formulated by Brown and McNeill (1966) and is described by Aitchison (1993: 119) as follows: People remember the beginnings and ends of words better than the middles, as if the words were a person lying in a bathtub, with their head out of the water one end and their feet out the other. And, just as in a bathtub the head is further out of the water and more prominent than the feet, so the beginnings of words are on average better remembered than the ends. From this it can be seen that in order to interpret a word we must understand in advance what the introductory words or other languages are genre or the reason the word is used or spoken.

## **6. Lexical Semantic**

According to (stroch: 2014) The study of lexical development in L2 writing has been an essential part of second language research in recent decades.

This opinion strengthens the writer to use semantic which is a lexical part in learning foreign languages. Because lexical has an important part in the second language as a foreign language. Many people learn a second language as a foreign language not by knowing the grammar, or the context of the analysis. But most people learn a foreign language as a second language by learning the meaning of the word per word which is part of lexical semantics.

Other opinions are also said according to (Bulté & Housen, 2014). Study of second language learning has undergone numerous theoretical and practical changes in recent decades. One of the major and demanding aspects of second language research is language complexity.

However, despite the interest being embedded in a wealth of theoretical and empirical studies, there is no agreement on the definition of complexity and on how it has been characterized across or within studies, leading to terminological and conceptual confusion. From this opinion, we can know that in learning or using lexical learning in foreign languages, it is not limited to how its characteristics or terminology is because it is independent of the interest generated by each individual or in other words lexical learning is very flexible.

Discussing the lexical nature, additional according to (Kalantari & Gholami: 2017) language is a highly complex construct consisting of a set of interrelated variables / components, dimensions, and levels making it challenging to be independently evaluated. This means that language development is influenced by internal resources and external factors; consequently, changes in one system will have an impact over all other systems. From this opinion it is

quite clear that language is a very flexible thing so it is very difficult to be evaluated independently. So is the case with lexical, which is a part of language, which is flexible, and is strongly influenced by the internal resources and external factors of that person which we cannot force to harmonize because each individual has different internal resources and external factors.

## **7. The Importance of knowing the elements of a word**

According to N. Chomsky (2002) Almost all human languages have elements to denote a relation within "strings in a sequence". Then coupled with the opinion of A. Radford (1998: 37) These elements comprise either case markers (-iin, -d / -t, -aas, -aar, -tai, etc.) or postpositions (deer, door, ömnö, hoino , etc.) in Mongolian, which has the same functions aspirations do in English, as for the languages with dominant SOV and SVO orders, respectively.

Then clarified again according to J. Miller (2002: 35) If a language has no such grammatical elements or "function words", or "grammatical words", the constituents are merely a collection of words with no comprehensive meaning and with no linear order. From this opinion we can know that all languages have their respective elements or function words. if a language does not have a word function then we can be sure that the words collected have no comprehensive meaning and without a linear sequence.

According to Luvsan (1965: 216) A Mongolian linguist has noted that "Studying elements to show the relation of words in sentences through several different approaches is important for learning syntax". As a result, to study

the internal structure of phrases, clauses and then sentences, case markers that have a syntactic function to show any relationship need to be highlighted. As 'function words' or 'grammar words' as mentioned above, case markers, themselves, arrange the noun phrases and link them to nouns or partners as well as verbs and keywords to produce not only nouns but also verbs . From this narrative we can know that to learn the elements in a word it is also necessary to use syntactic science because a word element can produce other word elements such as a noun phrase and be connected to other nouns so it can produce nouns andverbs.

## **8. The Word Elements specifically Noun**

As we know before that Mongolian and English have the same structural elements. According to Tsenden Otgonsuren (2017) The two approaches used to generate phrasesinthe Mongolianlanguage are shown below.

### 2.1 Noun phrases generated through the parataxis

This is an approach to generate some nouns through the way of directly connecting a noun as a head, and a modifier as a complement, asshowing (8) - (10).

(8) a.ogoggerelb. green-INF lightc. greenlight

(9) a.gurvannaizb. three-INFfriendc. three friends

(10) a.oyosondeelb. sew PST PARTdressc. a seweddress

## 2.2. No phrases generated through the hypotaxis

On the contrary, this approach can generate resources of the free and non-free structured noun phrases in Mongolian using the case markers for connecting both nouns as a head and a complement.

### A. Free structured nounphrases

In this paper, the term free for this type of noun phrase is related to its internal structure. That is to say, both constituents of the noun phrases are connected by the negative casemarkeracin (11) and comitativecasemarkeracin (12) or some other elements with one of its constituentsbeing the-himorpheme (such as-forehead, - talaarhi, -urdahi, -ömnöh, etc) .), salty (13). In addition, the free structured noun phrase's most efficient property is its special capacity for syntactic transformations such as truncating vs. extending and changing vs. movingin their internal structure.

(11) a. etseg-i-insurgaal

b. father-GEN wordsc.

father's words / words of father

(12) a. mod-toiuulb.

tree / forest-COM mountainc. the mountain with forests

(13) a. Ulaanbaatardahisalbar

b. Ulaanbaatar-DAT SUFbranchc. abranch in Ulaanbaatar

### B. Non-free structured nounphrases

The free and non-free structured noun phrases show some important differences.

The external structures of the free and non-free structured noun phrases commonly connected by the genitive case marker cannot entirely describe their same internal structures. The reason is that some syntactic transformations in the non-free structured noun phrases are considerably limited in their internal structure.

(14) a.üher-iinnüdb. cow-GEN eyec. blackberry

(15) a. honi-nsüregb. sheep-GENflockc.

sheep flock / a flock of sheep

(16) a.süü-shigsetgel

b. milk-COMP heartc. heart like milk

(17) a.üher (n) chuluub. cow-Ø (GEN)stonec.

a big / largestone

Namely, example (14) is a term while example (15) is a compound word. The noun phrase (16), whose constituents are connected by the comparative case marker, is also a collocation, but sometimes it can be in a null salted comparative case marker (17).

So, we can see the absence of a noun by looking at how the text is arranged both syntactically and in word meaning, that is semantic lexical which can be formed through hypothetical or parataxis which has been given the explanation above.

According to Byambasan.P., To cut out any nouns in a phrase is a linguistic principle. So he postulated that the cutting of the mori noun (horse) in the noun hurdniigunagch phrase hüühdüüd (fast-ACCride-PREPARTchild-PLU → children who rode fasting (horses)) allowed grammatical, semantic, and syntactic

functions from accusative cases. a marker that regulates the noun *mori* (horse) to turn into an adjective (*hurdan* (fast)) which is a complement to the *mori* noun "(Byambasan.P 1987: 224). From this statement we can know that in Noun specifically Noun Phrase used various aspects such as grammar, semantic and syntactic functions so that to identify nouns we need to pay attention from various aspects.

## **9. Identity of creativity writingbook**

Creativity writing book is a book created by students of English education in semester 3 to be a condition of the assignment in the creative writing course. so in the book there are many collections of stories that come from students who take these courses. Usually in 1 class consists of 1 book. Specifically the book that the author uses in his research is a book written by students of the 2016 school evening class entitled "Rain in the Kingdom of Laterre", chaired by Rezi Zulfahmi. The title contained in the book is taken through one of the story titles contained in the book.

This Creative writing book is a book published by UMSU press which has an ISBN with serial number 978-602-6997-81-4. The one who made the cover design for this book was Nur Akmal and the Layouter was Muhammad Arifin,S.Pd,M.Hum who was the Chairperson of the UMSU Library. We can assess the identity of this book, that the evening class student's book entitled "Rain in the Kingdom of Laterre" is very worthy to be used as an object of research because as is well known this book is a book that is the subject of Creative Writing courses which are subject influenced by a lecturer who is the

chairman of the SRCC (Student's Research and Creative Center) of UMSU namely Ma'am Fatimah Sari Siregar, S.Pd, M.Hum.

## **10. Types of story in this book**

There are many types of stories contained in this book which consist of 11 stories and are divided into 2 genre. The first genre is the Kingdom Tales genre and Another Tales genre. Each genre is written by 1 group. speach group mustmake 2 stories. However, special for the Kingdom Tales genre story has 1 additional story written by a lecturer who has an effect on creative writing, namely ma'am fatimah.

The following is a list of story titles and the authors of each story.

I. Kingdom Tales consists of 6stories:

1. Rain in the Kingdom of Laterre The authors: Diva & Vivi

2. Amore The Fairy ofLife

The authors: Ayu, Fika & Yulia

3. A Lion and Prince Adwar

The authors: Azila, Kiki & Windriani

4. Teraya's Shoes

Authors: Dina, Aulia & Vio

5. Smith Kingdom

The authors: Atma & Rezi

6. Smile of Princess Arizana



The author: Fatima Sari Siregar, S.Pd, M.Hum

II. Another Tales consists of 5 stories:

1. Hide and Seek at Night The author : Ayu, Fika & Yulia

2. Trapped in Elevator

The author :Dina, Aulia & Vio

3. Golden Plants

The author :Rezi & Atma

4. Never Complain The Rainbow and Love the Rainbow

The authors: Diva & Vivi

5. Unpleasant Person

The authors :Azila, Kiki & Windriani

## **B. Conceptual Framework**

Literacy is a reading activity that is more than reading. activities to understand, conclude and respond to the text read. the text here is the text that comes from oral or written. Sowe can find out what is implied in it. on the other hand, in carrying out literacy activities, we must also use them critically, so we need critical literacy. so the results we read can be accepted according to our reasons. as well as learning English as a foreign language, critical literacy practices are needed to be able to produce languages that are consistent with native speakers. The critical effectiveness of practice literacy can be used in noun teaching as one of the word elements. Using the effectiveness of the practice crisis literacy technique can make it easier for us to learn English as a foreign language because the critical literacy process itself forces us to think beyond our

reasoning or other words we invite to think carefully. Especially in learning Noun  
which is often used as a parent in a sentence.

