


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STUDENTS' ABILITY IN COMPREHENDING NARRATIVE TEXTS
(A Study of the Second Grade Students of MA KM Muhammadiyah
Padang Panjang Registered in 2015/2016 Academic Year)

THESIS

*Submitted to Tarbiyah Department
Teaching English Study Program to Fulfill one of the
Requirements to Obtain Bachelor Degree
in Teaching English*

By:

DONA ELVIANA
Reg. No. 11 104 005

ENGLISH TEACHING DEPARTMENT FACULTY OF TARBIAH
STATE COLLEGE FOR ISLAMIC STUDIES (STAIN)
BATUSANGKAR
2016

SURAT PERNYATAAN KEASLIAN

Saya yang bertanda tangan di bawah ini:

Nama : Dona Elviana
NIM : 11 104 005
Tempat/Tanggal Lahir : Tanjung Barulak/ 10 Mei 1991
Jurusan : Tarbiyah
Program Study : Tadris Bahasa Inggris

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Batusangkar, 8nd of March 2016

Saya yang menyatakan,



DONA ELVIANA
NIM: 11 104 005

DAFTAR RIWAYAT HIDUP



A. Data Pribadi

1. Nama : Dona Elviana
2. Tempat/Tanggal Lahir : Tanjung Barulak, 10 Mei 1991
3. Jenis Kelamin : Perempuan
4. Golongan Darah : B
5. Agama : Islam
6. Alamat : Jr. Pulai, Tanjung Barulak, Kec. Batipuh
7. Email : ElvianaDona@Yahoo.com

B. Data Keluarga

1. Nama Ayah : Dahril
2. Nama Ibu : Ernayulis
3. Nama Kakak : Riri Edriadi
Yelri Yandi
4. Nama Adik : Oktaviani Putri
5. Alamat Keluarga : Jr. Koto, Tanjung Barulak, Kec. Batipuh

C. Riwayat Pendidikan

1. SD : SDN 03 Tanjung Barulak (2000-2005)
2. SMP : MTs.TI Tanjung Barulak (2005-2008)
3. SMA : MAN Sumpur (2008-2011)
4. S1 : TBI (Tadris Bahasa Inggris) (2011-2016)

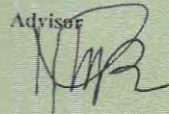
MOTTO : "IF YOU CAN DREAM IT YOU CAN DO IT"

THESIS ADVISORS' APPROVAL

Thesis advisors of DONA ELVIANA, Reg. No. 11 104 005, entitled "STUDENTS ABILITY IN COMPREHENDING NARRATIVE TEXTS (A Study of the Second Grade Students of MA KM Muhammadiyah Padang Panjang Registered in 2015/2016 Academic Year)" approve that the above mentioned thesis has fulfilled the requirement to proceed to thesis examination.

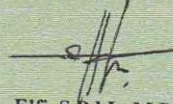
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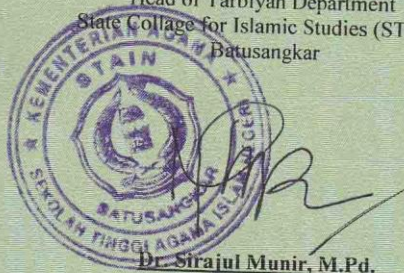
Dr. Sirajul Munir, M.Pd
Date: 21-02-2016

Co-Advisor



Elfi, S.Pd.I., M.Pd
Date: 20-02-2016

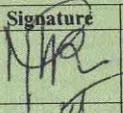
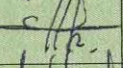
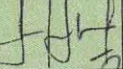
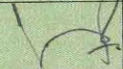
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State Collage for Islamic Studies (STAIN)
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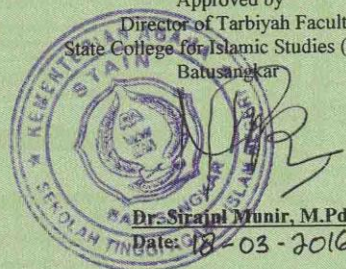
Dr. Sirajul Munir, M.Pd.
Date: 21-02-2016

THESIS EXAMINERS' APPROVAL

Undergraduate thesis written by **DONA ELVIANA** Reg.No.11 104 005 entitle **"STUDENTS' ABILITY IN COMPREHENDING NARRATIVE TEXTS (A Study of the Second Grade Students of MA KM Muhammadiyah Padang Panjang Registered in 2015/2016 Academic Year)"** has been examined by board of examiners of State College for Islamic Studies (STAIN) Batusangkar on Thursday dated 3 March 2016 and approved to be accepted as the requirement for obtaining Bachelor Degree in Teaching English.

No	Names	Position	Signature	Date
1.	Dr. Sirajul Munir, M.Pd	Advisor		18/03-2016
2.	Elfi, S.Pd.I., M.Pd	Co-Advisor		18/03-2016
3.	Nina Suzanne, M.Pd	Fxaminer		18/03-2016
4.	Hendra Eka Putra, M.Pd	Co-Examiner		18/03-2016

Approved by
Director of Tarbiyah Faculty
State College for Islamic Studies (STAIN)
Batusangkar



Dr. Sirajul Munir, M.Pd
Date: 18-03-2016

PERSEMBAHAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Bacalah dengan menyebut nama Tuhanmu
Dia telah menciptakan manusia dari segumpal darah Bacalah, dan Tuhanmulah
yang maha mulia

Yang mengajar manusia dengan pena.

Dia mengajarkan manusia apa yang tidak diketahuinya (QS: Al- 'Alaq 1-5)

Maka nikmat Tuhanmu yang manakah yang kamu dustakan ?(QS: Ar-Rahman 13)

Yasaya Allah akan mengangkat (derajat) orang-orang yang beriman diantaranya
dan orang-orang yang diberi ilmu beberapa derajat
(QS : Al-Mujadilah 11)

Ya Allah,

Waktu yang sudah kujalani dengan jalan hidup yang sudah menjadi takdirku,
sedih, bahagia, dan bertemu orang-orang yang memberiku sejuta pengalaman
bagiku, yang telah memberi

warna-warni kehidupanku. Kubersujud dihadapan Mu.

Engkau berikan aku kesempatan untuk bisa sampai

Di penghujung awal perjuanganku

Segala Puji bagi Mu ya Allah,

Alhamdulillah..Alhamdulillah..Alhamdulillahirobbil' alamin..

Sujud syukurku kusembahkan kepadamu Tuhan yang Maha Agung
nan Maha Tinggi nan Maha Adil nan Maha Penyayang, atas takdirmu telah
kau jadikan aku manusia yang senantiasa berpikir, berilmu, beriman dan
bersabar dalam menjalani kehidupan ini. Semoga keberhasilan ini menjadi
satu langkah awal bagiku untuk meraih cita-cita besarku.

Lantunan Al-fatihah beriring Shalawat dalam silahku merintih,
menadahkan doa dalam syukur yang tiada terkira, terima kasihku untukmu.

"For you Father, Mother, Brothers and Little Sister...

I Always Loving You All"

Kupersembahkan sebuah karya kecil ini untuk Ayahanda tercinta (Dairil)
dan Ibunda tercinta (Ernayulis), yang tiada pernah hentinya selama ini
memberiku semangat, doa, dorongan, nasehat dan kasih sayang serta
pengorbanan yang tak tergantikan hingga aku selalu kuat menjalani setiap
rintangan yang ada didepanku...

Ayah - Ibu... terimalah bukti kecil ini sebagai kado keseriusanku untuk membalas semua pengorbananmu... dalam hidupmu demi hidupku kalian ikhlas mengorbankan segala perasaan tanpa kenal lelah, dalam lapar berjuang separuh nyawa hingga segalanya. Maafkan anakku Ayah,, Ibu,, masih saja ananda menyusahkanmu...

Dalam setiap langkahku aku berusaha mewujudkan harapan-harapan yang kalian impikan di diriku, meski belum semua itu kuraih' insyallah atas dukungan doa dan restu semua mimpi itu kan terjawab di masa penuh kehangatan nanti. Untuk itu kupersembahkan ungkapan terimakasihku.

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... "I Love You All" :*...

"My Best Friend's"

Buat sahabatku Revikal Jannah, Nelya Mustika, Mesi Lili Dahlia, Efri Sepnita, Indah Safitri, Rahma Fitri, Novita, Nelsi Nurfiti, Neli Hidayati, Widya Hastuti dan Cica Aulia. Terimakasih atas bantuan, do'a, nasehat, hiburan, traktiran, ojekkan, yang diberikan selama masa perkuliahan. Aku takkan melupakan semua yang telah kamu berikan selama ini.

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Langkah masih panjang untuk semuanya, teruslah berjuang hingga titik dimana kita semua akan menemukan kebahagiaan.

"I Miss You All"

"Teman-teman KKN dan PPL"

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Untuk semua orang-orang yang telah membantu dalam penyelesaian tugas ini yang namanya tidak blas disebutkan satu persatu

Akhirul kalam...Wassalamu'alaikum Wr.Wb



By: Dona Elviana, S.Pd.I

ABSTRAK

DONA ELVIANA, NIM 11 104 005, entitle “**STUDENTS’ ABILITY IN COMPREHENDING NARRATIVE TEXTS (A Study of the Second Grade Students of MA KM Muhammadiyah Padang Panjang Registered in 2014/2015 Academic Year)**” Program Studi Tadris Bahasa Inggris Jurusan Tarbiyah (Sekolah Tinggi Agama Islam Negeri) STAIN Batusangkar.

Permasalahan dalam penelitian ini adalah belum terungkapnya kemampuan siswa kelas XI MA KM Muhammadiyah dalam memahami *Narrative Texts*. Tujuan dari penelitian ini adalah untuk mengungkapkan kemampuan siswa kelas XI MA KM Muhammadiyah Padang Panjang dalam memahami *Narrative Texts*.

Jenis penelitian ini adalah deskriptif kuantitatif dengan populasi siswa kelas XI MA KM Muhammadiyah tahun akademik 2015/2016 yang berjumlah 57 orang. Sampel penelitian ini adalah 45 mahasiswa yang diperoleh dengan teknik *Stratified Proportional Random Sampling*. Instrumen yang digunakan adalah tes *Narrative Texts* berbentuk pilihan ganda berjumlah 52 butir. Untuk mengetahui validitas dan realibilitas tes, tes tersebut diujicobakan kepada anggota populasi yang bukan sampel (12 orang). Sehingga diketahui tingkat kesulitan soal dan daya beda soal. Validitas per soal dihitung dengan korelasi *Product Moment* dan ditemukan 17 soal yang valid, 16 soal yang direvisi dan 19 soal yang tidak valid. Sehingga soal tes menjadi 33 butir.

Berdasarkan hasil analisis data, ditemukan bahwa kemampuan siswa kelas XI MA KM Muhammadiyah dalam memahami *Narrative Texts* adalah *very good* dengan rata-rata 64.5 %.

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Then, the writer would like to express her special thanks to her advisors, Dr. Sirajul Munir, M.Pd and Elfi, S.Pd.I, M.Pd who have shared their time and knowledge for guiding and supporting her to finish this thesis. Furthermore, her deepest and sincere thanks go to her research thesis reviewer Nina Suzanne, M.Pd and Hendra Eka Putra, M.Pd for the suggestions and contributions to accomplish this thesis. Moreover, the writer sincerely thanks go to the second grade students of MA KM Muhammadiyah Padang Panjang who have participated in her research. Next, the writer also wishes special thanks to the headmaster and English teachers of MA KM Muhammadiyah Padang Panjang that a permission for her to do the research.

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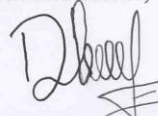
Then, the researcher also appreciates and thanks to all lecturers of Teaching English Study Program who have given knowledge during her study at STAIN Batusangkar that cannot be mentioned one by one.

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Batusangkar, 8nd of March 2016

The Researcher,



DONA ELVIANA
Reg.No.11 104 005

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the basic skills in English that is very important for students to be learned. By reading, there are many new information, ideas and knowledge that can get by the students that they never know before. Students will get information from what they have read such as newspapers, magazines, articles, books, etc. According to Nunan (2003: 68) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Reading also develops thinking ability to be creative, critical, an imaginative because in reading there are some process that should be done such: getting ideas, understanding, imaging, applying and expressing. Reading can help the readers to inform their thoughts, ideas, suggestions, and comments in the most natural and reliable way without much distortion of information.

On the other hand, reading a text is one of to comprehension the text. Students read for general comprehension whether to get information or for pleasure. Anderson (2003:68) explains that reading comprehension is a process where the readers try to combine and make a connection about the information from a text that they read with their own background knowledge to build a meaning. It means that to get a comprehension in reading a text, the readers have to read first, and then they connect what they read with their knowledge about the text.

Then, reading is important in learning especially learning English because reading is taught by someone to get understanding the main idea that have they read a text and have some importance for language learning process. Through reading action by student can give comprehend of the text, and after that they get the information that needed from the text that they read.

Furthermore, as a good ability in reading, they should have good reading comprehension because they will be a critical reader of a text. The students pay attentions of the text on what they read, they have to know and understand what is the meaning of the text. A good reader should know his/her problems of reading to get main idea and has many vocabularies.

In reading process students are expected to develop their ability to read the text in basic level with particular emphasis on the accuracy of the goals the text, focus on to get main idea and with supported many vocabularies. In generally, the students only have some vocabulary to comprehend the text. The students learn about narrative text, they must be able to establish what is the social function, generic structure and knows about kinds of narrative text.

Narrative text is one of the text learned by students of Senior High School. The function of narrative text is to tell stories or past events and entertain the readers. The purpose of this text is to amuse or to entertain the readers. There are three structures of this text; Orientation, Complication and Resolution. Orientation is introducing the participants and informing the time and the place, Complication is describing the rising crises which the

participants have to do with, and the last is resolution showing the way of participant to solve the crises, better or worse.

The students' could not comprehend of narrative text, because they are just read the text without understand the meaning of the texts. As a result, it makes them do not understand to establish main idea of the text. They read the narrative text with their mental representation and construct the meaning of the whole sentence. The students should be able to understand the main idea in reading narrative text. A main idea is an important information that tells more about the overall idea of a paragraph or section of a text.

The students read the text quietly on their own and highlighting. In fact, they got difficulties to got the main idea and could repeated to read the concept that they have cached throughout of the text. The main idea of a text its central thought or the most important of idea. The main idea can usually be summed up in one sentence.

The students of MA KM Muhammadiyah pandang panjang have learned about English especially class XI, in class XI they have learned about narrative text. Narrative text is one of kind the text important that the student must knows. In narrative text their learned about past event and using past tense.

The researcher choose narrative text to in this research because the researcher saw the students could not caught the main idea and also social function, generic structure and types of narrative text. The researcher has interested to doing research narrative texts.

Based on preliminary research, the researcher has done interview the students and got the data from the teacher, if the student have learned narrative texts. From the interview, the researcher got information about their could not catched the main idea of narrative text. They also did not know the generic structure, social function and language feature and also could not differentiate types of narrative text. Furthermore, based on the teacher's informations said that the students just read the text without understand about meaning of the text and do not got main idea because the students do not has a dictionary to help them to got meaning of the text.

Based on phenomenon above, the researcher conducted this research at students' class XI of MA KM Muhammadiyah Padang Panjang Registered In 2015/2016 Academic Year as informants, because they had taken before.

Based on the problem above, the researcher is interested in conducting this research entitled "Students' Ability in Comprehending Narrative Text (A Study of the Second Grade Students of MA KM Muhammadiyah Padang Panjang Registered in 2015/2016 Academic Year).

B. Identification of the Problem

Based on the background of the problem above, the researcher that students of MA KM Muhammadiyah Padang Panjang could not catched of main idea. They also did not know the generic structure, social function and language feature and could not differentiate types of narrative texts. In this

research the researcher focuses on the students' ability in comprehending narrative texts.

C. Limitation and Formulation of the Problem

In this research, the problem is limited to the students' ability in comprehending narrative text.

Based on the limitation of the problem above, the formulation of the problem can be formulated in the following question: "What is students' ability in comprehending narrative text at MA KM Muhammadiyah Padang Panjang?".

D. Definition of the Key Terms

In order to avoid misunderstanding of the term will defined as follows:

1. Students' ability

Students' ability is one of the way to capability build the knowledge of second grade students of MA KM Muhammadiyah Padang Panjang registered in 2015/2016 in comprehending narrative text.

2. Narrative texts

Narrative text is a text telling about problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Focus on specific and usually individualized Participants and use of past tense.

E. Purpose of the Research

Based on the explanation above, the purpose of the research is to describe of the students' ability in comprehending narrative texts at MA KM Muhammadiyah Padang Panjang in 2015/2016 academic year.

F. Significances of the Research

The result of this research hopefully can give contributions as follows:

1. English Teachers

Theoretically, the result of this research hopefully can give description about her students' ability in comprehending narrative text. Practically, English teacher can be more intensive to enrich the students' ability in comprehending narrative text by giving more explanation and exercise.