## **CHAPTER III**

### **METHODE OF RESEARCH**

#### **A. Research Design**

This research uses descriptive qualitative analysis. Qualitative descriptive is designed with more narration or explanation sentences to get answers to existing problems so that the conclusions of this problem can be found. This research focuses on the meaning of words in the story titled "Rain in the Kingdom of Laterre" by paying attention to the lexical semantics in each word so that the known meaning is known in it which is part of critical literacy that understands. Then, the word analyzed is word by word rewritten and its meaning. then identify which one is meant by Noun and how to teach Noun. So, it becomes a text transcript to provide answers to existing problems.

#### **B. Source of Data**

The data source in this study was taken from the creative writing book written by the students of Evening class start learn 2016, entitled Rain in the Kingdom of Leterre, which is the title of one of the stories in it. This book consists of 11 stories divided into 2 genre. 6 stories have a royal genre and 5 stories have another or free genre. The stories in this book was applied to the practice of critical literacy techniques, starting from being identified abeled,

compared from one label to another, getting their meaning so that finally the conclusions are also obtained to answer the questions.

### **C. Technique of Collecting Data**

In collecting data in this study, researchers applied the Critical Literacy method. A synonym for critical literacy is analytical reading (Molden, 2007, p. 50), as in According to King (2010) it is important to keep four variables in mind when it comes to learning how to read successfully: the reader, the text, the strategies, and the goal. In other words, According to Fredi (2018) Reading, in other words, is not only comprehending a text, but also about how to address said text. From this narrative, the data collection technique that will be carried out by the researcher is the first reader, the researcher.

The second is text. The text which is the object of research is read correctly and clearly, especially in terms of meaning. The third is strategy. The strategy used in finding meaning contained in the text is by using semantic lexical. Finally, the fourth is goal. The goal is to find meaning in every word contained in each sentence in the text Specifically noun. The technique is used to obtain data from a book source titled "Rain in the kingdom of Laterre".

There are several steps to collecting data, namely:

1. Read the story in the creative writing book to understand the meaning contained in the story.

2. Changing the text in the form of paragraphs into sentence form and converted into word-for-word form. to facilitate the identification process
3. Identifying the meaning of the text
4. Giving word class labeling for each word
5. Compare word class labels with other word classes
6. Knowing the meaning
7. Finding the results taken based on their meaning
8. Finding answers to existing problems in the formulation of the problem.

#### **D. Technique of Data Analysis**

The systematic procedure in conducting analysis is as follows:

1. Data identification

The first step is the data that is identified to get the meaning of each word. The resulting meaning of each word that applies lexical semantics is understood by identifying which parts of the conversation. Therefore, the researcher after analyzing the meaning of each word is then identified according to its type.

2. Data analysis based on word class

After the data has been analyzed, the meaning is known, then the data is analyzed based on word classes to see whether the word is used or not, especially the researchers focus only on the Noun word class because as in the title of this study, researchers only focused on teaching nouns on the

application of critical practice literacy techniques.

3. Data analysis is based on the meaning of words that fit the context.

In this step, we look for words that fit the context, but if they don't match, we can look for words with synonyms with the same meaning but different contexts.

## CHAPTER IV

### DATA ANALYSIS AND FINDINGS

#### A. Data Analysis

The data from this study were taken from a book written by the 2016 FKIP evening class students in the 2016 school year in the Creative Writing course. This book, entitled "Rain in the Kingdom of Laterre," is analyzed from the sentences in each story in this book, which consists of 11 stories that are transformed from paragraphs into forms per sentence. every word in each sentence is identified to find the word noun in the existing Part of Speech is the first analysis in this study. The process produced in this study was marked by using coding to determine the type of noun that exists. As according to Sutanto Leo in (2013 page 63 - 64) the book "A Challenging Book of Practice Teaching in English" says that A Noun is used:

- a. As a subject of a sentence

**Ice** is cold

**The sun** rises from the East

**My mother** is cooking in the kitchen

- b. As an Object of a verb in a sentence

She bought a **book** yesterday

We eat **rice** everyday

Bendi likes **dancing**

- c. As an object of a preposition

I got a present **from my friend**

He put the book **on the table**

Brett is good **at singing**

- d. Is placed after articles (a, an, the)

A **pen**, a **footstep**, a **finger print**

An **eraser**, an **individual work**, an **orange**

The **moon**, the **wall**, the **mountain**

- e. Is placed after demonstrative (this, that, these, and those)

I need this **book**.

She likes that **boy**

Do you want these/those **flowers**

- f. Is laced after possessive (my, your, her, his, our, their, and its)

My **arm**, your **problem**, her **hobby**, his **ambition**

Our **activities**, their **success**, its **head**

- g. Is placed after quantifiers (some, any, half, both, every, each, all, a few, several, much, many, most, more, etc.)

Some **money**, each **student**, half **an hour**, both (of) her **brothers**

Every **person**, each **students**, all **people**, a few **mistakes**

Several **teacher**, much **time**, many **times**



So from the following statement, code every element in the noun like:

- a. Noun as a subject of sentences (SS)
- b. Noun as an object of a verb in a sentence (OV)
- c. Noun as an Object of a Preposition (OP)
- d. Noun is placed after articles (a,an,the) (AF)
- e. Noun is placed after demonstrative (AD)
- f. Noun is placed after possessives (AP)
- g. Noun is placed after quantifiers (AQ)

Once identified, the categorization of the types of nouns based on their use is the next analysis to find out the noun elements used in this book and how the noun elements are used and how to effectively teach them to students. So that all the questions that must be answered in this study are answered, the first is the element used by CLP in this book, the second is how the elements are used, and the third is why they use these elements in the book.

## **B. Findings**

The researcher analyzes the functional classification of Noun contained in this book which is used to answer the formulation of this research problem that has been described previously. To determine the elements contained in the story.

### **B.1 What the element is used Noun by CLP in the book Rain in the kingdom of Laterre**

The researcher analyzes the data in this study based on the type of noun function contained in the sentence. Based on the theory described previously,

there are seven functional noun divisions. To determine the elements contained in the story. Then to examine it, researchers make scripts per sentence from 11 stories contained in the book, So that the data collected is arranged in tabular form in each story as follows in Appendix I

Based on Appendix I, the following information is known, which will be presented in the table :

<b>No</b>	<b>Types of nouns based on their functions</b>	<b>Total</b>	<b>Percentage</b>
<b>1</b>	Noun as a subject of sentences (SS)	<b>324</b>	<b>62.55%</b>
<b>2</b>	Noun as an object of a verb in a sentence (OV)	<b>45</b>	<b>8.69%</b>
<b>3</b>	Noun as an Object of a Preposition (OP)	<b>30</b>	<b>5.79%</b>
<b>4</b>	Noun is placed after articles (a, an, the) (AA)	<b>57</b>	<b>11.00%</b>
<b>5</b>	Noun is placed after demonstrative (AD)	<b>12</b>	<b>2.32%</b>
<b>6</b>	Noun is placed after possessives (AP)	<b>38</b>	<b>7.34%</b>
<b>7</b>	Noun is placed after quantifiers (AQ)	<b>12</b>	<b>2.31%</b>
		<b>518</b>	<b>100%</b>

**Tabel 4.1 The Percentagethe element is used Noun by CLP in the book Rain in the kingdom of Laterre**

Based on table 4.1 we know that the Noun most frequently used in the book The Rain in the Kingdom of Laterre is Noun as a subject of sentences 324 times or 62.55% then followed by Noun is placed after articles 57 times or as

much as The third 11.00% is Noun as an object of a verb in a sentence 45 times or percentage of 8.68% then Noun is placed after possessives 38 times or 7.33% and then Noun as an Object of a Preposition as much as 30 times or as much as 5.79% and finally get the same amount, namely Noun is placed after demonstrative and Noun is placed after quantifiers 12 times or 2.31% respectively

## **B.2 How the elements are used in book rain in the kingdom of laterre**

We already know that there are 7 types of noun use that are used in the book Rain in the Kingdom of Laterre by using it as follows:

### **a. Noun as a subject of sentences**

Noun as a subject of sentences is the noun used as the perpetrator in the sentence as in the following example:

1. **The country** is led by a king named king Laterre, one day there is anxiety in the kingdom of laterre (table 1 appendix I)
2. **We** are wrong (table 1 appendix I)
3. **The day** went on and the king's condition got worse and there was no medicine to heal the king (table 2 appendix I)

### **b. Noun as an object of a verb in a sentence**

Noun as an object of a verb in a sentence is a noun that serves as an explanation for the subject in the sentence like the following example:

1. Why can to **you**? Doni asked (table 4 appendix I)
2. Lets go **home** (table 10 appendix I)
3. Excuse **me** (table 9 appendix I)

**c. Noun as an Object of a Preposition**

Noun as an Object of a Preposition is a noun in front of which there is a preposition that is useful for providing information in sentences about the location of objects and others. The example, they are:

1. “Please give me a piece of bread, I have not eaten **for a few days**” (table 5 appendix I)
2. **After the hours** of the house ran brave to approach doni “doni you want to go home with me? Let’s go home together (table 11 appendix I)
3. **At least** her friend agreed with his opinion and had changed her mind about the rain(table 11 appendix I)

**d. Noun is placed after articles**

Noun is placed after articles are nouns that previously contained articles, namely a, an, or the which are used to indicate the specifications of an object or the number of an object if it is single. The example, they are:

1. It turns out that the falling cardboard box is **a friend** who was search for mamat and accidentally leafed the boxes that caused the cardboard to fall.  
(table 7 appendix I)
2. He quickly took **the book** doni and open one by one sheet of paper (table 11 appendix I)
3. Doni is **a child** who is not very sociable with many friends (table 11 appendix I)

#### e. Noun is placed after demonstrative

Noun is placed after demonstrative is a noun in front of which there are demonstrative or demonstrative words such as this, that, those, and these which are useful to know where the position of an object is from our reach, which is far or near. The example, they are:

1. Just take **this** golden plant and keep **this** golden plant from the bad guys  
Until now king smith and queen Elisha still do not have children and they are very sad for fear that no one can continue the throne of **this kingdom of smith**(table 5 appendix I)
2. In **this kingdom Edward** prince are highly respected and respected (table 2 appendix I)
3. Seeing **this situation** made amore unable to still stay (table 3 appendix 1)

#### f. Noun is placed after possessives

Noun is placed after possessives is a noun in front of which there are possessive pronouns namely my, your, our, her, his, and their so that it is clear in the sentence that the object has its owner. The example, they are:

1. Hurry back **my book** (table 11 appendix I)
2. I agree with **your explanation** if the rain does provide many benefits to living things (table 10 appendix I)
3. “Answer **my question**, so that your problem can be solved,” asked the White Could King once again, in a high voice (table 1 appendix I)

### **g. Noun is placed after quantifiers**

Noun is placed after quantifiers are nouns that are equipped with numbers such as some, any, half, both, every and others. The example, they are:

1. There is one more thing that I can show you as evidence that the rain was a miracle, Nima continued with the question, what? By Sila while waiting, the two friends were talking **a lot of things**(table 10 appendix I)
2. Having **many friends** and behaving well to all people can make happy (table 9 appendix I)
3. King smith was **very confident** and believe in alexander as his successor to his throne (table 1 appendix I)

### **B.3 Reasons why these elements are used in book Rain in The Kingdom of Laterre**

Researchers have found the use of nouns which are very dominant in use in this book that is nouns as subjects up to 62.55% contained in 324 sentences in this book. So it is well known that the book Rain in the kingdom of laterre is a book dedicated to children so that words that are used are also simple words like noun as the subject which is the basis of a sentence. with this foundation it is continuous with the research results of researchers that the element noun used in this book is noun as a very dominant subject.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

This research has answered the problem formulation that the researchers propose in the introduction chapter so that it can be concluded as follows:

1. there are seven types of use of nouns in a sentence used in this book namely Noun as a subject of sentences, Noun as an object of a verb in a sentence, Noun as an Object of a Preposition, Noun is placed after articles, Noun is placed after demonstrative, Noun is placed after possessives, Noun is placed after quantifiers. Then the researchers get the calculation of the presentation of the use of the noun in the book *Rain in the Kingdom of Laterre* with the value of Noun as a subject of sentences found in 324 sentences with a percentage of 62.55% which is the most dominant among the others. then Noun as an object of a verb in a sentence is contained in 45 sentences with a percentage of 8.69% then Noun as an Object of a Preposition is contained in 30 sentences with a percentage of 5.79%. next Noun is placed after articles in 57 sentences with a percentage of 11.00%. then Noun is placed after possessions is in 38 sentences in this book with a percentage of 7.33% and finally the least appears is Noun is placed after demonstrative and Noun is placed after quantifiers with the same amount of 12 sentences with percentage 2.31%

2. The process carried out for noun elements by means of critical literacy practice (CLP) is by combining meaning and grammar that are appropriate to their place and function, especially in nouns such as examples of differences between nouns used for objects with only one and more than one object
3. Types of nouns occur because of differences in uses in each noun and we will not find that difference if we do not apply critical literacy practice

### **B. Suggestion**

This researcher gives some suggestions as a reference for the future, they are:

1. Critical Literacy Practice (CLP) is very good to be applied especially for teaching staff so that education staff can get sharper in receiving knowledge that will be shared with their students
2. The easiest way to learn English, especially nouns, is to identify them, because researchers only examine nouns, it is better for further research not only to examine the elements of the nouns, but all the elements in the part of speech
3. The importance of being aware of literacy to find meaning in a reading. so that not only teachers, students are also required to care about the critical practice literacy.



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## APPENDIX

APPENDIX I : The Table of Book Rain in The Kingdom OF Laterre

### 1. Rain in the Kingdom of Laterre

No	Data	Kinds of a Noun is Used						
		SS	OV	OP	AA	AD	AP	AQ
1.	Once upon a time there was a <b>wealthy</b> and prosperous Negri				✓			
2.	The country is led by a king named king Laterre, one day there is anxiety in the kingdom of laterre kingdom	✓						
3.	Since it is been a while this Negri cloud does not rain for the earth, it is bad				✓			
4.	If there is no rain, the land on earth will be barren and the plant will not grow		✓					
5.	If the plants do not grow, the animals will starve				✓			
6.	So also people will find it difficult to find water and food	✓						
7.	King laterre immediately took the decision, because the people are very restless	✓						
8.	The king went to the cloud nation and said to the white cloud king, “O white cloud king, how can rain not come down to earth?”	✓						
9.	White cloud king replied	✓						
10.	“Sorry for a thousand		✓					

	apologies, king laterre							
11.	I will soon hold a special meeting and collect all the dark cloud warriors	✓						
12.	To find out what causes no rain in the laterre kingdom			✓				
13.	“Answer king laterre, well I will come back for more information		✓					
14.	A few moments later, dark cloud warriors gathered to meet the king of clouds				✓			
15.	The soldier saluted the king of the white cloud while saying, We the soldier of dark clouds are facing, king	✓						
16.	What is the need that the king is calling us?				✓			
17.	O my Warrior, I get a direct report from King Laterre that his Country does not rain						✓	
18.	Their people are very upset, what is going on?						✓	
19.	Hearing the King is question, the Soldiers fell silent				✓			
20.	No one dared to answer	✓						
21.	“Answer my question, so that your problem can be solved,” asked the White Cloud King once again, in a high voice						✓	
22.	“Forgive me, King		✓					
23.	We deliberately do not rain down on Earth, because we see them live very rich and prosperous			✓				
24.	We want to see what will	✓						

	happen if we do not rain down, "Soldiers said							
25.	The white cloud king was so shocked to hear the confession, he shook his head and was very angry	✓						
26.	" soldiers, do you know that is a very bad deed	✓						
27.	The earth and the rest will die if not given water	✓						
28.	It is our duty to give water, we must live prosperously and peacefully						✓	
29.	I will forgive you, if you promise not to repeat the act again	✓						
30.	If anyone breaks I will bracket on the iron bars and will not forgive them	✓						
31.	Hearing the explanation of the White Cloud King, the bowed soldier was embarrassed to realize his mistake				✓			
32.	"The soldier said, Our King promised not to repeat our deeds	✓						
33.	We are wrong	✓						
34.	The white Cloud King forgives the Warrior, and immediately commands to do his job of lowering the Rain, do your duty well," ready the King, we will carry out the task well, Soldiers replied	✓						
35.	"The White Cloud King came to king Leterre, informing him of the rain, King Leterre was very happy	✓						
36.	And immediately				✓			

	announced to the people the rain will soon come down”.							
37.	The rain had come, King Laterre and the people were so happy when it rained	✓						
38.	Wet soil, lush vegetation, and abundant water supply	✓						
39.	“And finally the Negri in Laterre’s skeletons lived with rich, prosperous, and peaceful again				✓			
40.	“Soldiers do their job well”	✓						

**Tabell1 Data Analysis of Rain in the Kingdom of Laterre**

**2. Amore The Fairy of Life**

No	Data	Kinds of a Noun is Used						
		SS	OV	OP	AA	AD	AP	AQ
1.	Once upon a time is an exist the prosperous kingdom. All of the populace live in prosperety				✓			
2.	The result of harvest is abundant every year as well as the farm	✓						
3.	This kingdom get a epithet as “the life land” this is the Amorellium kingdom the prosperous land in all of the corner world	✓						
4.	One day king Ellios and some solder went to forest for hunted	✓						
5.	But, when the king hunting in the forest he listened the sound of a				✓			

	crying baby							
6.	The king and the soldiers immediately searched for the origin of the sound and found a beautiful baby girl crying under a shady tree	✓						
7.	The king approached the baby and brought the baby into his arms to calm the baby	✓						
8.	Because the king and the empress were not blessed with a child, the king decided to take the baby into his daughter	✓						
9.	Seventeen years passed, the baby girl has grown to be a prettiest girl in all corners of the kingdom	✓						
10.	She is very famous for her beauty and her kindness	✓						
11.	She is Amore the princess from the Amorellium kingdom	✓						
12.	A few weeks after the amore birthday party, king Ellios felling	✓						
13.	The day went on and the king's condition got worse and there was no medicine to heal the king	✓						
14.	The condition of amorellium kingdom was getting worse	✓						
15.	The kingdom was hit by a prolonged drought.	✓						
16.	all of the crops failed and many forests were barren, many livestock died and the populace began to live in difficulties		✓					
17.	Seeing this situation made amore unable to still stay					✓		
18.	Amore decided to go out	✓						