2. The Students

The result of this research hopefully can give reflection about students' ability in comprehending narrative text. Then, it is hoped that this research can improve it and may give a contribution in solving their problem of ability in comprehending narrative text.

3. The Researcher Herself

This research is expected to contribute for the researcher to get information and helping to enlarge his knowledge in field of research in the feature. And also this research is useful for the researcher to requirement to get Strata 1 (S1). Moreover, this research hopefully is beneficial to reference in STAIN Batusangkar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Reading

a. Definition of Reading

There are some experts who give their definition on reading. According to Alderson in Penny (2006:24) reading include of process. The process of reading means activity which includes interface between the readers and the passage they read, the way they use to analyze the text while reading, how the reader appraises the passage while reading, and also how the reader observes the text overall, similarly, Nunan (2003:68) states that reading is a fluent process of readers combining information a text and their own background knowledge to build meaning. It means that reading is a kind of activity that is done by the readers in build interaction with the passage that they are reading and what the way that they use, it is that they can interact with the passage in order to get understanding.

Then, Mickulecky and Jefries (2004: VI) state that reading is one important way to improve students' general language skills in English. First, reading helps the students to think in English. Second, reading enlarges students' English vocabularies. When they are reading, they will find some difficulties word, and they will try to guess or look in dictionary to get understanding. Third, reading helps

students to improve their skill. At last, reading is to find out about new ideas, fact and experience.

According to McWhorter (1992:131) reading is primarily a thinking process. There are physical aspects of reading is the eyes recognize words and transmit them in the form of signals to the brain. McWhorter (1992:76) state that reading is a complex process, it involves much more than adding word meanings together. Reading involves not only understanding ideas, but also recognizing relationships and structures among ideas. In summary, reading is a complex process that needs the physical aspect and also mental aspects to get the understand and comprehend in getting the ideas.

In reading, the reader not only read but also must know what the reader read. According to Nunan (2003:69) reading is a set of skills that involves making sense and deriving from the printed word. In order to read, we must be able to pronounce the printed words and understand what we read.

Then, Boertsch (2004:11) asserts that reading is a complex system of deriving from print that requires all of the following: the skills and knowledge that make the readers understand how phonemes or speech sound are connected to print, the ability of the reader to fluently, sufficient background information and vocabulary of the reader to faster reading comprehension the development of appropriate

active strategies of reader to construct meaning from point and last is the development and maintenance of motivation of reader to read.

Sometimes reading is easy for the students, because the connection seem to happen by themselves especially the information is important for them. But the other time, it is not easy and simple. Reading can be easier is depending on of student's if they are can to beaten out the characteristics a text with a good perspective. If reader look at what is involved in reading of narrative there will be aspects peculiar to that form but there will be many others that are common to other texts and purposes. If the readers get the target based on the purpose of the reading, it means that they have good ability in reading.

Furthermore, Lener (1989:365) states that reading is a language process. Any system of teaching reading must recognize that reading is process for obtaining meaning though language, that is psycholinguistic process.

Based on the theories above, it can be concluded that reading is a language process where it involves meaning from the text. It is an activity where the readers combine information are their own knowledge to build a meaning in order to understand and competence author's message.

b. Principles of Reading

While reading the text, there are some principles that should be mastered by the reader. Harmer (2007:101-102) states that there are six principles in reading. First, the students have motivation to read extensively, because the more they read, the better for them. Second, they familiar with the topic that they read so that they feel enjoy to read. Third, They respond what they get from the text that is read. It is important for the students respond the message of the text in some way. Besides, the students have chance to show their feeling about the topic, so that they build engagement with the text. Then, they can predict toward the text they will read. It helps them to get sense while reading the text. The next, the students do the task that appropriates with the topic toward the text they are going to read. At last, the text that is read not full of the sentence, ideas or description but make that to be an interesting text so that they bring the text to their life.

From the theory above, it can be concluded that there are some principles that should be considered while reading the text. Those principles are: reading extensively, familiar with the topic that is read, responding what have gotten from the text, showing the feeling about the text, predicting the text that is going to read, doing the task that appropriate with the text, reading the text that not fulfill with the sentence, ideas or description but make that to be an interesting text so that it can bring to real life.

c. Processes of Reading

Process happened when someone reads a texts is various. It depends on the skill of the reader. The process will be different between a poor reader and skilled reader. According to Blackowicz and Ogie (2010:8) poor readers often to do not do activity below:

1. Draw on background knowledge as they read
2. Make predictions as they read
3. Visualize the events of a text as they read
4. Recognize confusion as they read
5. Recognize a texts structure or organization as they read
6. Identify or recognize a purpose for reading
7. Monitor their strategy use according to the purpose for reading the text.

In other words, the students do not necessarily think while they are reading. They just. Read without thinking anything related with the text he or she read. According to Farr and Corner (2004:1) when read a text, a good read will do activities as mentioned by Blackowicz above.

Furthermore, Blackowicz and Ogie (2010:8) says that there are some processes of reading which a skilled readers do while they are reading. They are as follow:

1. Activating prior knowledge

When skilled readers read a text for the first time, they consciously (or unconsciously) summon any information or background that they have I relation to the topic, idea, people/characters, setting, historical context, author, similar events, etc. This process provides a foundation for the reading. It helps the

readers to make sense of the new text. This is an important step that inexperienced readers often skip over.

2. Setting a purpose/reason/goal for reading

Depending on the purpose, we adjust our reading in order to find the chosen goal. Helping students to define the reason, purpose or goal for the reading is a crucial initial step in helping them to successfully interact with text. Are they reading for pleasure/entertainment? To gather information? To support a thesis? To answer an essential question? etc.

3. Decoding text into words and meanings

Decoding text into words and meaning can also involve using strategies to define unfamiliar words using context clues or word parts (e.g., prefixes, suffixes, roots).

4. Making personal connection

Skilled constantly compare and contrast their knowledge and experience with what is presented in the text. This activity improves the reader's comprehension and understanding. Skillful reader's often ask themselves (consciously and unconsciously) the following questions as they read: How is this like or unlike something I know or have experienced? How can I connect the ideas here to other texts I have read? How is this text (and the ideas presented in it) useful or relevant to me?

5. Making Prediction

From the moment skilled readers take a text, they start making predictions about it. They look at such things as the title, table of contents, dedication, number of pages, font size, photographs, commentary on the back or book cover, etc. And then, they begin to make predictions about the contents, quality and their initial reactions to text. As their reading progresses, they continue to check and revise their initial reactions and predictions.

6. Visualize

One of the most powerful tools that skilled readers develop is their ability visualize what they are reading. While reading a fictional text they may create a mental picture of the setting, imagine what the characters look like, in short, immerse themselves in the visual world of the story. In a nonfiction text that is abstract in nature, the reader may create visual symbols, concept webs, or mind maps that help him/her to keep track of the information and organize it.

7. Asking questions

Good readers make a habit of asking questions while they read. They ask questions about the text, the writer, their own responses, opinions, and reactions to the reading. They may be questions that probe deeper for understanding, but they

may simply be questions that voice their internal confusion and need for clarity. When explicitly taught, this is a skill that often will shock some of less skilled readers. They often think that it is time to stop reading when they become confused, assuming that good readers never get confused. It is powerful for them to see/hear someone work through their confusion.

8. Monitoring understanding and Summarize

Skillful reader carry an “invisible suitcase” of information with them as they read a text. Along the way, they drop important items into the case that help them to make sense of the text; if something doesn’t make sense they unpack it and take a closer look. They review those collected items at various points in the reading in order to move toward understanding, synthesis and evaluation of the text.

9. Applying what has been learned

Both during and after the reading, skillful readers are constantly asking themselves, “How can I use this information?” “What does this story mean to me?” “How can I apply this in my own life?” “Is this relevant to other situation or circumstances?” When students are reading a text to fulfill the demand of a task or prompt in mind, consider how they will apply information from the text to complete an

assigned task. More generally, discovering how a reading applies to our lives and the world around us is essential for engaging a reader in a text. We need to help our students discover the ways to reflect on how the reading “applies.”

In this stage, the processes done by the students in applying are processes of what in his or her mind. The students was practice some processes of reading as explained above by comprehend of the texts

2. Reading Comprehension

a. Definition of Reading Comprehension

Comprehension refers to understanding the information on a text. Haris and Hodges (1995:1), explain that reading comprehension is intentional thinking during which meaning is constructed through interactions between texts and reader

Moreover, According to Kustaryo (1988:11), reading with comprehending means understanding what has been read. It is an active, thinking process that depends not only on comprehension skills but also on the student’s experiences and prior knowledge. In short, comprehension in reading means understanding the message from the printed text by combining the new information that has been read with the information that has been stored in our mind.

Reading comprehension is the students ability to comprehend the information on the text. They not only read but also understand

what they had been read. It also involves thinking. There are various levels of comprehension (Block, 1993:179). It includes:

a) Literal comprehension

Literal comprehension is defined as understanding what the author stated, such as recalling details and main points.

To comprehend literal information, students must remember what was explicitly stated.

b) Interpretive comprehension.

Reader process ideas based on what was not stated, but implied by the author, including points the author intended the reader to deduce. To interpret, the students must translate, rephrase, and infer relationship among explicitly stated information.

c) Applied or critical comprehension.

It occurs when the reader evaluates, integrates, and uses information and ideas read/ heard in life experiences to make decision.

Based on theories above, it can be concluded that reading comprehension is not only printed symbols or means word by word or catching idea and try to conceptualizing, applying, analyzing, evaluating a new material. Reading comprehension is an activity a reader to understanding the text and gives interpretation between their prior knowledge and new material.

b. Purposes of Reading Comprehension

Readers who want to read English texts have some purposes. According to Harmer (2001:99) there are three purposes of reading for students. Firstly, students want to be able to read text in English either for their careers, for study purposes or for pleasure. When they do not comprehend about what they have read, maybe it can be a problem to their career or their study. Secondly, reading is useful for language acquisition. Comprehension provides that students more or less understand what they read. Lastly, reading has positive effect on students' vocabulary knowledge, grammar or punctuation and their writing.

Moreover, Martin (1991) argues that there are several purposes of reading comprehension. They are: firstly, develop a broad background. By comprehending the text, the readers can broad their background knowledge because in reading there are many information or something that can be taken by the readers. Secondly, know the structure of paragraphs. Good writers will construct paragraphs that have a beginning, middle and end. Often, the first sentence will give an overview that helps provide a framework for adding details. Also, look for transitional words, phrases or paragraphs that change the topic. It means that if the readers comprehend the text, they can understand the structure of the paragraph.

Thirdly, identify the type of reasoning. By comprehending the text, the readers can identify and try to anticipate the author and predict future ideas and questions. Fourthly, look for the method of organization. It

means that the readers can look for about the material, organized chronologically, serially, logically, functionally, spatially or hierarchical. Fifthly, create motivation and interest.

By comprehending the text, it can create readers' motivation and interest in reading. They can do previewing about the text and discuss the ideas of the text.

Based on the explanation above, it can be concluded that there are many purposes of reading comprehension. They are: reading can help the readers to get deeper knowledge, get better understanding and help them to improve their vocabulary knowledge, grammar, punctuation, and their writing, provides good models in writing English so that the readers know the structure to construct English text chronologically, and creates motivation and interest.

c. Importance of Reading Comprehension

Reading comprehension is an important part in our learning especially learning English. Because reading is a major sources in learning English, the students will comprehend English components through reading English text. Reading also helps the students to get some knowledges and new information so that it can make the students comprehend the text.

Next Bronsky (2000:2) mentions that some importance of reading

those are:

1. To include good habits and values in children at young age.
2. To enhance the children's' ability.
3. To comprehend various concept with immense case.
4. To develop critical thinking skill in children.
5. To improve their person vocabulary. Command on the language, and communication skill.
6. To show that children who read are able to concentrate on their lesson more properly than those who do not.
7. Improve students writing skill.

Furthermore, Fearon in Alna (2011:20) states that there are many importance of reading, as follows:

1. To get understand the text material.
2. To get general information.
3. To understand the message what the writer tells.
4. To get the main idea into details on the basis of their relationship, distinguishing general and specific.
5. To predict about what kind of information might be next.

Reading comprehension is very important to improve students' reading skill. Reading comprehension also important because in reading process, the students can identify some particular words, sentences and passages of the text. Then, if the students are able to understand the content of text, they will get many information from the text.

Based on the theories above, reading is an activity to get main idea and try to understand message. Reading is very important especially for students. Reading is useful for language acquisition. Reading also has a positive effect on student's vocabulary knowledge,

spelling and writing. And the important one, reading comprehension is very important to improve students' reading skill.

d. Factors Influencing of Reading Comprehension

There are many factors that influence reading comprehension. According to Alvin in Vera (2015:2), there are two factors that influence students' reading comprehension. They are external and internal factors. First is an external factor. The external factor has a close relationship to the reading material and the teacher of reading. They are relating to the text and reading environment. This include physical characteristic of the text, the style and readability of the text and its subject matter, as well as the goal or direction impose on the reader by an external source. Second is an internal factor. This is come from the reader himself or usually known as personal factor, because the factor has existed inside the reader.

Next, Brown (2000:142) explains some kinds of personal factor that influence reading comprehension such as: anxiety, self-esteem, inhibition, risk taking, and extroversion. The first is anxiety. Anxiety is associated with feelings of uneasiness, frustration, self doubt, apprehension and worry. Second is self esteem. Self-esteem is how someone values, accepts, respect and likes themselves as a person. It usually will be expressed in their attitude. Third is inhibition. Inhibition is a nervous feeling that prevents someone from expressing their thoughts, emotions, or desires. Next is risk taking. Risk taking is

the act or fact of doing something that involves danger or risk in order to achieve a goal. The last is extroversion. Extraversion is characterized by sociability, talkativeness, assertiveness and excitability. People who are high in extraversion tend to seek out social stimulation and opportunities to engage with others. These individuals are often described as being full of life, energy and positivity.

Moreover, Patricia and Richard (2013:113) add anxiety as factor that influence English learning beside motivation and self esteem factor. In addition, Lenz in Saputri (2011) states that the students' reading comprehension can be influenced by the quality of the reading material. If the text is well organized, the students understand the text easily. On the other hand, the students will find many difficulties, if the text is poorly organized. Harris as quoted by Alawiyah in Rini (2001:12) explains that there are five factor of influence reading comprehension, they are background experience, language abilities, thinking abilities, affection (interest, motivation, attitude, beliefs, feeling).

In conclusion there are some factors influencing reading comprehensions. They are: reading material, the total program of reading instruction, background knowledge, anxiety, self-esteem, inhibition, risk taking, and extroversion, attitude, interest, motivation, reading habit, physical and mental state, reading skill, background experience.

3. Reading Ability

a. Definition of Reading Ability

Reading ability is a competency that should be owned by readers in the text. The competencies are different such as them. There are good and poor ability of the reader. According to Sandita (2014:13) states ability of reading process have 79% of content words and poor reader are not the number of letters fixation, the automaticity of the word recognition and the processes of that occur during fixation. The ability to read and respond to a written text is significant for the overall communication, whether in a native or foreign language, that the catch of the word recognition and the factors make different ability of reading between the reader.

A reading skill can be described as “a cognitive ability which a person is able to use when interacting with texts”(Urquhart & Weir, 1998). Thus, unlike comprehension, which can be viewed as the product of reading a particular text, skills are seen as parts of the generalized reading process. So far, many different lists, taxonomies and even hierarchies of skills have been developed.

From theories above, it can be concluded that reading ability is some competences that had by readers. They can good or poor readers. The criteria of reading ability good or poor readers depend on their comprehend of reading a text, word recognition, the process in reading

text and ability in answer the questions relate to the purpose of reading text.

b. Purpose of Reading Ability

Every reader has a their purpose when reading a text. And the purpose can be gotten if he or she can beating out the text. There are some purposes that usually readers have when they are reading.

According to Stoller (2003:3), there are some purposes of reading ability. They are:

1) Reading to search for simple information

It is done when a reader was looking for a simple information. The text read can be newspaper, magazine, etc.

2) Reading to skim quickly

It was done by a reader when he or she wants to find a specific information from the reading text such as brochure, advertisement, table of contents of a book, etc.

3) Reading to learn from texts

This purpose of reading is often had by students, teachers, or someone else to get knowledge from the text. It can be such as reading nonfiction books.

4) Reading to intergrate information

It is done by readers to collect many informations from the text, and then take a conclusion.

5) Reading to write (or search for information needed for writing)

In collecting information, knowledge, and experience, writers will read so many texts. It is very useful for their material in constructing idea for writing

6) Reading to critique texts

It is done by skilled readers to correct the writing of the writers.

Furthermore, Chriest (2010:1) states that, there are some of reading purposes, they are:

1) Reading to be informed

Reading to be informed is reading activity done by readers to get information from the text by comprehending it well.

2) Reading for literacy experience

This is for readers who wants to learn about literature. They read the text by analyzing the content of the text.

3) Reading to perform a task

It is reading done by someone to perform his or her task.

While, in reading narrative text the purpose is as Baharudin (2010:2) says that in context of English culture, the communicative purpose of narrative text is to amuse/ entertain the readers.

Based on the theories above it can be concluded that everyone has different purposes when reading a text. It depends on the readers needs. Readers must set their purpose before reading a text to make

easy on understanding especially for reading narrative text, usually the readers purpose is to get entertainment (reading for pleasure).

4. Narrative Texts

a. Definition of Narrative Texts

Narrative is the reviewing of events that happened in the past. Anderson in Intan (2006:25) states that narrative is a piece of text tells a story and doing, entertains or informs the reader or listener. According to Cycyl (2008:1) state that narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. He additionally, narration is frequently used to tell about personal experience. Telling what happened and telling what something is like are two of the most common used in language.

Eudia (2005:185) defines a narrative text is a text which contains about story (fiction/non fiction/tales/folktales/fables/myths) and its plot consists of climax of the story (complication) then followed by the resolution. In line, narrative text is a text to amuse entertain and deal with actual or vicarious experience in difference ways. She adds, narrative is deal with problematic events which lead to a crisis or turning point of some kind which in turn finds a resolution.

Based on the explanation above, it can be concluded narrative is a text which contains about story. It is a form of composition,

which had main objectives. In the form activities that were tied together to become an event that happened in a certain time.

b. Generic Structures of Narrative Text

Narrative text is text tells about it is has some characteristics. According to Chuz (2008:1), narrative text has specific organization texts or schematic structures. They are orientation, complication, resolution, and coda.

Orientation is introduction about characteristic of the story such as: what is the story about, who is the participant, where is the place setting, and when is the time setting. Complication is problem of narrative texts, the problem was came followed of others event. Resolution is resolve of the problem, every events could closed with happy ending or sad and ending. Coda is moral value to taught the reader about the event.

Meanwhile, Heni (2009:1) classifies that narrative text has some text organizations. Firstly, orientation. In this paragraph the speaker tells the audience who is the story or the participants who play important roles in the story, when it is happening, where it is happening and what is going on. Secondly, complication. This is the part of the story where the narrator tells about something that will begin a chain of events.

These events will affect one or more of the characters. The complication is the trigger. Thirdly, resolution. It needs to be a

resolution of the complication. The complication may be resolve for better or worse/happily or unhappily. Finally, coda. In this part, the narrator or provides a code if there is to neither be a moral nor message to a learned from the story. This is not must or an optional step.

Based on the explanation above, it can be concluded the generic structure of narrative text are: orientation, complication, resolution, and coda (optional). The story or the participants who play important roles in the story. The narrator tells about something that will begin a chain of events and resolve for better or worse/happily or unhappily.

c. Language Features of Narrative Texts

According to Cycyl (2008:6) there are three language features of narrative text they are; focusing on specific and usually individualized participants, using material process, using of relational processed and mental circumstances, and using of past tense.

Then, Derewianka in Retno (2007:14) assert that several common grammatical of narrative text namely; specific, often individual participants with defined identities. Major participants are human, sometimes animals with human characteristics, use of action verbs refers to events, use of past tense to locate events in relation to speaker's or writer's time, use of conjunctions and time connectives

to sequence of events, use of adverbs and adverbial of place and time, use of adjectives to describe nouns.

Based on the explanation above, it can be concluded that the rules of a narrative text consist of focus on individual participants, use of nouns and pronouns to identify people, animal, and things involved, focus on temporal of sequence of events, use of action verbs (material process) to refer events, use past tense to locate events, use adverbs or adverbial of phrase to indicate place and time.

d. Example of Narrative Texts

The Ugly Duckling

One upon time, a mother duck sat on her eggs. She felt tired of sitting on them. She just wished the eggs would break out. Several days later, she got her wish. The eggs cracked and some cute little ducklings appeared. "Peep, peep" the little ducklings cried. "Quack, quack" their mother greeted in return.

However the largest egg had not cracked. The mother duck sat on it for several days. Finally, it cracked and a huge ugly duckling waddled out. The mother duck looked at him in surprise. He was so big and very gray. He didn't look like the others at all. He was like a turkey. When the mother duck brought the children to the pond for their first swimming lesson.

The huge grey duckling splashed and paddled about just as nicely as the other ducklings did. "That is not a turkey chick. He is

my very own son and quite handsome" the mother said proudly. However, the other animals didn't agree. They hissed and made fun of him day by day. Even his own sisters and brothers were very unkind. "You are very ugly" they quacked.

The little poor duckling was very unhappy. "I wish I looked like them" he thought to himself. One day, the ugly duckling ran away and hid in the bushes. The sad duckling lived alone through the cold and snow winter. Finally the spring flowers began to bloom. While he was swimming in the pond, he saw three large white swans swimming toward him. "Oh, dear. these beautiful birds will laugh and peck me too" he said to himself.

But the swans did not attack him. Instead, they swam around him and stroked him with their bills. As the ugly duckling bent his neck to speak to them, he saw his reflection in the water. He could not believe his eyes. "I am not an ugly duckling but a beautiful swan" he exclaimed. He was very happy. From that day on, he swam and played with his new friends and was happier than he had never been.

Orientation

It introduces the participants which involve in the story of the Ugly Duckling. They are duck mother, Ugly duckling, duckling's sister, and the swan.

Complication

It brings the rising conflict. In a long story, the complication should be minors and a major. In this story of ugly duckling, the major complication is that the new born duck is different from other little ducks. The difference makes him get bad treatment from other animals. As results, he is sad, unhappy and finally runs away.

Resolution

It comes to a solution for the complication. In narrative texts, a resolution can be happy ending or sad ending. In this story of the Ugly duckling, the resolution is happy one. He gets new friends who do not treat him badly.

Adapted from. Dicky Rohmat, March 2013

B. Review of Relevant Studies

Based on the studies that researcher have read, the researcher found the relevant studies with this research. First, Febby Nadia Purniasih (2011) conducted a research entitled “Students’ Reading Ability in Identifying the Components of Procedure Texts” In this research, she found the reading ability of students’ reading ability has not gotten yet in teaching process that implanted by the teachers at SMPN 6 Subarang Batuang Payakumbuh Regency City.

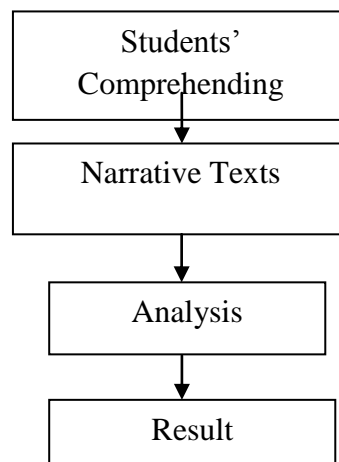
Last, Lija Urwati Luska (2012) conducted a research entitled “Students’ Ability in Comprehending Hortatory Exposition Texts (at SMA

Muhammadiyah Batusangkar) "In this research, she found the students difficulties in applying comprehend of reading hortatory exposition texts.

The similarity of those researches to this research is describing ability of reading text. The differences of those research with this research is this research just analyze the of good or not reading ability of students.

C. Conceptual Framework

In this research, the researcher focuses this research on students' ability in comprehending narrative text. The researcher wants to know what are students' ability in reading narrative text.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research was quantitative descriptive research that describes things that is observed as nature. According to Gay (2000:11) descriptive quantitative research involved collecting data in order to answer the question concerning of the current status of the subject study. Descriptive research gives an effort to describe a condition, events and something happened now by taking the actual problem as it is at the research is done.

In this research, the researcher described about students' ability in comprehending narrative text at the second grade students of MA KM Muhammadiyah Padang Panjang registered in 2015/2016 academic year.

B. Population and Sample

1. Population

A group of participant that was identified as an object of observation is called population. According to Gay (2011:144) population is the group to which a researcher could the results of a study to be generalized.

The population of this research is the second grade students of MA KM Muhammadiyah Padang Panjang. There are 3 classes of second grade students. They are class XI ITT/AGAMA, XI IPA, XI IPS and that consist of 57 students. These students was be chosen as the population of the research, because they have learned narrative text. The description of the population can be seen in the following table.

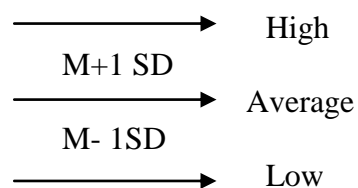
Table 1
Population of the Research

Research Respondent	Classes	Number of Population
The Second Grade Students' of MA KM Muhammadiyah Padang Panjang Registered in 2015/2016 Academic Year	XI ITT/AGAMA	23
	XI IPA	19
	XI IPS	15
	Total	57

2. Sample

Sample is the process of selecting a number of individual for a study in such a way that they represent the large group from which they were selected, the purpose of sampling is to gain information about the population by using sample (Gay:2000:121).

In this research, the researcher used proportional stratified random sampling technique. The researcher used this technique because Gay (2000:126), explaining that proportional stratified random sampling is the process of selecting sample in such a way that identified sub group in the population are represented the sample in the same portion that they exist in the population. The researcher divided the students into three levels of ability namely high, average and low ability students. This classification is based on their midterm test in English subject. According to Anas (2005:176), the criteria to classify them as follow:



The standard deviation and mean that acquired for each class were:

Table 2
Distribution of Means and Standard Deviation

Classes	M	SD	High	Average	Low
XI ITT	58	13	>71	71-45	< 45
XI IPA	81	2	>83	83-79	< 79
XI IPS	53	6	> 59	59-47	< 47

Based on the formulation above, the researcher got 80 students as sample. The sample of the research can be seen in the following table:

Table 3
Sample of the Research

Class	Number of Students	Population			Sample 80 %			Technique of the sample
		H	A	L	H	A	L	
XI ITT	23	3	19	1	2	15	1	Proportional Stratified Random Sampling
XI IPA	19	3	16	0	2	12	0	
XI IPS	15	2	11	2	2	9	2	
Amount	57	8	46	3	6	36	3	
Total		57			45			

Note:

Population = 57
 Total Sample = 45
 Try out = Population - Sample
 = 57 - 45
 = 12 students

After classifying the data, the sample for try out test was taken 20% from the population. It was 12 students. After that, for the test, the sample was 80% from the population. It means that the sample was about 45 students.

C. Technique of Data Collection

1. Research Instrument

The instrument of this research was a reading test. The form of this test is multiple-choice, the test consisted of 52 questions. The researcher gave 4 reading text about narrative texts. The students read to comprehend the narrative texts. Then the researcher was taken the result of the test. Last, researcher was taken conclusion from the result of the test.

In making a test, validity and reliability are important things, because validity and reliability of the instruments are qualities that are essential to the effectiveness of any data gathering procedure.

a. Validity

According to Gay (2011:160), validity refers to which a test measures what it is supposed to measure and, consequently, permits appropriate interpretation of scores. Therefore, validity is the most fundamental consideration in developing and evaluating test.

Gay (2000:161) state that validity are important in all from of research of test and measures. The most important principle of the test validity and reliability because both are essential for effective test to get the validity of the test the researcher is conducted some following steps: First, check the curriculum and syllabus about reading narrative texts by the teacher. Second, the researcher ask the teacher has to give syllabus of reading narrative texts. Third, the researcher have to make

sure that the students' had learned about narrative text. Last, researcher consults with the teacher.

The researcher did try out the test to know the validity of the test and then the researcher have taken analyzed the item that have been used to get the data. And used the item discrimination by using Arikunto procedures (1992:210-217). Then the writer used the following formulation to find item difficulties and item discrimination of the test.

$$P = \frac{B}{JS}$$

Where:

P: Index difficulties

B: Sum of the students who answer correctly

JS: Sum of the students who follow the test

P 0.00 - 0.30 = Difficult

P 0.31 - 0.70 = Moderate

P 0.71-100 = Easy

From the try out test result, it was found that there were 33 valid items and 19 invalid items.

After getting the item difficulties, the researcher found the item discrimination also based on the try out result. The researcher measured with separating upper group 50% and lower group 50 % and used formula as suggested by Arikunto (1996:218) as follows:

$$D = \frac{BA}{JA} - \frac{BB}{JB} = PA - PB$$

Where:

- D = Discrimination Index
- J = Sum of the students who follow the test
- JA = Sum of the students of the upper group
- JB = Sum of the students of the lower group
- BA = Sum of the students of the upper group who answer correctly
- BB = Sum of the students of the lower group who answer correctly
- PA = The proportion of the upper group who answer correctly
(P=Difficulty Index)
- PB = The proportion of the lower group who answer correctly
(P=Difficulty Index)

The classification of discrimination power as suggested by

Arikunto (1996:223) as follows:

- a. $D = 0.00 - 0.20$ = Poor
- b. $D = 0.20 - 0.40$ = Satisfactory
- c. $D = 0.40 - 0.70$ = Good
- d. $D = 0.70 - 1.00$ = Excellent
- e. $D = (-)$ = Very Poor (Should Discarded)

Based on the try out test result, it was found that there were 4 items were very poor, 15 items were poor, 15 items were satisfactory, 7 items were good, 11 items were excellent. After that, the writer also found the item validity by using Pearson formulas in Microsoft excel. After finding the coefficient correlation, the correlations were compared with suggestion from Arikunto. If the result was poor and very poor, its mean the item was discarded.

Based on the test, there were 33 valid items and 19 invalid item. Therefore, Based on item difficulties and item validity, the writer used

items excellent, good, satisfactory for the sample and discarded some items. It means only 33 items of test was used as reading narrative test.

b. Reliability

Beside the validity of the test, it also needs reliability. Gay (2011:165) states that reliability is the degree to which a test consistently measures whatever it measuring. The more reliable a test is, the more confidence the researcher can have that the scores that will be obtained from administration of the test are essentially the same scores that will be obtained if the test are read minister.

To get the reliability of the test, the researcher conducted try out test at the first. Then, to make sure about the reliability of the data the researcher analyzed the data by using split-half method stated by Gay (2011:167):

$$\mathbf{r.tot} = \frac{2r}{1+r}$$

Where:

r.tot = reliability coefficient

r = correlation between score of each half test.

After that, to get the reliability of the test, it must be based on the criteria of r (coefficient of correlation). According to Arikunto (1993:71) the interpretation for coefficient and correlating are following:

0.80 – 1.00	= Very high
0.60 – 0.80	= High
0.40 – 0.60	= Sufficient
0.20 – 0.40	= Low
0.00 – 0.20	= Very low

Based on the test result, the reliability of the test is very high. It was in 64.5% percentage.

After analyzing the test, there were 19 items invalid and should be discarded, therefore, the test item that can be used in the test only 33 items.

In analyzing reliability the test item, the researcher was used split half method as suggested by Spearman Brown in Arikunto (2002:186).

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{N\sum X^2 - (\sum X)^2} \sqrt{N\sum Y^2 - (\sum Y)^2}}$$

Where:

- N = Number of Students
- r_{xy} = The coefficient correlation between variable X and Y
- $\sum XY$ = The sum of variable X times variable Y
- $\sum X$ = The sum of variable X
- $\sum Y$ = The sum of variable Y
- $\sum X^2$ = The square of variable X
- $\sum Y^2$ = The square of variable Y

2. Research Procedures

This research conducted by applying the following steps. They are preparation, operation and the post operation of the research, as follows:

a. Preparation

- 1) Finding problem of the research
- 2) Collecting theories of the research

- 3) Writing thesis proposal off the problem
 - 4) Consulting the writing of the proposal with advisors
 - 5) Revising the proposal
 - 6) Preparing table of specification of the instrument
 - 7) Preparing instrument of the research
 - 8) Doing seminar
 - 9) Revising proposal
 - 10) Try out of the instrument
 - 11) Revising the instrument
- b. Operation
- 1) Trying out the instrument to the students who do not belong to sample
 - 2) Scoring the try out test result
 - 3) Finding item difficulty and item discrimination
 - 4) Finding validity and reliability of the try out test
 - 5) Revising the instrument
 - 6) Preparing table of specification of the test
 - 7) Preparing the instrument, it narrative text test in multiple choice form
 - 8) Consulting about the test with advisor
 - 9) Gathering students into classroom
 - 10) Distributing the test paper
 - 11) Explaining the direction

- 12) Asking student to do the test
 - 13) Submitting students' answer sheet
- c. Post Operation
- 1) Checking the students answer sheets
 - 2) Scoring the result of test
 - 3) Analyzing the result of test
 - 4) Interpreting the result of the test
 - 5) Reporting the conclusion of the research

D. Technique of Data Analysis

After collecting the data, the researcher analyzed the data by using the formula suggested by Sudijono (1987:40) as follow:

$$P = \frac{F}{N} \times 100\%$$

Where:

P: Percentage of the students' score
F: Frequency of the students' answer
N: Total number of students' answer

In this research, the scores researcher using the descriptive statistic. Arikunto (1996:251) suggest this following rating the quality, it can be based on the table below:

Table 4
Categories of Students' Score in Comprehending
Narrative Texts

Range	Categories
80-100	Very Good
66-79	Good
56-65	Sufficient
40-55	Poor
<30-39	Very Poor

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This chapter presents the result of the research about students' ability in comprehending narrative texts. The data of the research were the students' score on reading test that was administrated to the second grade students in MA KM Muhammadiyah Padang Panjang registered in 2015/2016. There were 45 students as a sample of the research. The research was done in class XI of students MA KM Muhammadiyah Padang Panjang.