	the palace and search the medicine for healing her father and made the kingdom back as usual							
19.	Amore entered the forest and search the medicine for healing her father	✓						
20.	Until amore found a big tree in the forest and from inside the tree came out a little elf				✓			
21.	The elf told that amore is a fairy of life and amore can heal her father and save the kingdom with the power that comes from her hair with sing some magic spell	✓						
22.	After hearing he explanation from the elf, amore hurries go back to the kingdom to heal her father and save her kingdom	✓						
23.	Amore returned to the kingdom and soon headed to the palace hall	✓						
24.	After that amore start to make a magic circles and start singing the magic spell		✓					
25.	Along with the singing, Amore hair turned into silver and issued a glow of gold light				✓			
26.	Amore hair continues to grow up to all corners of the kingdom		✓					
27.	Along with it the state of the kingdom slowly returned back like the passed				✓			
28.	The hair begins to warp the king and slowly the king returned recovered				✓			
29.	Amore began to turn into a	✓						

	very shady tree							
30.	Now the king has returned health and the kingdom has a normal	✓						
31.	But Amore the princess of the kingdom has changed into a very shady tree because of the sacrifice that hen done	✓						
32.	Although like that, Amore still exist beside them and protect as well as keeping them from the outside world who want to destroy her beloved kingdom though a tree		✓					
33.	Now the tree was called as "the tree of life amorellium	✓						

**Tabel2 Data Analysis of Amore The Fairy of Life**

### 3. A Lion and Prince Edward

No	Data	Kinds of a Noun is Used						
		SS	OV	OP	AA	AD	AP	AQ
1.	One day in a kingdom, there lived a very kind prince called Edward				✓			
2.	Edward who used to live with his parents now lives alone because both parents have died since he was 12 years old	✓						
3.	Now the Edward prince has grown up and grown into a very good person				✓			
4.	In this kingdom Edward prince are highly respected and respected					✓		
5.	Until one day the prince Edward went for walk to get fresh air without being				✓			



	followed by this bodyguards							
6.	He walks into the woods and into the porst the prince Edward finds a fortunad lion boy trapped by a huge tree-lumber in the forest	✓						
7.	“What happened to the lion boy” He was instantly surprised		✓					
8.	Then cast Edward figure out how to unleash the big tree trunks of that poor lioness’s lion	✓						
9.	And in the end prince Edward also managed to help the lion child				✓			
10.	“Are you okay? Thank goodness you are not so bad	✓						
11.	How unfortunade is your fate the lion’s son”						✓	
12.	Edward prince hoping the lion’s son understand what he says	✓						
13.	After that the prince Edward also intend to return to the kingdom						✓	
14.	As soon as he walked home he was suddenly surprised to hear a voice from behind him				✓			
15.	“Thank you Prince, you have helped me” said the lion’s son		✓					
16.	The prince Edward immediatly turned back and saw no one behind him but the lion’s son	✓						
17.	“I am the one who speaks to you the prince	✓						
18.	do not be afraid I will not hurt you, I know you are a good prince”		✓					

19.	Said the lion's son		✓					
20.	After trying to be sure and the explanation of the lion's prince Edward also believes that the lion boy can speak like a human				✓			
21.	Without waiting the princely Edward returned to the kingdom and brought the lion'				✓			
22.	And it looks like the prince Edward is getting good friends with the lion boy				✓			
23.	With the passage of time the lion boy grows into an adult lion with increasing age of prince Edward as well	✓						
24	One day the prince Edward get into trouble in the kingdom, the William king from another kingdom wants to defy the princely Edward to seize the kingdom	✓						
25.	King William who intends to kill the Prince Edward by planning the war	✓						
26.	Hearing the challenge the prince Edward does not want to keep silence, he immediately prepares the troops and arranges the plan how his work can defeat the army of the willow greedy king	✓						
27.	The day of battle arose	✓						
28.	Visible princely Edward prince and preparing to face the arrival of troop of William, visible from afar				✓			

	troops William carry							
29.	Various weapons and ready to attack the prince of Edward prince		✓					
30.	Prince Edward is not alone accompanied by a lion who has become his best friend and also accompanied by thousands of bodyguards	✓						
31.	The battle began, many of the victims fell well from the prince of Edward and King William	✓						
32.	Finally the fierce battle that took place between the prince Edward and the William king who desperately seize victory over the powers that want to be obtained	✓						
33.	While fighting King William will try to stab Edward prince with his knife from behind	✓						
34.	The lion not far away from the left William king soon pounces on the king of having tried to kill the prince Edward and the kingdom was still in power princely Edward and princess Edward live happily with his lion in the kingdom	✓						

**Tabel3 Data Analysis of A Lion and Prince Edward**

**4. Teraya's Shoes**

No	Data	Kinds of a Noun is Used						
		SS	OV	OP	AA	AD	AP	AQ
1.	There lived a girl who named Teraya she lived with her very cruel mother				✓			
2.	She treated her as a slave				✓			
3.	They lived in a hut which not far from the kingdom of Tirta	✓						
4.	The kingdom of tirta led by King Sulaiman	✓						
5.	She had a wife and a daughter but she had been lost abducted by the envy person with his power	✓						
6.	One day, King and Queen make a contest for anyone who can find their daughter will get a very big Prize				✓			
7.	They told that last time they gave a pair of beautiful red shoes	✓						
8.	Then the news shared to all people	✓						
9.	A man who named Tortois interested to helping the king to find their daughter	✓						
10.	And he kept thinking what must he do for the king	✓						
11.	After that day, Tortois went to the forest looking for the firewood for his needed and he saw A young girl who was in trouble carrying firewood	✓						
12.	Tortois helped her				✓			

13.	Arrived in Teraya's house house, They entered into it		✓					
14.	He saw a pair of red shoes		✓					
15.	He remembered the daughter's of Raja Sulaiman		✓					
16.	Tortois asked "is it yours?"	✓						
17.	Teraya answered that it wa her shoes when she was a kid	✓						
18.	But her cruel mother heard their conversation from inside						✓	
19.	When Tortois came home The cruel mother scolded and angry to Teraya		✓					
20.	She punished her	✓						
21.	And then Tortois went to the kingdom to give the information	✓						
22.	The king and queen were very happy to heard it	✓						
23.	They asked him to come to Teraya's house together	✓						
24.	When they arrived the cruel mother shocked and trembling to see the king and queen stand in front of her		✓					
25.	Teraya also saw who came to their house	✓						
26.	The king's wife immediatly hug teraya and said "my daughter"	✓						
27.	Teraya confuse and surprised with the queen's words	✓						

28.	Teraya asked “why she called me her daughter and why you came to our house?”	✓						
29.	The king didn’t answered but he asked to teraya “had you a pair of red shoes?”	✓						
30.	Teraya saw her mother and entered to the bedroom and brought a pair of red shoes	✓						
31.	The king and queen was very happy because teraya was really their daughter	✓						
32.	The king immediatly asked his sholdier to catch and imprison the woman	✓						
33.	Finally they lived happy together	✓						

**Tabel4 Data Analysis of Teraya’s Shoes**

### 5. Smith Kingdom

No	Data	Kinds of a Noun is Used						
		SS	OV	OP	AA	AD	AP	AQ
1.	Once upon a time		✓					
2.	Live a very wise king named king smith and a very kindly queen named Queen Elisha	✓						
3.	They both live long enough	✓						
4.	However, the empress was not yet pregnant	✓						
5.	King smith and queen Elisha are very sad because they do not have a child, and they are very confused	✓						

6.	If he does not have children		✓					
7.	Then, who will continue the royal throne		✓					
8.	They are both very lonely	✓						
9.	One day king smith dreamed of a handsome and handsome boy walking with him	✓						
10.	King smith taught the boy a lot of things, ranging from archery, riding, and managing the welfare of his people	✓						
11.	King smith recounts his dream to the queen, “oh my wife, I get the dream that I have my son who is handsome and brave	✓						
12.	Queen Elisha replied, “Really good new, dear?” king smith decided to leave his royal palace and advised all his bodyguards and his troops not to follow him	✓						
13.	King smith also began to disguise himself as an ordinary citizen with a worn our garment and a wrinkled look on his face	✓						
14.	The king did not bring his gold and his treasure	✓						
15.	He only brought some food supplies and drinks from the empress	✓						
16.	king smith began to wander alone without anyone accompanying him	✓						
17.	The king began his journey to find answers	✓						

	from his dream							
18.	He came and adapted well in the neighborhoods of the people	✓						
19.	Nobody recognize it by dressing like that	✓						
20.	The king still reprimanded and gave a smile to the people, because has was very happy to say hello to anyone	✓						
21.	But the people did not recognize him, and the king was simply ignored and even felt uncomfortable with him	✓						
22.	One day king smith ran out of food to eat and a drink to relieve his dry throat	✓						
23.	The king went to the bakery that looked delicious, he tried to ask for a piece of bread to fill the void of his stomach	✓						
24.	“please give me a piece of bread, I have not eaten for a few days”			✓				
25.	The baker immediately drove and angry at the shabby person because of his very unsightly appearance, go do not disturb my store	✓						
26.	King smith was immediately moved from the place without saying anything	✓						
27.	The king was never angry by anyone because he did not want to hurt the feellings of his closest people and the people he loved so much	✓						
28.	Then king smith went to	✓						



	the fruit shop he saw very fresh							
29.	He asked the owner of the fruit store, may I ask for one of these apples?	✓						
30.	The shopkeeper answered it wisely, we are sorry sir, this is fruit is for sale and to support our family	✓						
31.	The owner of the fruit store provides another fruit, a fruit that is not for sale but a banana that is eaten for family meals	✓						
32.	The owner of the fruit shop, here sir, there is a banana for you sir	✓						
33.	The king was very happy tp get food, thank you very much mistress	✓						
34.	King smith immediately went on his way	✓						
35.	After king smith traveled a great distance, he was exhausted and rested under a large tree I the heat of the sun	✓						
36.	King smith lacked drinking water, and the spring was invisible in front of his eyes	✓						
37.	The king was very thirsty, no one paid attention and gave him drinking water	✓						
38.	King smith was so tired that he fell a sleep under the big tree	✓						
39.	Come a young man and handsome, he intends to hunt for lunch at home	✓						
40.	This man was surprised to see a shabby and old man lying under the big tree, where he often rested after hunting					✓		