English reading test item consists of multiple choice. The respondents were asked to choose the most correct answer about reading test by crossing a, b, c or d. The total items of the test were 52 items. The item of the text have 3 Indicators. First: Generic structure (orientation, complication and resolution). Items numbers of generic structure were 1, 2, 5, 11, 16, 33, 34 and 35 for orientation. Items numbers of 14, 32, 40, and 27 for complication. Items numbers of 43, 44, and 51 for resolution. Second, social function (to amuse and entertain). Items numbers of 12, 15, and 17 for to amuse and entertain. Third, Language feature (focus on specific and usually individualized participants, use of material processes, behavioral and verbal processes, use temporal conjunction and temporal circumstances, use of past tense). Items numbers of 4, 20, 24, 25, 26, 30, 31, 36, 37, 41, 46, 47, 49, and 52 for focus on specific and usually individualized participants. Items number of 3, 6, 8, 9, 10, 18, 19, 21, 22, 23, 38, 39, 45, and 50 for use of material processes, behavioral

and verbal processes. Items number of 27, 28, and 42 for use temporal conjunction and temporal circumstances. Items number 13, 29, and 48 of for use of past tense. Next, researcher tried out of the test and analyzed item difficulty and item discrimination to got validity and reliability of the test, the researcher got total items was 33 to be the reading test. Furthermore, the researcher analyzed the score to find out how many students can be classified into very good, good, sufficient, poor, and very poor.

To get the students' score, researcher found the score for each correct answer. Due to the maximum score was 100 and numbers of test item was 33, each of correct answer has been given the score $33 \times 10 / 3.3$, the following table shows students' score in comprehending narrative texts.

Table 5
Students' Score in Comprehending Reading Test of Narrative Texts.

RESPONDENT	CORRECT ANSWER	STUDENTS' SCORE
R 1	29	88.9
R 2	28	85.15
R 3	28	85.15
R 4	27	83.35
R 5	30	91.7
R 6	30	91.7
R 7	27	83.35
R 8	27	83.35
R 9	26	79.5
R 10	27	83.35
R 11	27	83.35
R 12	30	91.7
R 13	23	71.15
R 14	30	91.7
R 15	25	77.8
R 16	22	67.8
R 17	30	91.7

RESPONDENT	CORRECT ANSWER	STUDENTS' SCORE
R 18	33	100
R 19	25	77.8
R 20	31	94.45
R 21	28	85.15
R 22	32	96.7
R 23	28	85.15
R 24	23	71.15
R 25	22	67.8
R 26	27	83.35
R 27	31	94.45
R 28	29	88.9
R 29	25	77.8
R 30	33	100
R 31	23	71.15
R 32	25	77.8
R 33	26	79.5
R 34	26	79.5
R 35	27	83.35
R 36	29	88.9
R 37	27	83.35
R 38	22	67.8
R 39	28	85.15
R 40	24	74.5
R 41	27	83.35
R 42	23	71.15
R 43	32	96.7
R 44	30	91.7
R 45	20	62.8

From the table above, the students' ability in identifying the score of every item found that was relatively high. It could be seen that there were 2 students who had score 100. It means that they were in level good. After analyzed the data above, the researcher obtained quantitative descriptive statistics of students' score in ability reading test of narrative texts as follow.

Table 6
Descriptive Statistics of Students' Score in Ability Reading
Test of Narrative Texts

Statistics		
	Valid	
	Missing	
N	45	
	0	
Mean		83.34
Std. Error of Mean		1.362
Median		83.35
Std. Deviation		9.137
Variance		83.484
Skewness		-.245
Std. Error of Skewness		.354
Kurtosis		-.479
Std. Error of Kurtosis		.695
Range		37
Minimum		63
Maximum		100
Percentiles	10	69.81
	90	95.35

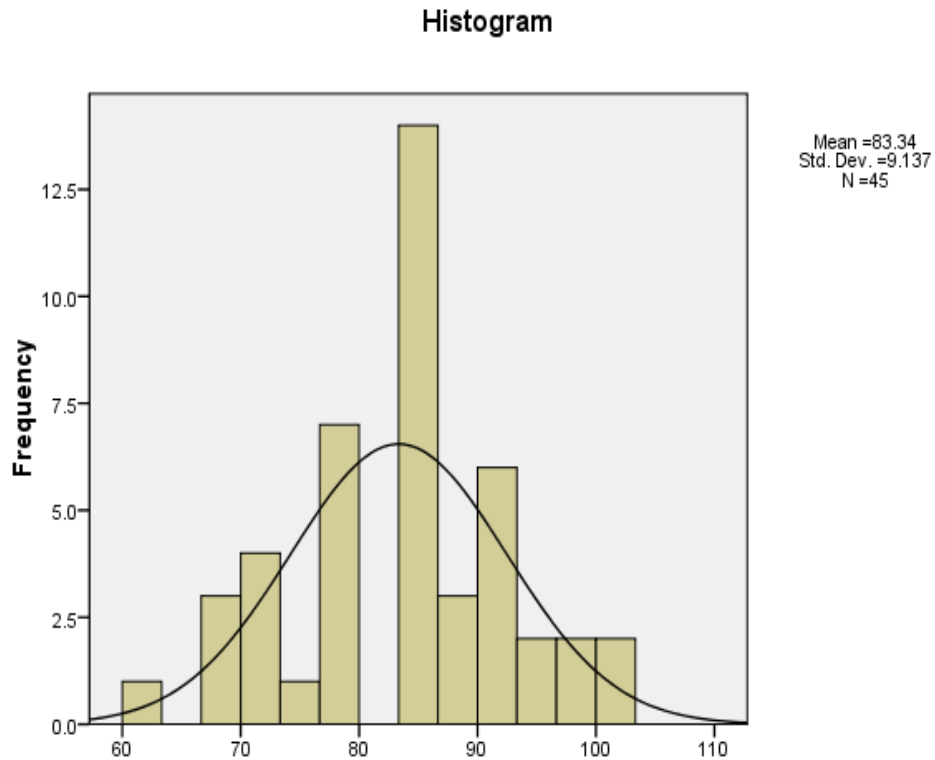
Quantitative descriptive statistics above showed that the mean score of the students' was 83.34 and their deviation standard of the score was 9.137. Furthermore, their minimum score was 63 and the maximum score was 100. To see the scale of students' score and percentage, the researcher using the descriptive statistic by Arikunto (1996:251). It would be shown in table below.

Table 7
The Scale of Students' Score and Percentage in
Comprehending Narrative Texts

CLASS INTERVAL	FREQUENCY	PERCENTAGE %	LEVEL OF ABILITY
80-100	29	64.5%	Very Good
66-79	15	33.4%	Good
56-65	1	2.3%	Sufficient
40-55	0	0	Poor
<30-39	0	0	Very Poor

From the table of the students' score in comprehending narrative text above, it could be interpreted that the students' ability in comprehending narrative text is very good. It can be seen in frequency very good was 29 with percentage 64.5% , good was 15 with percentage 33.4% and sufficient was 1 with percentage 2.3%. The histogram frequency of distribution data of the students ability in comprehending of narrative texts in the following histogram.

Descriptive Statistics of Students' Score in Comprehending of Narrative Texts



Quantitative descriptive statistics above showed that the mean score of the students' was 83.34 and their deviation standard of the score was 9.137. Furthermore, their minimum score was 63 and the maximum score was 100.

B. Discussion

Based on the analysis above, the researcher discusses students' ability in comprehending of narrative texts. They are had very good, good and sufficient ability in comprehending. It was shown by their level ability with percentage 64.5% students that reached level very good 33.4% students that

reached level good and 2.3% students that reached level sufficient. It means that the students that reached level of very good, good and sufficient in comprehending of narrative texts.

According to Hogs (2006:2) state that narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. The reader can be more expected to improve their good ability in reading with beat out the texts.

According to Harris (1969:114) a perfect test administration would be one that allowed all examinees to perform at their best under identical condition. It means that condition can affect the result of the test. Similarly, Brown (2003:21) states the result of the test is dependable. The condition, which the test administrated can change the result. The good or not good condition here can be time and students condition. Time condition of this research can be high of low the result.

Based on all explanations above, it can be concluded that the students' ability in comprehending narrative texts is level very good, good and sufficient. It can be from how the researcher constructing and administering the test, and also from the students' comprehend of the texts.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research analysis above, the researcher concludes that the ability of the second grade students of MA KM Muhammadiyah Padang Panjang to comprehend narrative texts is very good. Then, the researcher got the mean score of the students' was 83.34 and their standard deviation of the score was 9.137. Next, their minimum score was 63 and the maximum score was 100.

The percentage of students score is 64.5% with level of ability is very good, the percentage of students score 33.4% with level of ability is good and 2.3% with level of ability is sufficient. It means that the students comprehend of narrative text is very good level.

B. Suggestion

In this chapter, the researcher wants to give some suggestions addressed to the teachers as a feedback of the analysis result. They are:

1. English Teacher

The teacher is suggested to more improve the ability of the students in comprehending narrative texts. It means the students should build their knowledge in comprehend narrative texts. Narrative text can attract students' attention because it deals with the

trend and every day issues, therefore students have to be used to read it well.

2. Students

The students can defendly their ability in comprehend of the narrative texts. The students are hoped to do more practices in reading. In short, the more the students read, the better ability they get.

3. Other Researchers

The other researchers can do the related research with various kinds of the other texts. For instance in SMA learned about spoof, recount, descriptive, report, procedure, explanation, discussion, analytical exposition, hortatory exposition, news item, etc.

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SILABUS

Sekolah : MA KM Muhammadiyah Padang Panjang

Kelas/Semester : XI/1

Mata Pelajaran : Bahasa Inggris

Standar Kompetensi : 5. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *narrative* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar	Materi Pokok	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber
				Teknik	Instrumen	Contoh Instrumen		
5.2 Merespon makna dan langkah retorika teks tulis esai secara akurat, lancar dan berirama dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk:	Teks tentang narrative	<ul style="list-style-type: none"> • Peserta didik menjawab pertanyaan guru untuk menggali kata-kata yang akan ditemukan dalam teks yang akan diberikan • Peserta didik menjodohkan kata-kata dengan artinya 	<ul style="list-style-type: none"> • Menentukan topik dari teks tulis berbentuk Narrative • Menentukan tujuan teks • Menemukan informasi tertentu dari teks tulis Narrative 	Tertulis	Multiple Choice	Read the text and answer the question	2x45'	<ul style="list-style-type: none"> • Developing English Competencies for SHS Grade XI (Pusat Perbukuan) page. 37-44 • LKS Simpati page 26 • Look Ahead class xi • English for a

Narrative Text			<ul style="list-style-type: none"> • Menemukan informasi rinci dari teks tulis berbentuk Narrative • Menentukan rujukan kata ganti tertentu dari teks tulis berbentuk Narrative • Menentukan makna kata tertentu dari teks berbentuk Narrative • Menentukan topik paragraph tertentu dari teks berbentuk Narrative 				<p>better life class XI (Pakar Raya)</p> <ul style="list-style-type: none"> • Bahan ajar bahasa Inggris MGMP Kota Padang
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RENCANA PELAKSANAAN PEMBELAJARAN

SATUAN PENDIDIKAN : MA KMM PADANG PANJANG

KELAS : XI

SEMESTER : I

MATA PELAJARAN : BAHASA INGGRIS

STANDAR KOMPETENSI	KOMPETENSI DASAR
<p>MEMBACA</p> <p>5. Memahami makna teks tulis fungsional pendek esei sederhana berbentuk, narrative , recount dan procedure dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.</p>	<p>5.2 Merespon makna dan langkah retorika teks tulis esai secara akurat, lancar dan berirama dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk : Narrative Text</p>

INDIKATOR PENCAPAIAN	TUJUAN PEMBELAJARAN
<ul style="list-style-type: none"> • Menentukan topik dari teks tulis berbentuk Narrative • Menentukan tujuan teks • Menemukan informasi tertentu dari teks tulis Narrative 	<ul style="list-style-type: none"> • Peserta didik dapat menentukan topik dari teks tulis berbentuk Narrative • Peserta didik dapat menentukan tujuan teks

<ul style="list-style-type: none"> • Menemukan informasi rinci dari teks tulis berbentuk Narrative • Menentukan rujukan kata ganti tertentu dari teks tulis berbentuk Narrative • Menentukan makna kata tertentu dari teks berbentuk Narrative • Menentukan topik paragraph tertentu dari teks berbentuk Narrative 	<ul style="list-style-type: none"> • Peserta didik dapat menemukan informasi tertentu dari teks tulis Narrative • Peserta didik dapat menemukan informasi rinci dari teks tulis berbentuk Narrative • Peserta didik dapat menentukan rujukan kata ganti tertentu dari teks tulis berbentuk Narrative • Peserta didik dapat menentukan makna kata tertentu dari teks berbentuk Narrative • Peserta didik dapat menentukan topik paragraph tertentu dari teks berbentuk Narrative
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MATERI AJAR: NARRATIVE TEXT

THE FROG PRINCE

ALOKASI WAKTU :

BEBAN BELAJAR	WAKTU	BENTUK KEGIATAN / TUGAS
TM	90 MENIT	
PT	55 menit	Siswa mencari sebuah narrative texts dan membuat Ringkasannya.
KMTT		

<p>(intensively) dan menjawab pertanyaan secara tertulis. .</p> <ul style="list-style-type: none"> • Peserta didik mendiskusikan jawaban mereka dan merangkum isi text. • Peserta didik membaca text berikutnya dan menjawab pertanyaan (in groups) secara tertulis. “The Fly and The Bull ” • Peserta didik bersama guru mendiskusikan jawaban mereka. <p><i>Post-Teaching Reading Activity</i></p> <ul style="list-style-type: none"> • Peserta didik bersama guru merangkum isi text secara lisanmelalui pertanyaan-pertanyaan. 	15 menit		
<p>C. PENUTUP</p> <ul style="list-style-type: none"> • The teacher asks the students’ reflection toward the learning process. • The teacher gives an assignment (PT) 	10 menit		

PENILAIAN HASIL BELAJAR : Tertulis

- Teknik: Menjawab pertanyaan secara tertulis.
- Bentuk: Pertanyaan tertulis
- Rubrik Penilaian

No	Uraian	Skor
1.	Setiap jawaban yang benar	1,25
2.	Setiap jawaban yang salah	0

SUMBER BELAJAR :

1. Developing English Competencies for SHS Grade XI (Pusat Perbukuan) page. 37-44
2. LKS Simpati page 26
3. Look Ahead class xi
4. English for a better life class XI (Pakar Raya)
5. Bahan ajar bahasa inggris MGMP Kota Padang

EVALUATION

Read the text then answer the questions.

Elephants, Dog and Mice

I have never known a dog andan elephant make friends. Elephants will eventually become accus tomed to certain dogs in camps, and dogs learn not to bark at them and always to keep out of reach of the slash of a trunk or the kick of a leg. The hatred of elephants for dogs cannot easily be explained. It is possible that they are afraid of dogs biting their trunks, though I do not think such a thing ever happened. It has occurred to me that it might be an instinctive dread of

hydrophobia, which is the dread of everyone who keeps a dog in camp, Burman and European Assistant alike.

Nevertheless practically every European Assistant keeps a dog and I have almost always had one myself. The Elephants hate them and one is always losing one's dog, owing to leopard, tiger, bear and snakes. The tragedies of lost dogs are often an Assistant's first experience of real grief.

It is easy to ask, why, under such conditions, do you keep a dog? But I know of no other existence where a dog is so necessary as a companion to share every moment of one's life and to drive away loneliness.

So far as I know, elephants don't worry about snakes, though the 'oozies' (drivers) believe that a number of elephants calves die of snake-bite. I have had this reported to me many times but in no instance could I find any proof. The Burmans believe that the hairs of an elephant's tail pull out very easily after it has been bitten by a snake. But, as this has also to be proved, I was never able to accept it as conclusive evidence that an elephant had been killed by snake-bite.

There is a widespread belief that an elephant is really terrified of a mouse. The idea makes an obvious appeal to the human love of paradox. But, if it is true, I can see no reason.

1. Which of the following, according to the writer, is true about dogs and elephants?

- a. Elephants like dogs in camp.
- b. Sometimes they make friends.
- c. Elephants are afraid of being bitten by a dog.
- d. The hatred of elephants for dogs cannot be explained at all.

2. It has occurred to me that it might be an instinctive dread of hydrophobia. Hydrophobia means

- a. is a disease of dogs
- b. means being afraid of dogs

- c. is something only the Burmese are afraid of
- d. is a disease dogs usually catch from humans

3. Why is one always losing one's dog?

- a. They go off with other animals.
- b. They are killed by other animals.
- c. The elephants frighten them away.
- d. They chase other animals and get lost.

4. Why do Assistants keep dogs?

- a. The dogs are necessary to accompany elephants
- b. The dogs can stand the difficult conditions.
- c. They need dogs to protect them.
- d. The Assistants are lonely.