41.	The man immediately tried to resuscitate the old man is king smith	✓						
42.	He thought that, did the old man have no more life?	✓						
43.	The man immediately splashed water into the face of the king		✓					
44.	King smith awoke and saw a man of gallant and handsome stature approaching him, and he thought, am I dreaming?	✓						
45.	With a sense of exhaustion and thirst, the king asked for the water the boy brought, may I ask for that water, son?with a stuttering tone		✓					
46.	The boy immediately gave his drinking water to the unknown king	✓						
47.	After king smith felt better, he asked the boy, whats your name, son?	✓						
48.	The boy replied, my name is alexander	✓						
49.	Then the boy asked, what are you doing in this place? Where do you come from?	✓						
50.	King smith replied soberly, I am travelling, I am from a kingdom very far from here	✓						
51.	May I go with you hunting, son? Alexander replied jongkingly, its okay, as long as it does not get torn by the tiger and I do not bear	✓						
52.	The king smiled at him, felt the jpy of being like his dream yesterday	✓						

53.	A moment later alexander sees a deer suitable for hunting, and he immediately prepares his arrow and shoots it while hiding in the bushes, and king smith hides as well		✓					
54.	Ssstt, look ther is a deer there, very suitable to be the result of prey, said alexander		✓					
55.	Syuuut, arrows have been fired, but it is unfortunate to miss far away from the deer	✓						
56.	King smith studied it and just smiled	✓						
57.	Then king smith tries to take his arrow, and teach him to hold the arrow correctly and aim for the target with certainly	✓						
58.	Son, you must spread your shoulders, and straighten your body so that you can focus more on targeting the target, point your arrow to the target leg, to make it paralyzed for a moment	✓						
59.	Alexander was surprised and surprised by what king smith said that he knew was just an old jacket.		✓					
60.	And after he listens and does what king smith says, he manages to get his hunted deer		✓					
61.	Then brought it home to an old hut that only roofed and used wooden doors	✓						
62.	When he got home, king smith was silent because he saw the circumstances	✓						

	of the house							
63.	Then king smith asked him, who are you living here boy?	✓						
64.	Alexander replied, I just live alone, I was with my grandmother, then after she died I just karakara	✓						
65.	King smith again asked, where are your parents?	✓						
66.	I do know.			✓				
67.	Ah... never mind lets cook our hunts, roasted in good taste, said alexander with a firm tone	✓						
68.	King smith just kept quiet and contemplated it, and helped prepare the ignition to roast the hunt	✓						
69.	While eating roasted venison, alexander asked king smith, so which kingdom are you from?	✓						
70.	I am just a traveler to travelling and stop by every kingdom for food and drink, king smith replied in a how voice		✓					
71.	Well, it's a long journey, but even if its old, you are still tough and strong as well yess, alexander joked	✓						
72.	King smith smiled at him	✓						
73.	After the food runs out, king smith immediately say goodbye tp alexander to continue his journey, but that's not the real intention	✓						
74.	King smith wanted to get back to his palace and give good news to			✓				

	yesterday							
75.	Alexander did not want to hold on to king smith for enough supplies for the trip	✓						
76.	The next day king smith arrives at his palace and tells everything to queen elizabeth's beloved queen, and queen Elisha also agrees to apoint alexander to be their son and become the successor to the throne of the kingdom of smith						✓	
77.	King smith was very confident and believe in alexander as his successor to his throne							✓
78.	His kingdom will be very advanced and the people are prosperous						✓	
79.	The next day king smith sent his guards to pick up alexander at his home	✓						
80.	King smith gave a map of the location of alexander's house so that the guards were not confused and lost so long to bring alexander to the kingdom of smith	✓						
81	Oh guards, please convey this message a boy named alexander and take him to my palace for me to make him my son, said king smith, Ready sir, the guards said in a loud tone					✓		
82.	The guards immediately rushed to find and bring alexander to the palace	✓						
83.	The guards immediately arrived at the old house that was outdated, but no one in the house	✓						

84.	Guards 3, is this really his house, sir?, guard 1, no one I see, bodyguard 2, yes, is this alexander's house? Leader of the guards, yes it is true, this house is in accordance with the map given by king smith, we just wait a moment						✓	
85.	Soon a man emerged holding some of his fish				✓			
86.	And surprised to see the royal guards are waiting at home				✓			
87.	What is this gentlemen? Alexander said in a confused and frightened tone					✓		
88.	The guard leader immediately explained and gave a letter from king smith, is it true you are named alexander? I came here to take you to king smith's palace, and also there is a message from king smith to you				✓			
89.	Alexander just paused confusion and received a message and then read it that he will be made in adopted by king smith	✓						
90.	He was surprise to have never seen the face of king smith directly because he lived in the forest and very rarely visited the urban				✓			
91.	Then alexander followed the guards to king smith's palace		✓					
92.	Upon arrival, he was stunned to see the grandeur of this king					✓		

	smith palace							
93.	He did not expect to be the adopted son of king smith, why can I be the one who has not been elected to meet me at all, in alexander's mind				✓			
94.	Alexander was asked to wait for the presence of king smith and queen elisa in the throne room of the royal throne of smith	✓						
95.	Already many are present to see this alexander, the ministers and advisors of king smith was also present in the event welcoming this alexander					✓		
96.	A meal is prepared with plenty of delicious food and drinks	✓						
97.	The event is also to appoint alexander to be the son of king smith and queen elisa	✓						
98.	A half hour interval, king smith and queen elisa came out of the room and sat on the throne of his royal seat					✓		
99.	Alexander was surprised to see the face of the king smith, is not he the shabby in the jungle yesterday?, many questions in the minds of alexander and still feel confused by all this	✓						
100.	King smith and queen elisa immediately greet alexander with a smile, hello alexander, how are you son?	✓						
101.	Alexander also greeted her back in a timid tone, I'm fine	✓						

102.	King smith and queen elisa immediately told the purpose of the message they sent to him	✓						
103.	Until now king smith and queen Elisha still do not have children and they are very sad for fear that no one can continue the throne of this kingdom of smith					✓		
104.	King smith also told his dream to everyone who attended the event	✓						
105.	They all listened well and agreed if king smith appointed alexander to be his son						✓	
106.	King smith immediately announced and introduced publicly that alexander had become his son and became the successor to the throne of his kingdom	✓						
107.	Alexander still can not believe with all this, between happy and confused, all feelings mixed together	✓						
108.	The king and queen elisa smith immediately hugged her tightly like a parent to his son and alexander for the first time felt affection of a parent	✓						



**Tabel 5 Data Analysis of Smith Kingdom**

**6. Smile of The Princess Arzana**

No	Data	Kinds of a Noun is Used						
		SS	OV	OP	AA	AD	AP	AQ
1.	In the areanzka palace, king and queen look really sad	✓						
2.	Princess arzana, their only one daughter, 13 years old always be cruel to all the servants of the palace	✓						
3.	The king and queen were worried about princess arzana who always grumpy	✓						
4.	I want to drink orange juice now		✓					
5.	Give me soon, shouted princess arizana to raumbu, one of the servant		✓					
6.	But your order is orange juice, princess		✓					
7.	I have been picking some fresh apple from the garden and make it just for you, raumbu said politely	✓						
8.	I just want orange juice now	✓						
9.	Do you understand! Bring me orange juice as quick as possible			✓				
10.	Princess arzana shouted loudly	✓						
11.	Hearing the princes shouting, the queen went directly to her daughter						✓	
12.	What's going on my dear? The queen spoke						✓	

	softly							
13.	I am sorry your majesty, I made a mistake	✓						
14.	Firstly, princes arzana requested fresh apple juice	✓						
15.	Plumbers are already at home your majesty	✓						
16.	But I will in to pick a fresh orange now, raumbu bowed his head.						✓	
17.	Okeyraumbu, please back to kitchen	✓						
18.	I will persuade my princess to drink this apple juice, the queen said wisely			✓				
19.	Allright your majesty						✓	
20.	Ruambu left the room			✓				
21.	What do you think my counselor? Can you help my daughter so she is never angry anymore						✓	
22.	The king discussed with reilly, the loyal and wise palace counselor	✓						
23.	Really looked very serious and thought about the king's problem							✓
24.	Okey your majesty, I have an idea to help princess arzana						✓	
25.	Ask the princess come to my house every morning for a month before 8 am by foot				✓			
26.	Are you sure that It will be success, reilly? The king is still doubtfull			✓				
27.	Trust me your majesty, it will work to change princess behavior.		✓					
28.	I don't want dady	✓						
29.	I don't want to wake up	✓						

	early only for going to reilyb's house, even by foot							
30.	Whatever it is, I'll never ever go there, princess arizana refused it cruelly	✓						
31.	Okey my daughter						✓	
32.	If you decide not to go, its alright but you have to do all your work by yourself	✓						
33.	I will not allow any servent to help you, king said strictly	✓						
34.	Princess arizana gets to her room while crying	✓						
35.	The next day, princess arzana is getting to go to reilly's house	✓						
36.	Princess wears the casual outfit, so that people don't know her identity	✓						
37.	Although, the king asks a guard to follow the princess from behind	✓						
38.	This is the first day and first time for the princess to go out from the palace alone by foot	✓						
39.	This morning, she walks in a hurry				✓			
40.	Goo morning princess, reilly has waited her in front of his garden					✓		
41.	Tell me soon reilly, what should I do		✓					
42.	I really want back to palace soon		✓					
43.	The princess said with the sullen faceand looks very tired	✓						
44.	Nothing princess		✓					
45.	You may go home now	✓						
46.	Really said with the				✓			

	smiling face							
47.	What do you mean really	✓						
48.	I have so tired and now you just ask me to go home				✓			
49.	I will report to the king about yours	✓						
50.	The princess is more angry and runs back to the palace	✓						
51.	The king keeps asking her to go reilly's home every morning	✓						
52.	It has been a week, the princess come and back soon from reilly's house	✓						
53.	This morning, the princess walks slowly, she passes away many fruit garden and blossom flowers garden				✓			
54.	The princess looks at many children in her age play and pick the apples cheerfully					✓		
55.	In the north side, she looks at many boys playing with the water while watering the bud yellow roses				✓			
56.	In the southeast, she looks at some girls whose wearing the red dress and flowers skirt are picking up the asters			✓				
57.	Without her realizing, the princess smiles to see them						✓	
58.	The next days, the princess really want face sunny morning as soon as possible so she can meet Rachel, kenzi, and phillip						✓	
59.	They are her friends	✓						

	now							
60.	She really missed to sing a song together surrounding the flower	✓						
61.	Princess behavior has changed at all	✓						
62.	She becomes cheerful, keeps smiling and friendly to all servants	✓						
63.	The king and queen are happy to see her charging	✓						
64.	Princess arzana realizes that anger doesn't bring the happiness	✓						
65.	Having many friends and behaving well to all people can make her happy							✓
66.	Isn't a smile making you more beautiful?				✓			

**Tabel**  
**6 Data Analysis of Smile of The Princess Arzana**

### 7. Hide and Seek at Night

No	Data	Kinds of a Noun is Used						
		SS	OV	OP	AA	AD	AP	AQ
1.	In a village called cikapung precisely binjai area, there is a child named Mamat.			✓				
2.	Mamat is a naughty boy, jail and lazy.	✓						
3.	When he goes to school, his teacher advises that at night it is forbidden to play hide and seek because it can be hidden by ghosts.	✓						
4.	Mamat does not believe what his teacher says.	✓						
5.	He invites his friends to	✓						

	play hide and seek at night in their village.							
6.	Her friend did not want to join Mamat's invitation because they were afraid of being hidden by ghosts as their teacher had said.						✓	
7.	butmamat still invites his friends and say that what their teacher said is not true and finally his friend would play hide and seek with mamat.						✓	
8.	Then they play.	✓						
9.	At the time of play, mamat hides behind empty cardboard dumps.			✓				
10.	At the same time, their neighbors also throw empty cardboard boxes around the mamat.			✓				
11.	So the body mamat covered completely.	✓						
12.	At first mamat happy because his friend has not found it as well.			✓				
13.	But about 10 minutes later mamat be afraid because his friend did not also meet him.						✓	
14.	When the mamat would come out, his body was blocked by cardboard around him that caused him to not get out.				✓			
15.	cried because he thought he had been hidden by ghosts and he promised to trust all his teacher's advice and be a good boy	✓						
16.	When he was crying, all of a sudden the box was falling, it made her frightened and he cried aloud.	✓						

17.	It turns out that the falling cardboard box is a friend who was search for mamat and accidentally leafed the boxes that caused the cardboard to fall.				✓			
18.	Mamat's friend laughed to see the mamat who cried frightened and ran to press the sign mamat has been found.	✓						
19.	Saw his friend's reaction,mamat became embarrassed while walking following his friend weakly.						✓	
20.	He promised herself that He would become a better child and be a submissive to the advice of teachers and parents.	✓						
21.	After arriving and hanging out with his friend, mamat is silent when his friend laughs at him for crying out in fear.						✓	
22.	But he just said to his friend that what happened was such a terrible event when his friend became mamat will cry too.	✓						
23.	but his friend did not care about the mamat and keep laughing mamat and finally mamat laughed in embarrassment.						✓	
24.	Mamat's friend feel sorry for mamat and end their laughs	✓						
25.	They all promised not to play hide and seek at night again and listen to	✓						

	all their teacher's advice.							
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**Tabel 4.7 Data Analysis of Hide and Seek at Night**

**8. Trapped in Elevator**

No	Data	Kinds of a Noun is Used						
		SS	OV	OP	AA	AD	AP	AQ
1.	One day isko and his mom go to the shopping mall		✓					
2.	In there, isko saw putri his friend when they were in the kindergarden			✓				
3.	He look putri being confused and alone	✓						
4.	Then isko meet her and say, hi putri what are you doing here?	✓						
5.	I was looking for my mom	✓						
6.	I lost my mom when I saw the lift up and down	✓						
7.	I've been looking for her but I can't find she anyway	✓						
8.	Putri said, how about you isko? With who you are?	✓						
9.	I'm with my mom too	✓						
10.	She's shopping there	✓						
11.	I went to toilet for a while	✓						
12.	We'd better get to see my mom so she does not look for me						✓	
13.	Then they meet isko mother together	✓						
14.	After meet with isko mother, isko explained everything and then his mother took them to the information center is there			✓				



15.	Then they use lift to go downstairs but putri refused because she is afraid, the lift was transparent due to the glass transparent				✓			
16.	However isko fast respond and persuade putri to ride the lift	✓						
17.	With difficulty, isko's mother and isko persuade putri and finally putri want to ride the lift	✓						
18.	At the time, putri was surprised to see someone in the lift			✓				
19.	Big women who wear white uniform complete with attributes			✓				
20.	Putri continues too see the woman who was sitting on a chair in the lift	✓						
21.	At the time too putri sweat is cold and her face looks pale	✓						
22.	Then the women who is a security talking with isko mom, and she explains everything to the security			✓				
23.	Finally the woman knows that putri afraid of heights when in that lift	✓						
24.	And the woman told putri to sit down and replaced her	✓						
25.	Putri who was frightened, at once her fear was reduced because she know that the woman was good	✓						
26.	Then they came to the ground floor	✓						
27.	Isko's mother ask to show, where the	✓						

	information center located to the security							
28.	Then the security drove them the place	✓						
29.	Arriving at the center of information turned out, putri's mother also there to make an announcement too				✓			
30.	Then when putri saw her mother, she run and called her mother			✓				
31.	Finally they meet then putri explained everything to her mother and her mother thanksyoufull that putri did not disappear or even kidnapped	✓						
32.	Then her mother thanked to isko and isko mother						✓	
33.	And putri with shyness say thanks to the kind woman use unifom	✓						

**Tabel 8 Data Analysis of Trapped in Elevator**

### 9. Golden Plants

No	Data	Kinds of a Noun is Used						
		SS	OV	OP	AA	AD	AP	AQ
1.	In the morning Martha got news that his grandmother was in sickness and he went to the village to visit his grandmother for a few days and Martha went to the house of markus to leave the house key			✓				
2.	Good morning markus		✓					
3.	Good morning too Martha, what is going on? Early morning coming to my house, it						✓	

	looks you are in a hurry							
4.	I want to visit my sick grandmother so I want to entrust my house key to you	✓						
5.	My leasure Martha, get well soon for your grandmother						✓	
6.	Okay thanks my dear friend						✓	
7.	The next day markus comes to martha's house to see the situation of martha's house				✓			
8.	Markus saw many plants in martha's house and when the markus entered, markus was surprised	✓						
9.	He saw the golden plants on the 2 <sup>nd</sup> floor of the matha's house, then markus took and brought it home	✓						
10.	One week later, Martha came back from the village and went to markus's house to get her house key, but markus was not at home							✓
11.	Excuse me		✓					
12.	Yes Martha, are you looking for markus to take your house key?	✓					✓	
13.	Yes ma'am, Martha wants to take my house key that Martha entrusted markus	✓						
14.	Please come in Martha	✓						
15.	Markus just go for a while	✓						
16.	Yes, thank you ma'am	✓						
17.	Martha entered to markus's house then Martha surprised that she was seeing her golden	✓						

	plant there in the markus's house and Martha was silent with a disappointed face and very angry							
18.	Martha waits for markus until markus go home	✓						
19.	Not long after markus go home			✓				
20.	Uh Martha, are you coming home from the veillage? How is your grandmother? It's okay right? Do you wanna take your house key, right?	✓						
21.	Why are my golden plants in your house? You take my golden plant, I think you are a good friend but I misjudge you as my best friend						✓	
22.	Here my house key						✓	
23.	Martha went home with a disappointed feeling and very angry	✓						
24.	While markus followed and chased martha's house to explain the truth	✓						
25.	Martha! Wait! I want to tell you the truth.							
26.	I did not take the golden plants	✓						
27.	Then Martha stopped and listened the explanation of markus	✓						
28.	I did not take it, I just saved the golden plant from your house	✓						
29.	Yesterday I saw two suspicious males and there seemed to be malicious intentions		✓					
30.	So I think to keep it to my house to be safe from	✓						

	people who want to steal it							
31.	Trust me Martha, I still want to be your best friend and I do not want to be tray you						✓	
32.	Sorry, markus, I have a negative thingking with you	✓						
33.	Thank you very much for being good to keep my golden plants and my house from the bad guy					✓		
34.	Yes Martha, sorry to make you misunderstood	✓						
35.	Just take this golden plant and keep this golden plant from the bad guys					✓		
36.	Yes Martha, I am ready to accept this mandate	✓						