5. What proof is there, according to the writer, that elephants die of snakebite?

- a. None.
- b. Baby elephants die of it.
- c. The tail hairs of a bitten elephant come out very easily.
- d. There have been many reports of this happening.

6. Which of the following would you say was true?

- a. Snakes only bite baby elephants.
- b. Snakes never bite elephants.

- c. Snakes may bite elephants.
- d. None of the above.

7. What is the human love of paradox?

- a. A love of ideas that seem to contradict each other.
- b. A love of argument.
- c. A love of small creatures that frighten large ones.
- d. A love of strangeness.

8. According to what the writer says of elephants and mice, which of the following is correct?

- a. Elephants are afraid of mice.
- b. Elephants may be afraid of mice.
- c. Elephants are immune from the terrors of mice.
- d. Elephants are never afraid of mice.

Padang Panjang, 2016

Mengetahui,

Kepala Sekolah MA KMM

Guru Mata Pelajaran,

Derliana, MA

NIP: 19780825 200710 2 003

Rona Marini

NIP. 19790310 200801 2 004

FORMAT PENGOLAHAN NILAI UTS
MA KM MUHAMMADIYAH PADANG PANJANG

Bahasa Inggris
 XI ITT/1

	Ulangan Harian					X UH	Tugas			X T	X NH	UTS	NTS	
	1	R-1	2	R-1	3		1	2	3				Kog	Psik
	80					80	82	83		82	82	60	80	84
	83					83	83	83		83	83	60	81	84
	80					80	80	81		80	80	52	80	82
	80					80	83	82		82	80	54	80	82
	80					80	80	80		80	80	56	80	84
	80					80	81	83		83	81	52	81	84
	82					82	82	83		82	82	53	81	84
	80					80	81	82		82	81	50	80	85
	85					85	83	83		83	82	62	82	87
	80					80	80	81		81	81	52	80	84
	85					85	83	84		83	83	62	83	84
	80					80	80	80		80	80	52	80	82
	80					80	80	80		80	80	48	80	81
	82					82	83	82		82	81	56	82	84
	85					85	85	85		85	82	72	83	85
	80					80	80	80		80	80	65	80	84
	81					81	81	81		81	81	52	80	82
	82					82	82	82		82	82	48	81	84
	80					80	80	80		80	80	44	80	82
	80					80	80	80		80	80	48	80	81
	89					89	89	83		84	83	95	90	87
	82					82	82	81		81	81	56	80	85
	90					90	85	86		83	89	95	91	85

Rata-Rata Ulangan Harian

$$X_{NH} = \frac{X_{UH} + X_T}{2}$$

Rata-Rata Tugas

Rata-Rata Ulangan Harian

Rata-Rata Ulangan Tengah Semester Murni

$$NTS = \frac{2 \times X_{NH} + UTS}{3}$$

Rata-Rata Ulangan Tengah Semester

Padang Panjang.....

Guru Bidang Studi


 (.....)

**FORMAT PENGOLAHAN NILAI UTS
MA KM MUHAMMADIYAH PADANG PANJANG**

Bahasa Inggris
XI IPA/1

Marta Didik	Ulangan Harian					X UH	Tugas			X T	X NH	UTS	NTS		A
	1	R-1	2	R-1	3		1	2	3				Kog	Psik	
	80						83	82		82	83	80	80	85	
	80						85	83		83	84	83	80	80	
	80						81	82		82	83	82	81	81	
	85						83	84		82	82	82	80	80	
	85						89	87		83	84	85	82	82	
	90						84	83		82	83	82	81	82	
	90						80	80		80	80	80	80	80	
	80						81	82		80	80	80	80	80	
	80						82	82		81	81	81	80	80	
	80						82	82		80	80	80	80	80	
	80						85	86		83	84	84	83	84	
	80						81	82		81	81	81	80	82	
	80						82	82		82	82	82	82	82	
	90						83	83		81	82	81	80	82	
	90						84	85		82	83	82	81	82	
	85						84	84		82	83	83	82	82	
	80						81	82		80	80	80	80	86	
	80						82	83		82	81	80	80	80	
	90						90	95		90	89	90	86	100	

Rata-Rata Ulangan Harian

$$X NH = \frac{X UH + X T}{2}$$

Rata-Rata Tugas

Ulangan Harian

Ulangan Tengah Semester Mumi

Ulangan Tengah Semester

$$NTS = \frac{2 NHI + UTS}{3}$$

Padang Panjang.....

Guru Bidang Studi


(.....)

MA KMM

200710 2 003

**FORMAT PENGOLAHAN NILAI UTS
MA KM MUHAMMADIYAH PADANG PANJANG**

Mata Pelajaran: Bahasa Inggris
 Kelas: XI IPS/1
 Bidang Studi:

No. Peserta Didik	Ulangan Harian					X UH	Tugas			X T	X NH	UTS	NTS		
	1	R-1	2	R-1	3		1	2	3				Kog	Psik	A
	60						50	60		60	60	53	60	80	7
	80						82	83		83	81	47	80	81	7
	80						80	82		82	81	58	80	80	7
	80						82	83		83	82	58	80	80	7
	80						83	83		60	60	58	65	82	7
	60						60	60		80	80	45	86	75	7
	80						80	80		60	60	52	80	81	7
	55						60	60		83	83	50	60	65	7
	81						83	83		63	60	58	80	80	7
	55						65	63		83	83	52	60	65	7
	80						83	83		72	61	50	80	80	A
	50						70	72		85	84	50	60	80	A
	82						85	85		83	83	65	80	83	7
	82						85	83		85	86	63	80	85	7
	60						60	60		60	65	50	68	72	7


Rata-rata Ulangan Harian
 Rata-rata Tugas
 Rata-rata Ulangan Tengah Semester Murni
 Rata-rata Ulangan Tengah Semester

$$X NH = \frac{X UH + X T}{2}$$

$$NTS = \frac{2 NHI + UTS}{3}$$

Padang Panjang.....

Guru Bidang Studi


 (.....)

MA KM

0710 2 003

TABLE 8
Table Specification of Tried Out Instrument

Variable	Indicator	Sub-Indicator	Questions	No. Items
Narrative Texts	Generic Structures	a. Orientation	1. Where does the story take place? A. London B. Puerto rico C. Jakarta D. Buenos aires 2. What is the purpose in this text? A.The parrot can't say catano B.The man order to parrot could say catano C.The parrot so stupid D.The parrot made the man got angry 5. What does the man do to the bird because the bird cannot say the name of a place ? A. The man ate the bird B. The sold the bird C. The man killed the bird D. The man taught the bird 11. What kind of the text is it? A. Narrative B. Analytical Exposition C. News Item D. Recount 16. What we called of the first paragraph? A. Resolution B. Orientation C. Reorientation D. Complication 33. What the text tell about? A. The golden eggs B. Ali baba C. The prince and the pea D. The lion and the mouse 34. The king, the queen and the prince were sure they	1, 2, 5, 11, 16, 33, 34, 35

			<p>have found a real princess because....</p> <p>A. The princess was coming to the royal castle</p> <p>B. The princess had felt the little pea through twenty mattress and twenty blankets</p> <p>C. The princess told the king that she was a real princess</p> <p>D. The princess was staying at the royal castle and spent the night there</p> <p>35. What we can learn from the story?</p> <p>A. Don't put pea on the bed</p> <p>B. Don't lie to other</p> <p>C. Be your self</p> <p>D. Don't sleep if your eyes can't close</p>	
	a. Complication	<p>14. Where we can find the complication of the story?</p> <p>A. First and second paragraph</p> <p>B. Second and third paragraph</p> <p>C. Second and Fourth paragraph</p> <p>D. Third and fourth paragraph</p> <p>32. The problem was came of the text above is called...</p> <p>A. Orientation</p> <p>B. Complication</p> <p>C. Resolution</p> <p>D. Reiteration</p> <p>40. What is the complication in text above?</p> <p>A. The prince went back home</p> <p>B. It rained heavily and there was thunder and lightning in the sky</p> <p>C. The prince looking for</p>	14, 32, 40, 27	

			<p>and wanted to marry a real princess</p> <p>D. She went put a little green pea on the bed</p>	
		b. Resolution	<p>43. How is the end of the story?</p> <p>A. The prince was going to spend the night</p> <p>B. The prince who wanted to marry a princess</p> <p>C. A princess was standing outside the gate</p> <p>D. The prince married with the princess</p> <p>44. The resolve of the problem based on the text above was called..</p> <p>A. Orientation</p> <p>B. Complication</p> <p>C. Resolution</p> <p>D. Reiteration</p> <p>51. What we knows about the stepmother in the story?</p> <p>A. A very good mother</p> <p>B. Against mother</p> <p>C. A bad mother</p> <p>D. A selfish mother</p>	43, 44, 51
	Social Function	To amuse and entertain	<p>12. What is the communicative purpose of the story?</p> <p>A. To retell an event with humorous twist</p> <p>B. To describe the way things</p> <p>C. To entertain the readers</p> <p>D. To persuade by the presenting arguments or to analyze or explain</p> <p>15. What is the social function of the text?</p> <p>A. To describe about the smartest parrot</p> <p>B. To explain why parrot could not say Catano</p>	12, 15, 17

			<p>C.To persuade the readers to have a wonderful parrot</p> <p>D.To entertain the readers about parrot</p> <p>17.What is the purpose of the text?</p> <p>A.To describe how the something is accomplished</p> <p>B.To inform readers about events of the day</p> <p>C.To amuse or entertain the readers</p> <p>D.To describe the way things are</p>	
	Language Feature	a. Focus on specific and usually individualized participants	<p>4. Which statement is TRUE according to the text?</p> <p>A.The parrot could say catano</p> <p>B.At last the parrot could say catano</p> <p>C.Catano was the name at the parrot</p> <p>D.The man never got angry at the parrot</p> <p>20.“He and his entourage were returning from a rewarding...”(Paragraph 11) the word “he” refers to...</p> <p>A. The emperor’s son</p> <p>B. The tax collector</p> <p>C. The poor man</p> <p>D. The emperor</p> <p>24. Which statement is TRUE based on the text?</p> <p>A. The leaves were magic</p> <p>B. The poor man told a lie to the tax collector</p> <p>C. The tax collector was a kindhearted person</p> <p>D. The tax collector stole money from the emperor’s son</p> <p>25.“The tax collector,</p>	4, 20, 24, 25, 26, 30, 31, 36, 37, 41, 46, 47, 49, 52

			<p>intrigued, asked what kind of magic tree it was.” (Paragraph 2). The word ‘to intrigue’ is similar in meaning to...</p> <p>A. To understand B. To persuade C. To suggest D. To attract</p> <p>26. Below are the things we can learn from the story, EXCEPT...</p> <p>A. We should not be cruel B. We should not be greedy C. We should use our money wisely D. We should not believe other people easily</p> <p>30. <u>He</u> continued to pass through the village (Line.29) The underlined word refers to...</p> <p>A. The emperor B. Tax collector C. Poor man D. Prisoner</p> <p>31. Which one statement is TRUE about the text...?</p> <p>A. A selfish collector B. A generous collector C. A kindheart collector D. A bad collector</p> <p>36. “So he went all over the world looking for a <u>real</u> princess.” (Paragraph 1) The synonym of the underlined word in this sentence is...</p> <p>A. Fake B. True C. Right D. Exact</p> <p>37. “And unless someone has taken it, it’s still there</p>	
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			<p>today” (Last Paragraph) The underlined word has the same meaning with...</p> <p>A.Because B.Since C.Otherwise D.If not</p> <p>41. Which paragraph describes the awful look of the Princess when the King and Queen saw her for the first time? A. First paragraph B.Second paragraph C.Third paragraph D.Fourth paragraph</p> <p>46. Which statement is TRUE about the stepmother? A.She be was the witch’s friend B.She loved to her stepchildren C.She hit the witch a broom D. She locked her children in a cage</p> <p>47.“The witch fell into the oven and the stepmother <u>shut</u> the door.”(Paragraph 4) The underlined word can be replaced by the word...</p> <p>A.Closed B.Opened C.Painted D.Marked</p> <p>49.the stepmother gave her an almighty <u>push</u> (Line. 12) The underlined word antonym...</p> <p>A.Throw up B.Pain C.Pull D.Gain</p> <p>52.Which one statement is</p>	
--	--	--	--	--

			<p>TRUE in the text?</p> <p>A.Beautiful witch B.Bad mother C.Kindheart mother D.Challenger of mother</p>	
		<p>b. Use of material processes, behavioral and verbal processes</p>	<p>3. How often did the owner teach the bird how to say the word?</p> <p>A. Always B. Everyday C. Many times D. Every second</p> <p>6. It is most likely that</p> <p>A. The bird killed the three chickens B.The three chickens killed the bird C.The bird played with the chicken D.The bird killed one of the three chickens</p> <p>8. "<u>It</u> was very, very smart". The underlined word refers to</p> <p>A. The man B. The bird C. The chicken D. Puerto rico</p> <p>9. "The parrot was very, very smart" The word 'smart' means</p> <p>A. Stupid B. Clever C. Stubborn D. Beautiful</p> <p>10."Theparrot was <u>screaming</u> at of the fourth chickens" What does the underlined word mean?</p> <p>A. Smiling B. Crying C. Shouting</p>	<p>3, 6, 8, 9, 10, 18, 19, 21, 22, 23, 38, 39, 45, 50</p>

			<p>D. Laugh</p> <p>18. How did the tax collector get the magic leaf?</p> <p>A.From a genie</p> <p>B.By snatching from a poor man</p> <p>C.From the emperor</p> <p>D.By picking it in his garden</p> <p>19.Why did the tax collector’s wife say that she could not see him?</p> <p>A.Because she was tired</p> <p>B.Because she was afraid of him</p> <p>C.Because he had hidden from her</p> <p>D.Because she really could not see him</p> <p>21. Why did no one get angry to the tax collector when he took money from the store?</p> <p>A.Because he was of the invisible</p> <p>B.Because everyone was in fear of a beating</p> <p>C.Because he had the right to do it</p> <p>D.Because he brought his magic leaf</p> <p>22.Why did the tax collector dare to steal from the emperor’s son?</p> <p>A.He had a close relationship to the royal family</p> <p>B.He was really in need</p> <p>C.He was sure that he was invisible</p> <p>D.He was a brave man</p> <p>23.How was the tax collector’s character?</p> <p>A. He was tricky</p> <p>B. He was brave</p> <p>C. He was modest</p>	
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			<p>D. He was cruel</p> <p>38. Why did prince go back home to his parents after a long time?</p> <p>A.Because he didn't want to marry a real princess</p> <p>B.Because he was forced to find a real princess to marry</p> <p>C.Because he couldn't be sure and find a real prince to marry</p> <p>D.Because his parents insisted him to find a real princess</p> <p>39.“The old queen was trying to prove whether the princess was real or not by putting a little green pea on the bed”</p> <p>This main idea is found in paragraph...</p> <p>A.5</p> <p>B.4</p> <p>C.3</p> <p>D.2</p> <p>45.The story is about a stepmother who...</p> <p>A. Cried every night</p> <p>B.Planned to eat her children</p> <p>C.Begged a witch for money</p> <p>D.Saved her children from a witch</p> <p>50. The moral value of the text is?</p> <p>A. Don't be frighened to the witch</p> <p>B. Love you mother</p> <p>C. Keeping the promise</p> <p>D. Don't be honest</p>	
--	--	--	--	--

		c. Use of temporal conjunction and temporal	<p>27. When the tax collector picked a leaf from the magic...?</p> <p>A. At evening B. At morning C. Middle of the night D. At night</p> <p>28. Where lived the tax collector?</p> <p>A. Heart of China B. China C. Side of China D. South of China</p> <p>42. When the terrible storm was happened in the story...?</p> <p>A. One night B. One evening C. One noon D. Middle noon</p>	27, 28, 42
		d. Use of past tense	<p>13. What kind of tenses in the story?</p> <p>A. Present Simple B. Present Perfect C. Present Continuous D. Past Simple</p> <p>29. His wife..... him again. "Yes, I can see you"</p> <p>A. Hated B. Liked C. Looked at D. Disliked</p> <p>48. What witch do to Hansel in a cage?</p> <p>A. Knocked of hansel B. Locked of hansel C. Pursue of hansel D. Trap of Hansel</p>	13, 29, 48

TRIED OUT OF READING TEST OF NARRATIVE TEXTS

General Instructions:

- a. Say “Bismillahirrahmanirrahim” before doing the test
- b. Choose the correct answer by crossing A, B, C, or D
- c. Time provided is 60 minutes

Text 1 Questions for number 1 to 16

The Story of the Smart Parrot

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

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

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too.”

In the chicken house there are four old chickens. They were for Sunday’s dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, “Say Catano, or I’ll kill you!”

<http://kumpulan-soal-dan-jawaban.blogspot.co.id/2015/05/soal-narrative-tentang-smart-parrot.html>.