**Table 9 Data Analysis of Golden Plants**  
**10. Never complain The Rainbow and Love The Rainbow**

No	Data	Kinds of a Noun is Used						
		SS	OV	OP	AA	AD	AP	AQ
1.	Rain	✓						
2.	It is this word that can distinguish between nima and sila			✓				
3.	Two girls who have been friends since the age of 5 years until their age who are now stepping 13 years							✓
4.	Nima loves to rain	✓						
5.	While sila hates rain very much				✓			
6.	I like the scent of the soil that was scalded by rain, always being the final sentence of nima when it	✓						

	rains							
7.	It's raining, the streets are wet, muddy, and dirty, and this is sila's favorite sentence when it rains							✓
8.	Almost everything that nima likes, sila likes it too	✓						
9.	Whatever the sila did not like, nima did not like it either	✓						
10.	But rain, make them have a difference	✓						
11.	Yes, because they're in the singing club room			✓				
12.	One of the school excercises they follow							✓
13.	Singing is one of many things that they both like		✓					
14.	It looks like it's going to rain				✓			
15.	The sky is overcast, silasaid.	✓						
16.	Nima, who was spoken to silently while smiling toward the sky	✓						
17.	Nimaaaa... let's get ready			✓				
18.	Before the rain really goes down, invite sila		✓					
19.	Do not rush sila, just relax				✓			
20.	Yeah,just water		✓					
21.	Water that will make my shirt wet and my shoes dirty, sincerity grumbled as he put the equipment into the bag	✓						
22.	I'm done, let's go home, sila continued	✓						
23.	However, when sila and nima are about to step outside the room, the rain has really fallen	✓						

24.	Really, the rain is down	✓						
25.	You are sos slow, sila upset		✓					
26.	I am sorry	✓						
27.	Let's wait here, until the room, sitting in a chair that is available there	✓						
28.	While nima, even continue to walkout	✓						
29.	Arriving outside, nima raised her hands to rain			✓				
30.	According to nima, there is a sense of cool and peaceful, when her skin is exposed to rain water	✓						
31.	Nima, quickly enter	✓						
32.	You will rain if you keep standing there, sila'a voice surprised nima	✓						
33.	I'm here, said nima who finally made sila come outside	✓						
34.	I still do not understand, what you mean about the rain is a miracle	✓						
35.	How the rain can be called a miracle, if due to the rain could be flooded, said sila while watching the hands of nima who was exposed to rain	✓						
36.	Nima was smiling before giving an explanation of the intentions of her words	✓						
37.	According to nima, the rain is a miracle, because if there is no rain of the earth will drought	✓						
38.	People and animals will thirst, plants will wither, there will be no life	✓						
39.	For the problem of flooding, it is not the fault of the rain			✓				

40.	Blame the people who throw garbage carelessly				✓			
41.	We must remain grateful, for god still sends rain down, the last sentence of nima from his explanation	✓						
42.	Sila frowned	✓						
43.	There is also truth to what is said nima	✓						
44.	But still, the rain can make my shirt wet and my shoes dirty, sila told himself	✓						
45.	If your clothe do not want to get wet and your shoes do not want to get duty						✓	
46.	You can wear an umbrella	✓						
47.	So don't be lazy if told to carry the mother umbrella, advice nima who seemed to hear what sila said earlier							✓
48.	There is one more thing that I can show you as evidence that the rain was a miracle, nima continued with the question, what? By sila while waiting, the two friends were talking a lot of things							✓
49.	Thirty minutes passed, it did not feel the rain had died down				✓			
50.	Look !nima said, pointing toward the sky and sila moving his head in the direction that nima showed				✓			
51.	Rainbow, said half showed	✓						
52.	Yes, that is a rainbow	✓						
53.	One of the things that				✓			



	nima says can prove that rain is a miracle							
54.	We could see a beautiful rainbow after it rained							✓
55.	The beauty that we can not see every day	✓						
56.	The beauty I can only see after it rains	✓						
57.	Right	✓						
58.	There will be a rainbow after the rain, pray as if just realized	✓						
59.	How do you agree with me if the rain is a miracle? Nima asked, nudging sila's shoulder				✓			
60.	I agree with your explanation if the rain does provide many benefits to living things						✓	
61.	And the problem of the flood, it is human error, said sila who managed to make nima smile				✓			
62.	Well. Mmmm..... well I also agree if the rain is a miracle				✓			
63.	But that does not mean I'm turning to rain like you					✓		
64.	It's just that I'm not thonging bad about rain anymore, sila said confidently	✓						
65.	Nima's smile widened	✓						
66.	At least her friend agreed with his opinion and had changed her mind about the rain			✓				
67.	No matter dislike rain, and do not have to also sila like rain		✓					
68.	The most important thing is he's not thinking bad about rain anymore							✓

69.	Lets go home		✓					
70.	The trip to the house will be more fun, because there is a rainbow that will accompany us, invite nima who nodded head by sila	✓						

**Tabel 10 Data Analysis of Never Complain The Rainbow and Love The Rainbow**

**11. Unpleasant Person**

No	Data	Kinds of a Noun is Used						
		SS	OV	OP	AA	AD	AP	AQ
1.	A child named doni	✓						
2.	Doni who is still on the 5 <sup>th</sup> grade of elementary school who is a very naughty child	✓						
3.	Doni is a child who is not very sociable with many friends				✓			
4.	He is always alone without any friends who want to approach him	✓						
5.	One day when doni sat in the cafeteria there was a friend who wanted to approach him, rian his name.							✓

6.	Rian is a good and smart kid in school	✓						
7.	In contrast to doni, rian has many friends in school while doni not			✓				
8.	Rian dared to make friends with doni because he knows that doni is actually a good kid, only doni is a child who is noticed by anyone	✓						
9.	The incoming bell rang	✓						
10.	Rian enters the class and sees doni writing a scribble at the back of the book	✓						
11.	What is written or drawn he does not know	✓						
12.	Soon the teacher entered and continued the learning activities				✓			
13.	Doni who sat behind the the slightest did not listen to teacher who was explaining the lesson in front of the class	✓						
14.	He is engrossed in his own writing	✓						

15.	After the hours of the house ran brave to approach doni “doni you want to go home with me? Let’s go home together			✓				
16.	Rian said, no I don’t want to go home with me? No, I don’t want to go home with you	✓						
17.	Doni said as she packed a book scattered at the desk and put into the bag	✓						
18.	When rian was about to leave one of Doni’s books fell and his book’s backyard was visible	✓						
19.	Rian was surprised and amazed to see the book doni.	✓						
20.	He quickly took the book doni and open one by one sheet of paper				✓			
21.	Apparently in the book there are many paintings and drawings of the work of doni				✓			
22.	Doni has art in painting, even in his book filled with streaks of stunning images and paintings	✓						

23.	Hurry back my book						✓	
24.	Doni asked	✓						
25.	But rian refused and said he would borrow doni's book	✓						
26.	I borrow your book one day, tomorrow I will return it	✓						
27.	For what? Asked doni	✓						
28.	Various reasons are said rian and finally doni allow him to borrow his book	✓						
29.	The next day at the break bell rang doni called by his student guardian mrs.dewi in the office	✓						
30.	He was confused and surprised what else he had done so that he was called to the office of the teacher	✓						
31.	Arriving at the office visible mrs.Dewi called doni and told him to sit down immediately				✓			
32.	Doni followed the mrs.Dewi's orders	✓						

33.	Doni, is this your book? Asked the Mrs.Dewi. Immediately doni surprised and surprised. Yes Mrs. That's right my book	✓						
34.	Why can't you? Doni asked		✓					
35.	then Mrs. Dewi explained to doni that the book he got from Rian who had been meeting the Mrs.Dewi of the morning with the reason to show doni book and his work to the Mrs Goddess	✓						
36.	Mrs.Dewi tries to calm doni so doni is not angry to Rian	✓						
37.	Because Rian has good intentions to doni	✓						
38.	Then Mrs.Dewi explains her intent and purpose calling doni that Mrs.Dewi wants doni to follow the painting race and represent the school	✓						
39.	Doni also agreed and correct when it comes to the day of the race he won and brought the good name of the school	✓						

40.	And in the end doni began to get many friends and good friends with rian								✓
-----	--------------------------------------------------------------------------	--	--	--	--	--	--	--	---

**Tabel 11 Data Analysis of Unpleasant Person**

Information :

Types of nouns based on their functions are:

- a) Noun as a subject of sentences (SS)
- b) Noun as an object of a verb in a sentence (OV)
- c) Noun as an Object of a Preposition (OP)
- d) Noun is placed after articles (a, an, the) (AA)
- e) Noun is placed after demonstrative (AD)
- f) Noun is placed after possessives (AP)
- g) Noun is placed after quantifiers (AQ)



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### BERITA ACARA SEMINAR PROPOSAL PRODI PENDIDIKAN BAHASA INGGRIS

Pada hari ini Sabtu tanggal 15 Mei 2020 telah diselenggarakan Seminar Proposal Program Studi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Mahasiswa : Yulia Anggraini  
NPM : 1602050138  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effectiveness of Critical Literacy Practice (CLP) Technique in Teaching Noun

No.	Uraian / Saran Perbaikan
1.	Chapter I
2.	Chapter III technique collecting data
3.	References

Medan, 15 Mei 2020

Proposal dinyatakan sah dan memenuhi syarat untuk diajukan ke skripsi

Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum

Pembahas

Khairil, S.Pd., M.Hum





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Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan

Nama : Yulia Anggraini  
NPM : 1602050138  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/ P.Studi : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

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Kepala UPT Perpustakaan,  
  
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**NPM** : 1602050138  
**Univ./Fakultas** : UMSU/ Keguruan dan Ilmu Pendidikan  
**Jurusan/P.Studi** : Pendidikan Bahasa Inggris/ S1

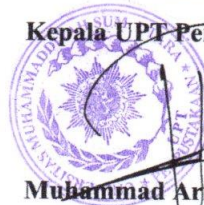
adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

*"The Effectiveness of Critical Literacy Practice (CLP) Technique in Teaching Noun"*

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 3 Zulhijjah 1441 H  
24 Juli 2020 M

Kepala UPT Perpustakaan,



Muhammad Arifin, S.Pd, M.Pd



Bila memperab surat ini agar disebutkan nomor dan tanggalnya.

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Lamp. : --  
Hal : **Mohon Izin Riset**

Medan, 20 Syawal 1441 H  
12 Juni 2020 M

Kepada Yth.:  
Bapak/Ibu Kepala Perpustakaan UMSU  
Di  
Tempat


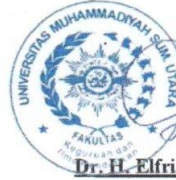
Assalamu'alaikum Warahmatullahi Wabarakatuh.

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat yang Bapak/Ibu Pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : **Yulia Anggraini**  
NPM : 1602050138  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effectiveness of Critical Literacy Practice (CLP) Technique in Teaching Noun.

Demikianlah hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Akhirnya selamat sejahteralah kita semuanya, Amin.  
Wassalamu'alikum Warahmatullahi Barakatuh

  
Dekan  
  
**Dr. H. Elfrianto S.Pd., M.Pd.**  
NIDN : 0115057302

Tembusan :  
- Peringgal



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### SURAT KETERANGAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

Nama Mahasiswa : Yulia Anggraini  
NPM : 1602050138  
Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari : Jum'at  
Tanggal : 15 Mei 2020

Dengan Judul Proposal :

The Effectiveness of Critical Literacy Practice (CLP) Technique in Teaching Noun

Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan, smoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terima kasih. Akhirnya selamat sejahteralah kita semuanya. Amin

Dikeluarkan di : Medan

Pada Tanggal : 15 Mei 2020

Wassaalam  
Ketua Program Studi  
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



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**PENGESAHAN PROPOSAL**

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Muhammadiyah Sumatera Utara Strata – I bagi :

Nama : Yulia Anggrami  
NPM : 1602050138  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effectiveness of Critical Literacy Practice (CLP)  
Technique in Teaching Noun

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat diizinkan  
untuk melaksanakan riset di lapangan.

Diketahui Oleh :

Diketahui/Disetujui Oleh  
Ketua Program Studi

Mandra Saragih, S.Pd.,M.Hum

Pembimbing

Prof. Amrin Saragih, MA.,Ph.D



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 Hal : **Pengesahan Proposal dan**  
**Dosen Pembimbing**

Bismillahirrahmanirrahiim  
 Assalalamu'alaikum Wr. Wb.

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proposal skripsi dan Dosen Pembimbing bagi mahasiswa yang tersebut di bawah ini :

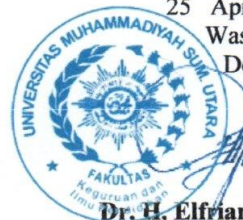
Nama : **Yulia Anggraini**  
 N P M : 1602050138  
 Progam Studi : Pendidikan Bahasa Inggris  
 Judul Penelitian : The Superiority of Critical Literacy Practice in English as a Foreign Language (EFL)

.Pembimbing : **Prof. Amrin Saragih, MA, Ph.D**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal skripsi dengan ketentuan sebagai berikut :

1. Penulisan berpedoman kepada ketentuan atau buku *Panduan Penulisan Skripsi* yang telah ditetapkan oleh Dekan
2. Proposal Skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditetapkan.
3. Masa Daluarsa tanggal : **25 April 2021**

Medan, 02 Ramadhan 1441 H  
 25 April 2020 M  
 Wassalam  
 Dekan



**Dr. H. Elfrianto, S.Pd., M.Pd.**

Dibuat Rangkap 4 :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Dosen Pembimbing
4. Mahasiswa yang bersangkutan  
**(WAJIB MENGIKUTI SEMINAR)**



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. KaptenMukhtarBasri No.3 Telp.(061)6619056 Medan 20238  
Website :<http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Kepada Yth : Bapak/Ibu Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Nama : Yulia Anggraini  
NPM : 1602050138  
ProgramStudi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

"The Superiority of Critical Literacy Practice in English as a Foreign Language (EFL)"

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Prof. Amrin Saragih, MA, Ph.D  
Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

ACC PAF

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 6 April 2020  
Hormat Pemohon,

Yulia Anggraini

Dibuat Rangkap 3 :  
- Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Prodi  
- Untuk Mahasiswa yang bersangkutan

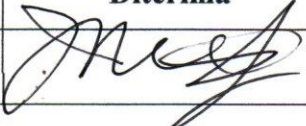


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Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

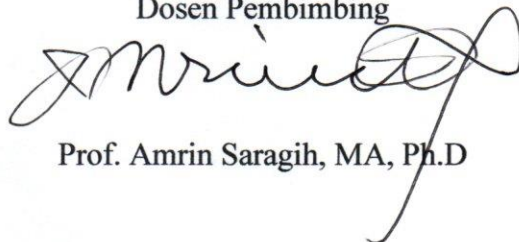
Dengan ini saya

Nama Mahasiswa : Yulia Anggraini  
NPM : 1602050138  
Pro. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Superiority of Critical Literacy Practice in English as a Foreign Language (EFL)	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh  
Dosen Pembimbing

  
Prof. Amrin Saragih, MA, Ph.D

Medan, 20 Februari 2020

Hormat Pemohon

  
Yulia Anggraini





**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
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Webside : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form K-1

Kepada Yth : Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Yulia Anggraini  
NPM : 1602050138  
Pro. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 135 SKS IPK = 3,57

Persetujuan Ket/Sekret, Prog. Studi	Judul Yang Diajukan	Disahkan oleh Dekan Fakultas
	The Superiority of Critical Literacy Practice in English as a Foreign Language (EFL)	
	Second Language Acquisition on Yulia's Private Les Nonformal as Technique of Teaching Speaking Ability	
	The Applicating of Cooperative Integrated Reading and Composition (CIRC) Strategy on Reading Comprehension of Junior High School Second Grade of SMP Muhammadiyah 58 Medan in Academic Year 2020	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 27 Februari 2020  
Hormat Pemohon,

Yulia Anggraini

Keterangan :  
Dibuat Rangkap 3 :  
- Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan



**BERITA ACARA BIMBINGAN PROPOSAL**

Nama : Yulia Angraeni  
NPM : 1602050138  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effectiveness of Critical Literacy Practice (CLP) Technique  
in Teaching Noun

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
30/4/2020	Bab I	
1/5/2020	Bab II	
8/5/2020	Bab III	
9/5/2020	Diskusi via web mengenai judul	
11/5/2020	ACC di Seminars Htd Lembar Pengesahan proposal dan Gerba acara Bimbingan proposal	

Diketahui/Dijetujui  
Ketua Prodi

Mandra Saragih, S.Pd., M.Hum

Medan, 11 Mei 2020  
Dosen Pembimbing

Prof. Amrin Saragih, MA., Ph.D

# The Effectiveness of Critical Literacy Practice (CLP) Technique in Teaching Noun

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Submitted to Segi University College

## CURICULUM VITAE

### A. Biodata Pribadi

Nama : Yulia Anggraini  
Jenis Kelamin : Perempuan  
Tempat tanggal lahir : Medan, 24 Mei 1998  
Kebangsaan : Indonesia  
Status : Belum Menikah  
Agama : Islam  
Nama Ibu : Rina Rahmadani  
Nama Ayah : Gusrizal  
Alamat : Jln. K.I. Yos sudarso lorong 5 no. 56a pulo brayan  
No Hp : 085762335786  
Email : [yuliaanggraini245@gmail.com](mailto:yuliaanggraini245@gmail.com)

### B. Riwayat Pendidikan

TK : Tk islam al mukhlisin  
SD : SD Laksamana Martadinata  
SMP : SMP Laksamana Martadinata  
SMK : SMK Farmasi Pharmaca