1. Where does the story take place?
 - A. London
 - B. Puerto rico
 - C. Jakarta
 - D. Buenos aires
2. What is the purpose in this text?
 - A. The parrot can’t say catano
 - B. The man order to parrot could say catano
 - C. The parrot so stupid
 - D. The parrot made the man got angry
3. How often did the owner teach the bird how to say the word?
 - A. Always
 - B. Everyday

- C. Many times
 - D. Every second
4. Which statement is **TRUE** according to the text?
- A. The parrot could say catano
 - B. At last the parrot could say catano
 - C. Catano was the name at the parrot
 - D. The man never got angry at the parrot
5. What does the man do to the bird because the bird cannot say the name of a place ?
- A. The man ate the bird
 - B. The sold the bird
 - C. The man killed the bird
 - D. The man taught the bird
6. It is most likely that
- A. The bird killed the three chickens
 - B. The three chickens killed the bird
 - C. The bird played with the chicken
 - D. The bird killed one of the three chickens
7. What is the story about?
- A. A parrot and a cat
 - B. A parrot and a chicken
 - C. A parrot and the owner
 - D. A parrot, the owner, and chickens
8. "It was very, very smart".
The underlined word refers to
- A. The man
 - B. The bird
 - C. The chicken
 - D. Puerto rico
9. "The parrot was very, very smart"
The word 'smart' means
- A. Stupid
 - B. Clever
 - C. Stubborn
 - D. Beautiful
10. "The parrot was screaming at the fourth chickens"
What does the underlined word mean?
- A. Smiling
 - B. Crying
 - C. Shouting
 - D. Laugh
11. What kind of the text is it?
- A. Narrative
 - B. Analytical Exposition
 - C. News Item
 - D. Recount

12. What is the communicative purpose of the story?
 - A. To retell an event with humorous twist
 - B. To describe the way things
 - C. To entertain the readers
 - D. To persuade by presenting arguments or to analyze or explain
13. What kind of tenses in the story?
 - A. Present Simple
 - B. Present Perfect
 - C. Present Continuous
 - D. Past Simple
14. Where we can find the complication of the story?
 - A. First and second paragraph
 - B. Second and third paragraph
 - C. Second and Fourth paragraph
 - D. Third and fourth paragraph
15. What is the social function of the text?
 - A. To describe about the smartest parrot
 - B. To explain why parrot could not say Catano
 - C. To persuade the readers to have a wonderful parrot
 - D. To entertain the readers about parrot
16. What we called of the first paragraph?
 - E. Resolution
 - F. Orientation
 - G. Reorientation
 - H. Complication

Text 2 Questions for number 17 to 32

Magic Leaf

In a small village deep in the heart of China, the local tax collector was feared. He taxed the villagers often. If they had no money, he took their possessions. And when possessions were of no interest to the tax collector, he would beat the taxpayers.

One day, a poor man entered the village. He had heard of the tax collector and his terrible ways. The poor man was carrying a plant that had many beautiful green leaves. The tax collector stopped the poor man before walking any further and told him he had to pay entrance fee if he wanted to walk through the village. The poor man said he had no money, but only the magic tree he was carrying. The tax collector, intrigued, asked what kind of magic tree it was. The poor man explained that it would make the holder of the leaves invisible. The tax collector snatched the tree from the poor man while striking him across the face. The poor man fell to the ground and was left in the dust of the tax collector's horse.

That night, the tax collector picked a leaf from the magic tree and held it up to his forehead. "Wife," he asked, "can you see me?"

His wife looked at him strangely, “Yes, I can see you.”

He picked another leaf and held it to his forehead. “Wife,” he asked, “can you see me?”

His wife looked at him again, “Yes, I can see you.”

And with the third leaf, the wife could still see her husband. Same with the fourth. And so on until it was late at night and the wife was ready to sleep.

“Wife, can you see me now?” he asked, with the last leaf from the tree up to his forehead.

“Husband, I’m tired. No, I can not see you anymore,” she said exasperatedly before she closed her eyes to sleep. And her tax-collecting husband smiled.

The next morning, the tax collector held up his magical leaf to his forehead as he walked from store to store. The tax collector thought, “Hmmm, this is truly a magic leaf. No one can see me. No one acknowledges my actions.” He continued to pass through the village, and no one said a word to him. No one looked at him in the eye. No one spoke to him, not even when he took money from the stores. Not even when he took food from the food stands. Every villager saw him, but in fear of beating, they did not speak to him.

The emperor’s son was passing through the village that afternoon. He and his entourage were returning from a rewarding hunting expedition. Among his trophies were the pelts of snow leopards and tigers.

The tax collector saw the pelts hanging from the back of the royal saddle. Believing he was still invisible, he held his magic leaf to his forehead and reached out for the pelts.

“Stop! You there! What do you think you’re going?” one the royal guards exclaimed.

The emperor’s son shouted, “How dare you steal from me! Did you not think I saw you approach me and attempt to steal my furs? You will pay for this. I will put you away in the palace dungeons.” The tax collector was quickly apprehended and taken prisoner. The tax collector feebly tried to explain his tale of the poor man and his magic tree with the leaves to make one invisible. He tried to show the emperor’s son the tree, but it had no leaves on it. The emperor’s son, tired of listening to the alleged tale, had that tax collector beaten by his guards before continuing on their journey homeward.

Source: September 3, 2010 <http://firehorseportfolio.com/tea/leaf.html>.

17. What is the purpose of the text?
- A. To describe how something is accomplished
 - B. To inform readers about events of the day
 - C. To amuse or entertain the readers
 - D. To describe the way things are
18. How did the tax collector get the magic leaf?
- A. From a genie
 - B. By snatching from a poor man
 - C. From the emperor
 - D. By picking it in his garden

19. Why did the tax collector's wife say that she could not see him?
- Because she was tired
 - Because she was afraid of him
 - Because he had hidden from her
 - Because she really could not see him
20. "He and his entourage were returning from a rewarding..." (Paragraph 11) the word "he" refers to...
- The emperor's son
 - The tax collector
 - The poor man
 - The emperor
21. Why did no one get angry to the tax collector when he took money from the store?
- Because he was invisible
 - Because everyone was in fear of a beating
 - Because he had the right to do it
 - Because he brought his magic leaf
22. Why did the tax collector dare to steal from the emperor's son?
- He had a close relationship to the royal family
 - He was really in need
 - He was sure that he was invisible
 - He was a brave man
23. How was the tax collector's character?
- He was tricky
 - He was brave
 - He was modest
 - He was cruel
24. Which statement is **TRUE** based on the text?
- The leaves were magic
 - The poor man told a lie to the tax collector
 - The tax collector was a kindhearted person
 - The tax collector stole money from the emperor's son
25. "The tax collector, intrigued, asked what kind of magic tree it was." (Paragraph 2). The word 'to intrigue' is similar in meaning to...
- To understand
 - To persuade
 - To suggest
 - To attract
26. Below are the things we can learn from the story, **EXCEPT**...
- We should not be cruel
 - We should not be greedy
 - We should use our money wisely
 - We should not believe other people easily
27. When the tax collector picked a leaf from the magic...?
- At evening
 - At morning

- C. Middle of the night
 - D. At night
28. Where lived the tax collector?
- A. Heart of China
 - B. China
 - C. Side of China
 - D. South of China
29. His wife..... him again. "Yes, I can see you"
- A. Hated
 - B. Liked
 - C. Looked at
 - D. Disliked
30. He continued to pass through the village (Line.29)
The underlined word refers to...
- A. The emperor
 - B. Tax collector
 - C. Poor man
 - D. Prisoner
31. Which one statement is **TRUE** about the text...?
- A. A selfish collector
 - B. A generous collector
 - C. A kindheart collector
 - D. A bad collector
32. The problem was came of the text above is called...
- A. Orientation
 - B. Complication
 - C. Resolution
 - D. Reiteration

Text 3 Questions for number 33 to 44

The Princess and the Pea

There once was a prince who wanted to marry a princess, but it had to be real princess. So he went all over the world looking for a real princess. Everywhere he met young ladies told him they were real princess, but could never be completely sure that this was true. There was always something about them that did not seem quite right. And so, after along time, the prince went back home to his parents and was very sad.

One evening there was a terrible storm. It rained heavily and there was thunder and lightning in the sky above the royal castle. Then there was a knock at the castle gate. The old king went out to see who it could be.

A princess was standing outside the gate. The rain ran down over her hair and clothes and into her shoes. She told the king that she was a real princess, and he asked her to come inside.

“Well, said the old queen. We’ll soon find out if that is true. She went into the guest bedroom and took the mattress and blanket of the bed. Then she put a little green pea on the bed. She put twenty mattress on top of the pea, and then twenty mattress on top of the pea, and then twenty blankets on top of the mattress. This was where the princess was going to spend the night.

The next morning the queen asked the princess how she had slept.

“oh, it was terrible” answered the princess. “I didn’t close my eyes all night. I don’t know what was in my bed, but I lay on something hard, and now I am black and blue all over. It was quite a terrible night.”

Now, the king, the queen and the prince could be sure that this was a real princess she had felt the little pea through twenty mattresses and twenty blankets. Only a real princess will be able to do that.

So the prince married the princess and the pea was put in a museum for everyone to see, unless someone has taken it, it’s still there today.

<http://abidinfaz.blogspot.co.id/2015/01/soal-bahasa-inggris-narrative-text-html>.

33. What the text tell about?
- A. The golden eggs
 - B. Ali baba
 - C. The prince and the pea
 - D. The lion and the mouse
34. The king, the queen and the prince were sure they have found a real princess because....
- A. The princess was coming to the royal castle
 - B. The princess had felt the little pea through twenty mattress and twenty blankets
 - C. The princess told the king that she was a real princess
 - D. The princess was staying at the royal castle and spent the night there
35. What we can learn from the story?
- A. Don’t put pea on the bed
 - B. Don’t lie to other
 - C. Be your self
 - D. Don’t sleep if your eyes can’t close
36. “So he went all over the world looking for a real princess.” (Paragraph 1)
The synonym of the underlined word in this sentence is...
- A. Fake
 - B. True
 - C. Right
 - D. Exact
37. “And unless someone has taken it, it’s still there today” (Last Paragraph)
The underlined word has the same meaning with...
- A. Because
 - B. Since
 - C. Otherwise
 - D. If not

38. Why did prince go back home to his parents after a long time?
- A. Because he didn't want to marry a real princess
 - B. Because he was forced to find a real princess to marry
 - C. Because he couldn't be sure and find a real prince to marry
 - D. Because his parents insisted him to find a real princess
39. "The old queen was trying to prove whether the princess was real or not by putting a little green pea on the bed"
- This main idea is found in paragraph...
- A. 5
 - B. 4
 - C. 3
 - D. 2
40. What is the complication in text above?
- E. The prince went back home
 - F. It rained heavily and there was thunder and lightning in the sky
 - G. The prince looking for and wanted to marry a real princess
 - H. She went put a little green pea on the bed
41. Which paragraph describes the awful look of the Princess when the King and Queen saw her for the first time?
- A. First paragraph
 - B. Second paragraph
 - C. Third paragraph
 - D. Fourth paragraph
42. When the terrible storm was happened in the story...?
- A. One night
 - B. One evening
 - C. One noon
 - D. Middle noon
43. How is the end of the story?
- A. The prince was going to spend the night
 - B. The prince who wanted to marry a princess
 - C. A princess was standing outside the gate
 - D. The prince married with the princess
44. The resolve of the problem based on the text above was called..
- A. Orientation
 - B. Complication
 - C. Resolution
 - D. Reiteration

Text 4 Questions for number 45 to 52

The Good Stepmother

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.

Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

'Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

<http://lenyerlinda.blogspot.co.id/2013/09/soal-narrative-pilihan-ganda-2.html>

45. The story is about a stepmother who...
- A. Cried every night
 - B. Planned to eat her children
 - C. Begged a witch for money
 - D. Saved her children from a witch
46. Which statement is **TRUE** about the stepmother?
- A. She be was the witch's friend
 - B. She loved her stepchildren
 - C. She hit the witch a broom
 - D. She locked her children in a cage
47. "The witch fell into the oven and the stepmother shut the door." (Paragraph 4)
The underlined word can be replaced by the word...
- A. Closed
 - B. Opened
 - C. Painted
 - D. Marked
48. What witch do to Hansel in a cage?
- A. Knocked of hansel
 - B. Locked of hansel
 - C. Pursue of hansel
 - D. Trap of Hansel
49.the stepmother gave her an almighty push (Line. 12)
The underlined word antonym...

- A. Throw up
 - B. Pain
 - C. Pull
 - D. Gain
50. The moral value of the text is?
- A. Don't be frightened to the witch
 - B. Love you mother
 - C. Keeping the promise
 - D. Don't be honest
51. What we knows about the stepmother in the story?
- A. A very good mother
 - B. Against mother
 - C. A bad mother
 - D. A selfish mother
52. Which one statement is **TRUE** in the text?
- A. Beautiful witch
 - B. Bad mother
 - C. Kindheart mother
 - D.Challenger of mother

THE ANSWER KEY OF TRIED OUT READING TEST

Text 1

1. B
2. B
3. C
4. B
5. D
6. A
7. C
8. B
9. B
10. C
11. A
12. C
13. D
14. B
15. B
16. B

Text 2

17. C
18. B
19. A
20. A
21. B
22. C
23. D
24. B
25. D
26. C
27. D
28. A
29. C
30. B
31. D
32. B

Text 3

1. C
2. B.
3. C
4. B
5. D
6. B
7. B
8. C
9. A
10. B
11. D

12. C

13. Text 4

14. D
15. B.
16. A.
17. B
18. C
19. B
20. A
21. C

M.R

TRIED OUT OF READING TEST OF NARRATIVE TEXTS

General Instructions:

- a. Say "Bismillahirrahmanirrahim" before doing the test
- b. Choose the correct answer by crossing A, B, C, or D
- c. Time provided is 60 minutes

Text 1 Questions for number 1 to 6

The Story of the Smart Parrot

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

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

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

<http://kumpulan-soal-dan-jawaban.blogspot.co.id/2015/05/soal-narrative-tentang-smart-parrot.html>.

1. What kind of text is it?
A. Narrative ✓
B. Analytical Exposition
C. News item
D. Recount
2. What is the communicative purpose of the story?
A. To retell an event with humorous twist ✓
B. To describe the way things
C. To entertain the readers
D. To persuade by presenting arguments or to analyze or explain
3. What kind of tenses is used in the story?
A. Present Simple ✓
B. Present Perfect
C. Present Continuous
D. Past Simple

4. In which paragraph can we find the complication of the story?

- A. First and second
- B. Second and third
- C. Second and Fourth
- D. Third and fourth

5. The social function of the text is

- A. To describe about the smartest parrot
- B. To explain why parrot could not say Catano
- C. To persuade the readers to have a wonderful parrot
- D. To entertain the readers about parrot

6. The first paragraph of the text above is called part

- A. Resolution
- B. Orientation
- C. Reorientation
- D. Complication

Text 2 Questions for number 7 to 12

Magic Leaf

In a small village deep in the heart of China, the local tax collector was feared. He taxed the villagers often. If they had no money, he took their possessions. And when possessions were of no interest to the tax collector, he would beat the taxpayers.

One day, a poor man entered the village. He had heard of the tax collector and his terrible ways. The poor man was carrying a plant that had many beautiful green leaves. The tax collector stopped the poor man before walking any further and told him he had to pay entrance fee if he wanted to walk through the village. The poor man said he had no money, but only the magic tree he was carrying. The tax collector, intrigued, asked what kind of magic tree it was. The poor man explained that it would make the holder of the leaves invisible. The tax collector snatched the tree from the poor man while striking him across the face. The poor man fell to the ground and was left in the dust of the tax collector's horse.

That night, the tax collector picked a leaf from the magic tree and held it up to his forehead. "Wife," he asked, "can you see me?"

His wife looked at him strangely, "Yes, I can see you."

He picked another leaf and held it to his forehead. "Wife," he asked, "can you see me?"

His wife looked at him again, "Yes, I can see you."

And with the third leaf, the wife could still see her husband. Same with the fourth. And so on until it was late at night and the wife was ready to sleep.

"Wife, can you see me now?" he asked, with the last leaf from the tree up to his forehead.

"Husband, I'm tired. No, I can not see you anymore," she said exasperatedly before she closed her eyes to sleep. And her tax-collecting husband smiled.

The next morning, the tax collector held up his magical leaf to his forehead as he walked from store to store. The tax collector thought, "Hmmm, this is truly a magic leaf. No one can see me. No one acknowledges my actions." He continued to pass through the village, and no one said a word to him. No one looked at him in the eye. No one spoke to him, not even when he took money from the stores. Not even when he took food from the food stands. Every villager saw him, but in fear of beating, they did not speak to him.

The emperor's son was passing through the village that afternoon. He and his entourage were returning from a rewarding hunting expedition. Among his trophies were the pelts of snow leopards and tigers.

The tax collector saw the pelts hanging from the back of the royal saddle. Believing he was still invisible, he held his magic leaf to his forehead and reached out for the pelts

"Stop! You there! What do you think you're going?" one the royal guards exclaimed.

The emperor's son shouted, "How dare you steal from me! Did you not think I saw you approach me and attempt to steal my furs? You will pay for this. I will put you away in the palace dungeons." The tax collector was quickly apprehended and taken prisoner. The tax collector feebly tried to explain his tale of the poor man and his magic tree with the leaves to make one invisible. He tried to show the emperor's son the tree, but it had no leaves on it. The emperor's son, tired of listening to the alleged tale, had that tax collector beaten by his guards before continuing on their journey homeward.

Source: September 3, 2010 <http://firehorseportfolio.com/tea/leaf.html>.

- 7. What time the tax collector picked a leaf from the magic...?
 - A. At evening
 - B. At morning
 - C. Middle of the night
 - D. At night

- 8. The tax collector was located in.....
 - A. Heart of China
 - B. China
 - C. Side of China
 - D. South of China

- 9. His wife..... him again.
 - A. Hated
 - B. Liked
 - C. Looked at
 - D. Disliked

- 10. He continued to pass through the village (P.10)
The underlined word refers to...
 - A. The emperor
 - B. Tax collector
 - C. Poor man
 - D. Prisoner

11. Which statement is TRUE about the text...?
- A. A selfish collector
 - B. A generous collector
 - C. A kindheart collector
 - D. A bad collector
12. The problem was came of the text above is called
- A. Orientation
 - B. Complication
 - C. Resolution
 - D. Reiteration

Text 3 Questions for number 13 to 17

The Princess and the Pea

There once was a prince who wanted to marry a princess, but it had to be real princess. So, he went all over the world looking for a real princess. Everywhere he met young ladies told him they were real princess, but could never be completely sure that this was true. There was always something about them that did not seem quite right. And so, after along time, the prince went back home to his parents and was very sad.

One evening there was a terrible storm. It rained heavily and there was thunder and lightning in the sky above the royal castle. Then there was a knock at the castle gate. The old king went out to see who it could be.

A princess was standing outside the gate. The rain ran down over her hair and clothes and into her shoes. She told the king that she was a real princess, and he asked her to come inside.

"Well, said the old queen. We'll soon find out if that is true. She went into the guest bedroom and took the mattress and blanket of the bed. Then she put a little green pea on the bed. She put twenty mattress on top of the pea, and then twenty mattress on top of the pea, and then twenty blankets on top of the mattress. This was where the princess was going to spend the night.

The next morning the queen asked the princess how she had slept.

"oh, it was terrible" answered the princess. "I didn't close my eyes all night. I don't know what was in my bed, but I lay on something hard, and now I am black and blue all over. It was quite a terrible night."

Now, the king, the queen and the prince could be sure that this was a real princess she had felt the little pea trough twenty mattresses and twenty blankets. Only a real princess will be able to do that.

So, the prince married the princess and the pea was put in a museum for everyone to see, unless someone has taken it, it's still there today.

<http://abidinfaz.blogspot.co.id/2015/01/soal-bahasa-inggris-narrative-text-html>

13. What is the complication about the text above?
- A. The prince went back home
 - B. It rained heavily and there was thunder and lightning in the sky
 - C. The prince looking for and wanted to marry a real princess

- D. She went put a little green pea on the bed
14. Which paragraph describes the awful look of the Princess when the King and Queen saw her for the first time?
- A. One
 - B. Two
 - C. Three
 - D. Four
15. What time a terrible storm was happened...?
- A. One night
 - B. One evening
 - C. One noon
 - D. Middle noon
16. How is the end of the story?
- A. The princess was going to spend the night
 - B. The prince who wanted to marry a princess
 - C. A Princess was standing outside the gate
 - D. The prince married with the princess
17. The resolve of the problem based on the text above was called...
- A. Orientation
 - B. Complication
 - C. Resolution
 - D. Reiteration

Text 4 Questions for number 18 to 22

The Good Stepmother

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.

Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

'Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

<http://lenyerlinda.blogspot.co.id/2013/09/soal-narrative-pilihan-ganda-2.html>

18. The old witch.....Hansel in a cage
A. Knocked
B. Locked
C. Pursue
D. Trap
19.the stepmother gave her an almighty push (Paragraph. 4)
The underlined word antonym...
A. Throw up
B. Pain
C. Pull
D. Gain
20. What is the moral value of the text?
A. Don't be frightened to the witch
B. Love you mother
C. Keeping the promise
D. Don't be honest
21. From the story above we can conclude that the stepmother...
 A. A very good mother
B. Against mother
C. A bad mother
D. A selfish mother
22. Which statement is TRUE according to the text?
A. Beautiful witch
B. Bad mother
C. Kindheart mother
D. Challenger of mother



20

90

CALCULATION OF STUDENTS ANSWER TRIED OUT TEST

1. MR
 - a. Generic Structure
 - 1) Orientation : 2
 - 2) Complication : 2
 - 3) Resolution : 3
 - b. To Amuse and Entertain : 2
 - c. Language Feature
 - 4) Focus on specific and usually individualized participants : 1
 - 5) Use of material processes, behavioral and verbal processes : 3
 - 6) Use of temporal conjunction and temporal circumstances : 4
 - 7) Use of past tense : 3
2. AF
 - a. Generic Structure
 - 1) Orientation : 2
 - 2) Complication : 2
 - 3) Resolution : 3
 - b. To Amuse and Entertain : 0
 - c. Language Feature
 - 4) Focus on specific and usually individualized participants : 2
 - 5) Use of material processes, behavioral and verbal processes : 1
 - 6) Use of temporal conjunction and temporal circumstances : 3
 - 7) Use of past tense : 3
3. ID
 - a. Generic Structure
 - 1) Orientation : 2
 - 2) Complication : 2
 - 3) Resolution : 2
 - b. To Amuse and Entertain : 0
 - c. Language Feature
 - 4) Focus on specific and usually individualized participants : 2
 - 5) Use of material processes, behavioral and verbal processes : 3
 - 6) Use of temporal conjunction and temporal circumstances : 3
 - 7) Use of past tense : 2

4. KA
 - a. Generic Structure
 - 1) Orientation: 2
 - 2) Complication: 2
 - 3) Resolution: 2
 - b. To Amuse and Entertain: 1
 - c. Language Feature
 - 4) Focus on specific and usually individualized participants : 1
 - 5) Use of material processes, behavioral and verbal processes :2
 - 6) Use of temporal conjunction and temporal circumstances : 4
 - 7) Use of past tense : 1
5. RH
 - a. Generic Structure
 - 1) Orientation: 2
 - 2) Complication: 2
 - 3) Resolution: 3
 - b. To Amuse and Entertain: 0
 - c. Language Feature
 - 4) Focus on specific and usually individualized participants : 2
 - 5) Use of material processes, behavioral and verbal processes : 2
 - 6) Use of temporal conjunction and temporal circumstances : 2
 - 7) Use of past tense : 1
6. WJ
 - a. Generic Structure
 - 1) Orientation: 2
 - 2) Complication: 4
 - 3) Resolution: 3
 - b. To Amuse and Entertain: 2
 - c. Language Feature
 - 4) Focus on specific and usually individualized participants : 2
 - 5) Use of material processes, behavioral and verbal processes : 2
 - 6) Use of temporal conjunction and temporal circumstances : 4
 - 7) Use of past tense : 3
7. DSM
 - a. Generic Structure
 - 1) Orientation: 1
 - 2) Complication: 2
 - 3) Resolution : 3

- b. To Amuse and Entertain: 0
 - c. Language Feature
 - 4) Focus on specific and usually individualized participants : 1
 - 5) Use of material processes, behavioral and verbal processes : 2
 - 6) Use of temporal conjunction and temporal circumstances : 4
 - 7) Use of past tense : 3
8. NAP
- a. Generic Structure
 - 1) Orientation: 2
 - 2) Complication: 2
 - 3) Resolution : 3
 - b. To Amuse and Entertain: 1
 - c. Language Feature
 - 4) Focus on specific and usually individualized participants : 1
 - 5) Use of material processes, behavioral and verbal processes : 3
 - 6) Use of temporal conjunction and temporal circumstances : 3
 - 7) Use of past tense : 3
9. PA
- a. Generic Structure
 - 1) Orientation: 2
 - 2) Complication: 2
 - 3) Resolution : 3
 - b. To Amuse and Entertain: 0
 - c. Language Feature
 - 4) Focus on specific and usually individualized participants : 1
 - 5) Use of material processes, behavioral and verbal processes : 2
 - 6) Use of temporal conjunction and temporal circumstances : 2
 - 7) Use of past tense : 2
10. VA
- a. Generic Structure
 - 1) Orientation: 2
 - 2) Complication: 2
 - 3) Resolution : 3
 - b. To Amuse and Entertain: 1
 - c. Language Feature
 - 4) Focus on specific and usually individualized participants : 1
 - 5) Use of material processes, behavioral and verbal processes : 2
 - 6) Use of temporal conjunction and temporal circumstances : 3
 - 7) Use of past tense : 2

11. HIF

a. Generic Structure

- 1) Orientation: 2
- 2) Complication: 1
- 3) Resolution : 3

b. To Amuse and Entertain: 0

c. Language Feature

- 4) Focus on specific and usually individualized participants : 2
- 5) Use of material processes, behavioral and verbal processes : 1
- 6) Use of temporal conjunction and temporal circumstances : 2
- 7) Use of past tense : 2

12. MV

a. Generic Structure

- 1) Orientation: 2
- 2) Complication: 1
- 3) Resolution : 2

b. To Amuse and Entertain: 1

c. Language Feature

- 4) Focus on specific and usually individualized participants : 1
- 5) Use of material processes, behavioral and verbal processes : 2
- 6) Use of temporal conjunction and temporal circumstances : 2
- 7) Use of past tense : 3

Difficulty Index of Each Items

Items	B	JS	P	Classification Items
1.	12	12	1.00	Valid
2.	8	12	0.66	Valid
3.	8	12	0.66	Valid
4.	5	12	0.41	Discarded
5.	4	12	0.33	Discarded
6.	3	12	0.25	Discarded
7.	6	12	0.50	Discarded
8.	8	12	0.66	Valid
9.	11	12	0.91	Valid
10.	11	12	0.91	Valid
11.	11	12	0.91	Valid
12.	6	12	0.50	Discarded
13.	3	12	0.25	Discarded
14.	6	12	0.50	Discarded
15.	5	12	0.41	Discarded
16.	6	12	0.50	Discarded
17.	10	12	0.83	Valid
18.	1	12	0.80	Valid
19.	7	12	0.58	Discarded
20.	5	12	0.41	Discarded
21.	12	12	1.00	Valid
22.	11	12	0.91	Valid
23.	6	12	0.50	Discarded
24.	11	12	0.91	Valid
25.	4	12	0.33	Discarded
26.	6	12	0.50	Discarded
27.	10	12	0.83	Valid
28.	5	12	0.41	Discarded
29.	11	12	0.91	Valid
30.	12	12	1.00	Valid
31.	12	12	1.00	Discarded
32.	3	12	0.25	Revised
33.	9	12	0.75	Revised
Items	B	JS	P	Classification Items

34.	4	12	0.33	Valid
35.	5	12	0.41	Valid
36.	10	12	0.83	Revised
37.	9	12	0.75	Revised
38.	11	12	0.91	Revised
39.	10	12	0.83	Revised
40.	10	12	0.83	Revised
41.	7	12	0.58	Revised
42.	12	12	1.00	Discarded
43.	6	12	0.5	Revised
44.	2	12	0.12	Revised
45.	8	12	0.66	Revised
46.	12	12	1.00	Discarded
47.	12	12	1.00	Discarded
48.	11	12	0.91	Revised
49.	4	12	0.33	Revised
50.	11	12	0.91	Revised
51.	10	12	0.83	Revised
52.	11	12	0.91	Revised

Valid	Revised	Discarded
17	16	19
Total		52

Note:

P: Index difficulties

B: Sum of the students who answer correctly

JS: Sum of the students who follow the test

Classification :

P 0.00 – 0.30 = Difficult

P 0.31 – 0.70 = Moderate

P 0.71 – 100 = Easy

TABLE 9
Distribution of Odd and Even Number of the Scores

NO.	Respondents	Total Score	Odd Items X	Even Item Y	X²	Y²	XY
1.	R 1	45	23	22	529	484	506
2.	R 2	36	19	17	361	289	323
3.	R 3	38	19	19	361	361	361
4.	R 4	38	18	17	324	289	306
5.	R 5	37	18	19	324	361	342
6.	R 6	48	25	23	625	529	575
7.	R 7	34	18	16	324	256	288
8.	R 8	35	17	18	289	324	306
9.	R 9	27	11	16	121	256	176
10.	Re 10	37	20	17	400	289	340
11.	R 11	29	17	12	289	144	204
12.	R 12	26	13	13	169	169	169
Σ			218	209	4116	3751	3896

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{N\sum X^2 - (\sum X)^2} \sqrt{N\sum Y^2 - (\sum Y)^2}}$$

$$= \frac{3896}{12 \times 18.520 \times 17.676}$$

$$= \frac{3896}{3928.314}$$

$$= 0.9917$$

$$\text{r.tot} = \frac{2r}{1+r}$$

$$= \frac{2 \times 0.9917}{1 + 0.9917}$$

$$= \frac{1.9834}{1.9917}$$

$$= 0.9958$$

Based on the formula above $r.\text{tot} = 0.9958$ high than $r.\text{tab} = 0.576$ from significance 5%.

$$D = \frac{BA}{JA} - \frac{BB}{JB} = PA - PB$$

Items	Upper Group (JA)	Lower Group (JB)	Sum Upper Group (JA)Sum correct upper group (BA)	Sum Lower (JB) Sum correct lower group (BB)	Proportion BA (PA=BA/JA)	Proportion BB (PB=BB/JB)	Separating (D)	Criteria	Classification
1.	6	6	6	6	1	1	0	Poor	Discarded
2.	6	6	5	3	0.83333	0.5	0.333333333	Satisfactory	Revised
3.	6	6	3	4	0.5	0.66666667	-0.16666667	Very Poor	Discarded
4.	6	6	5	0	0.83333	0	0.833333333	Excellent	Revised
5.	6	6	3	1	0.5	0.16666667	0.333333333	Satisfactory	Revised
6.	6	6	3	1	0.5	0.16666667	0.333333333	Satisfactory	Revised
7.	6	6	6	3	1	0.5	0.5	Good	Revised
8.	6	6	6	4	1	0.66666667	0.333333333	Satisfactory	Revised
9.	6	6	6	5	1	0.83333333	0.166666667	Poor	Discarded
10.	6	6	6	4	1	0.66666667	0.333333333	Satisfactory	Revised
11.	6	6	6	3	1	0.5	0.5	Good	Revised
12.	6	6	5	2	0.83333	0.33333333	0.5	Good	Revised
13.	6	6	4	2	0.66667	0.33333333	0.333333333	Satisfactory	Revised
14.	6	6	3	3	0.5	0.5	0	Poor	Discarded
15.	6	6	4	2	0.66667	0.33333333	0.333333333	Satisfactory	Revised
16.	6	6	5	4	0.83333	0.66666667	0.166666667	Poor	Discarded
17.	6	6	6	4	1	0.66666667	0.333333333	Satisfactory	Revised
18.	6	6	1	0	0.16667	0	0.166666667	Poor	Discarded

19.	6	6	5	4	0.83333	0.66666667	0.166666667	Poor	Discarded
20.	6	6	5	0	0.83333	0	0.833333333	Excellent	Revised
21.	6	6	6	5	1	0.83333333	0.166666667	Poor	Discarded
22.	6	6	6	5	1	0.83333333	0.166666667	Poor	Discarded
23.	6	6	3	5	0.5	0.83333333	-0.33333333	Very Poor	Discarded
24.	6	6	6	5	1	0.83333333	0.166666667	Poor	Discarded
25.	6	6	2	2	0.33333	0.33333333	0	Poor	Discarded
26.	6	6	5	3	0.83333	0.5	0.333333333	Satisfactory	Revised
27.	6	6	6	4	1	0.66666667	0.333333333	Satisfactory	Revised
28.	6	6	3	2	0.5	0.33333333	0.166666667	Poor	Discarded
29.	6	6	6	5	1	0.83333333	0.166666667	Poor	Discarded
30.	6	6	4	6	0.66666667	1	-0.33333333	Very Poor	Discarded
31.	6	6	6	6	1	1	0	Poor	Discarded
32.	6	6	5	3	0.83333	0.5	0.333333333	Satisfactory	Revised
33.	6	6	3	4	0.5	0.66666667	-0.16666667	Very Poor	Discarded
34.	6	6	5	0	0.83333	0	0.833333333	Excellent	Revised
35.	6	6	3	1	0.5	0.16666667	0.333333333	Satisfactory	Revised
36.	6	6	3	1	0.5	0.16666667	0.333333333	Satisfactory	Revised
37.	6	6	6	3	1	0.5	0.5	Good	Revised
38.	6	6	6	4	1	0.66666667	0.333333333	Satisfactory	Revised
39.	6	6	6	5	1	0.83333333	0.166666667	Poor	Discarded
40.	6	6	6	4	1	0.66666667	0.333333333	Satisfactory	Revised
41.	6	6	6	3	1	0.5	0.5	Good	Revised
42.	6	6	5	2	0.83333	0.33333333	0.5	Good	Revised
43.	6	6	4	2	0.66667	0.33333333	0.333333333	Satisfactory	Revised
44.	6	6	3	3	0.5	0.5	0	Poor	Discarded
45.	6	6	4	2	0.66667	0.33333333	0.333333333	Satisfactory	Revised

46.	6	6	5	4	0.83333	0.666666667	0.166666667	Poor	Discarded
47.	6	6	6	4	1	0.666666667	0.333333333	Satisfactory	Revised
48.	6	6	1	0	0.16667	0	0.166666667	Poor	Discarded
49.	6	6	5	4	0.83333	0.666666667	0.166666667	Poor	Discarded
50.	6	6	5	0	0.83333	0	0.833333333	Excellent	Revised
51.	6	6	6	5	1	0.83333333	0.166666667	Poor	Discarded
52.	6	6	6	5	1	0.83333333	0.166666667	Poor	Discarded

Note:

- D = Discrimination Index
- J = Sum of the students who follow the test
- JA = Sum of the students of the upper group
- JB = Sum of the students of the lower group
- BA = Sum of the students of the upper group who answer correctly
- BB = Sum of the students of the lower group who answer correctly
- PA = The proposition of the upper group who answer correctly
(P=Difficulty Index)
- PB = The proposition of the lower group who answer correctly
(P=Difficulty Index)

Classification :

- D < 0.20 = Poor
- D 0.20 – 0.40 = Satisfactory
- D 0.40 – 0.70 = Good
- D 0.70 – 1.00 = Excellent

TRIED OUT OF READING TEST OF NARRATIVE TEXTS

General Instructions:

- d. Say “Bismillahirrahmanirrahim” before doing the test
- e. Choose the correct answer by crossing A, B, C, or D
- f. Time provided is 60 minutes

Text 1 Questions for number 1 to 5

The Story of the Smart Parrot

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

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

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too.”

In the chicken house there are four old chickens. They were for Sunday’s dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, “Say Catano, or I’ll kill you!”

<http://kumpulan-soal-dan-jawaban.blogspot.co.id/2015/05/soal-narrative-tentang-smart-parrot.html>.

1. What is the communicative purpose of the story?
 - A. To retell an event with humorous twist
 - B. To describe the way things
 - C. To entertain the readers
 - D. To persuade by presenting arguments or to analyze or explain
2. What kind of tenses in the story?
 - A. Present Simple
 - B. Present Perfect
 - C. Present Continuous
 - D. Past Simple
3. Where we can find the complication of the story?
 - A. First and second paragraph
 - B. Second and third paragraph
 - C. Second and Fourth paragraph
 - D. Third and fourth paragraph

4. What is the social function of the text?
- E. To describe about the smartest parrot
 - F. To explain why parrot could not say Catano
 - G. To persuade the readers to have a wonderful parrot
 - H. To entertain the readers about parrot
5. What we called of the first paragraph?
- I. Reorientation
 - J. Complication
 - K. Resolution
 - L. Orientation

Text 2 Questions for number 6 to 10

Magic Leaf

In a small village deep in the heart of China, the local tax collector was feared. He taxed the villagers often. If they had no money, he took their possessions. And when possessions were of no interest to the tax collector, he would beat the taxpayers.

One day, a poor man entered the village. He had heard of the tax collector and his terrible ways. The poor man was carrying a plant that had many beautiful green leaves. The tax collector stopped the poor man before walking any further and told him he had to pay entrance fee if he wanted to walk through the village. The poor man said he had no money, but only the magic tree he was carrying. The tax collector, intrigued, asked what kind of magic tree it was. The poor man explained that it would make the holder of the leaves invisible. The tax collector snatched the tree from the poor man while striking him across the face. The poor man fell to the ground and was left in the dust of the tax collector's horse.

That night, the tax collector picked a leaf from the magic tree and held it up to his forehead. "Wife," he asked, "can you see me?"

His wife looked at him strangely, "Yes, I can see you."

He picked another leaf and held it to his forehead. "Wife," he asked, "can you see me?"

His wife looked at him again, "Yes, I can see you."

And with the third leaf, the wife could still see her husband. Same with the fourth. And so on until it was late at night and the wife was ready to sleep.

"Wife, can you see me now?" he asked, with the last leaf from the tree up to his forehead.

"Husband, I'm tired. No, I can not see you anymore," she said exasperatedly before she closed her eyes to sleep. And her tax-collecting husband smiled.

The next morning, the tax collector held up his magical leaf to his forehead as he walked from store to store. The tax collector thought, "Hmmm, this is truly a magic leaf. No one can see me. No one acknowledges my actions." He continued to pass through the village, and no one said a word to him. No one looked at him in the eye. No one spoke to him, not even when he

took money from the stores. Not even when he took food from the food stands. Every villager saw him, but in fear of beating, they did not speak to him.

The emperor's son was passing through the village that afternoon. He and his entourage were returning from a rewarding hunting expedition. Among his trophies were the pelts of snow leopards and tigers.

The tax collector saw the pelts hanging from the back of the royal saddle. Believing he was still invisible, he held his magic leaf to his forehead and reached out for the pelts.

"Stop! You there! What do you think you're going?" one of the royal guards exclaimed.

The emperor's son shouted, "How dare you steal from me! Did you not think I saw you approach me and attempt to steal my furs? You will pay for this. I will put you away in the palace dungeons." The tax collector was quickly apprehended and taken prisoner. The tax collector feebly tried to explain his tale of the poor man and his magic tree with the leaves to make one invisible. He tried to show the emperor's son the tree, but it had no leaves on it. The emperor's son, tired of listening to the alleged tale, had that tax collector beaten by his guards before continuing on their journey homeward.

Source: September 3, 2010 <http://firehorseportfolio.com/tea/leaf.html>.

6. When the tax collector picked a leaf from the magic...?
 - A. At evening
 - B. At morning
 - C. Middle of the night
 - D. At night
7. Where lived the tax collector?
 - A. Heart of China
 - B. China
 - C. Side of China
 - D. South of China
8. His wife..... him again. "Yes, I can see you"
 - A. Hated
 - B. Liked
 - C. Looked at
 - D. Disliked
9. He continued to pass through the village (Line.29)
The underlined word refers to...
 - E. The emperor
 - F. Tax collector
 - G. Poor man
 - H. Prisoner
10. Which one statement is **TRUE** about the text...?
 - A. A selfish collector
 - B. A generous collector
 - C. A kindheart collector
 - D. A bad collector

Text 3 Questions for number 11 to 13

The Princess and the Pea

There once was a prince who wanted to marry a princess, but it had to be real princess. So he went all over the world looking for a real princess. Everywhere he met young ladies told him they were real princess, but could never be completely sure that this was true. There was always something about them that did not seem quite right. And so, after along time, the prince went back home to his parents and was very sad.

One evening there was a terrible storm. It rained heavily and there was thunder and lightning in the sky above the royal castle. Then there was a knock at the castle gate. The old king went out to see who it could be.

A princess was standing outside the gate. The rain ran down over her hair and clothes and into her shoes. She told the king that she was a real princess, and he asked her to come inside.

“Well, said the old queen. We’ll soon find out if that is true. She went into the guest bedroom and took the mattress and blanket of the bed. Then she put a little green pea on the bed. She put twenty mattress on top of the pea, and then twenty mattress on top of the pea, and then twenty blankets on top of the mattress. This was where the princess was going to spend the night.

The next morning the queen asked the princess how she had slept.

“oh, it was terrible” answered the princess. “I didn’t close my eyes all night. I don’t know what was in my bed, but I lay on something hard, and now I am black and blue all over. It was quite a terrible night.”

Now, the king, the queen and the prince could be sure that this was a real princess she had felt the little pea through twenty mattresses and twenty blankets. Only a real princess will be able to do that.

So the prince married the princess and the pea was put in a museum for everyone to see, unless someone has taken it, it’s still there today.

<http://abidinfaz.blogspot.co.id/2015/01/soal-bahasa-inggris-narrative-text-html>.

11. What is the complication in text above?

- I. The prince went back home
- J. It rained heavily and there was thunder and lightning in the sky
- K. The prince looking for and wanted to marry a real princess
- L. She went put a little green pea on the bed

12. Which paragraph describes the awful look of the Princess when the King and Queen saw her for the first time?

- E. First paragraph
- F. Second paragraph
- G. Third paragraph
- H. Fourth paragraph

13. When the terrible storm was happened in the story...?

- A. One night
- B. One evening
- C. One noon

D. Middle noon

Text 4 Questions for number 14 to 18

The Good Stepmother

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.

Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

'Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

<http://lenyerlinda.blogspot.co.id/2013/09/soal-narrative-pilihan-ganda-2.html>

14. What witch do to Hansel in a cage?

- A. Knocked of hansel
- B. Locked of hansel
- C. Pursue of hansel
- D. Trap of Hansel

15.the stepmother gave her an almighty push (Line. 12)

The underlined word antonym...

- E. Throw up
- F. Pain
- G. Pull
- H. Gain

16. The moral value of the text is?

- A. Don't be frightened to the witch
- B. Love you mother
- C. Keeping the promise
- D. Don't be honest

17. What we knows about the stepmother in the story?

- A. A very good mother
- B. Against mother
- C. A bad mother
- D. A selfish mother

18. Which one statement is **TRUE** in the text?

- A. Beautiful witch
- B. Bad mother
- C. Kindheart mother

D.Challenger of mother

THE ANSWER KEY TRIED OUT TEST AFTER REVISION

Text 1

1. C
2. D
3. B
4. B
5. B

Text 2

6. D
7. A
8. C
9. B
10. D

Text 3

11. C
12. A
13. B

Text 4

14. B
15. C
16. B
17. A
18. C

MA

SAMPLE OF READING TEST OF NARRATIVE TEXTS

General Instructions:

- Say "Bismillahirrahmanirrahim" before doing the test
- Choose the correct answer by crossing A, B, C, or D
- Time provided is 60 minutes

Text 1 Questions for number 1 to 5

The Story of the Smart Parrot

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

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

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

<http://kumpulan-soal-dan-jawaban.blogspot.co.id/2015/05/soal-narrative-tentang-smart-parrot.html>

1. What is the communicative purpose of the story?
A. To retell an event with humorous twist
B. To describe the way things
 C. To entertain the readers
D. To persuade by presenting arguments or to analyze or explain
2. What kind of tenses in the story?
A. Present Simple
B. Present Perfect
 C. Present Continuous
D. Past Simple
3. Where we can find the complication of the story?
A. First and second paragraph
B. Second and third paragraph
C. Second and Fourth paragraph
 D. Third and fourth paragraph

4. What is the social function of the text?
- A. To describe about the smartest parrot
 - B. To explain why parrot could not say Catano
 - C. To persuade the readers to have a wonderful parrot
 - D. To entertain the readers about parrot
5. What we called of the first paragraph?
- A. Resolution
 - B. Orientation
 - C. Reorientation
 - D. Complication

Text 2 Questions for number 6 to 10

Magic Leaf

In a small village deep in the heart of China, the local tax collector was feared. He taxed the villagers often. If they had no money, he took their possessions. And when possessions were of no interest to the tax collector, he would beat the taxpayers.

One day, a poor man entered the village. He had heard of the tax collector and his terrible ways. The poor man was carrying a plant that had many beautiful green leaves. The tax collector stopped the poor man before walking any further and told him he had to pay entrance fee if he wanted to walk through the village. The poor man said he had no money, but only the magic tree he was carrying. The tax collector, intrigued, asked what kind of magic tree it was. The poor man explained that it would make the holder of the leaves invisible. The tax collector snatched the tree from the poor man while striking him across the face. The poor man fell to the ground and was left in the dust of the tax collector's horse.

That night, the tax collector picked a leaf from the magic tree and held it up to his forehead. "Wife," he asked, "can you see me?"

His wife looked at him strangely. "Yes, I can see you."

He picked another leaf and held it to his forehead. "Wife," he asked, "can you see me?"

His wife looked at him again, "Yes, I can see you."

And with the third leaf, the wife could still see her husband. Same with the fourth. And so on until it was late at night and the wife was ready to sleep.

"Wife, can you see me now?" he asked, with the last leaf from the tree up to his forehead.

"Husband, I'm tired. No, I can not see you anymore," she said exasperatedly before she closed her eyes to sleep. And her tax-collecting husband smiled.

The next morning, the tax collector held up his magical leaf to his forehead as he walked from store to store. The tax collector thought, "Hmmm, this is truly a magic leaf. No one can see me. No one acknowledges my actions." He continued to pass through the village, and no one said a word to him. No one looked at him in the eye. No one spoke to him, not even when he took money

from the stores. Not even when he took food from the food stands. Every villager saw him, but in fear of beating, they did not speak to him.

The emperor's son was passing through the village that afternoon. He and his entourage were returning from a rewarding hunting expedition. Among his trophies were the pelts of snow leopards and tigers.

The tax collector saw the pelts hanging from the back of the royal saddle. Believing he was still invisible, he held his magic leaf to his forehead and reached out for the pelts.

"Stop! You there! What do you think you're going?" one of the royal guards exclaimed.

The emperor's son shouted, "How dare you steal from me! Did you not think I saw you approach me and attempt to steal my furs? You will pay for this. I will put you away in the palace dungeons." The tax collector was quickly apprehended and taken prisoner. The tax collector feebly tried to explain his tale of the poor man and his magic tree with the leaves to make one invisible. He tried to show the emperor's son the tree, but it had no leaves on it. The emperor's son, tired of listening to the alleged tale, had the tax collector beaten by his guards before continuing on their journey homeward.

Source: September 3, 2010 <http://firehorseportfolio.com/tea/leaf.html>.

6. When the tax collector picked a leaf from the magic...?

- A. At evening
- B. At morning
- C. Middle of the night
- D. At night

7. Where lived the tax collector?

- A. Heart of China
- B. China
- C. Side of China
- D. South of China

8. His wife.....him again, "Yes, I can see you."

- A. Hated
- B. Liked
- C. Looked at
- D. Disliked

9. He continued to pass through the village (Line.29)

The underlined word refers to...

- A. The emperor
- B. Tax collector
- C. Poor man
- D. Prisoner

10. Which one statement is TRUE about the text...?

- A. A selfish collector
- B. A generous collector
- C. A kindheart collector
- D. A bad collector

Text 3 Questions for number 11 to 13

The Princess and the Pea

There once was a prince who wanted to marry a princess, but it had to be real princess. So, he went all over the world looking for a real princess. Everywhere he met young ladies told him they were real princess, but could never be completely sure that this was true. There was always something about them that did not seem quite right. And so, after along time, the prince went back home to his parents and was very sad.

One evening there was a terrible storm. It rained heavily and there was thunder and lightning in the sky above the royal castle. Then there was a knock at the castle gate. The old king went out to see who it could be.

A princess was standing outside the gate. The rain ran down over her hair and clothes and into her shoes. She told the king that she was a real princess, and he asked her to come inside.

"Well, said the old queen. We'll soon find out if that is true. She went into the guest bedroom and took the mattress and blanket of the bed. Then she put a little green pea on the bed. She put twenty mattress on top of the pea, and then twenty mattress on top of the pea, and then twenty blankets on top of the mattress. This was where the princess was going to spend the night.

The next morning the queen asked the princess how she had slept.

"oh, it was terrible" answered the princess. I didn't close my eyes all night. I don't know what was in my bed, but I lay on something hard, and now I am black and blue all over. It was quite a terrible night."

Now, the king, the queen and the prince could be sure that this was a real princess she had felt the little pea trough twenty mattresses and twenty blankets. Only a real princess will be able to do that.

So, the prince married the princess and the pea was put in a museum for everyone to see, unless someone has taken it, it's still there today.

<http://abictinfaz.blogspot.co.id/2015/01/soal-bahasa-inggris-narrative-text-himl>

11. What is the complication in text above?

- A. The prince went back home
- B. It rained heavily and there was thunder and lightning in the sky
- C. The prince looking for and wanted to marry a real princess
- D. She went put a little green pea on the bed

12. Which paragraph describes the awful look of the Princess when the King and Queen saw her for the first time?

- A. First paragraph
- B. Second paragraph
- C. Third paragraph
- D. Fourth paragraph

13. When the terrible storm was happened in the story...?

- A. One night
- B. One evening
- C. One noon
- D. Middle noon

Text 4 Questions for number 14 to 18

The Good Stepmother

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.

Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

'Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

<http://tenyerlinda.blogspot.co.id/2013/09/soul-narrative-pilihan-ganda-2.html>


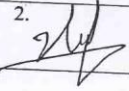






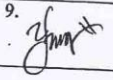


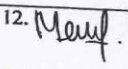
14. What witch do to Hansel in a cage?
A. Knocked of hansel
 B. Locked of hansel
C. Pursue of hansel
D. Trap of hansel
15.the stepmother gave her an almighty push (Line. 12)
The underlined word antonym...
A. Throw up
B. Pain
 C. Pull
D. Gain
16. The moral value of the text is?
A. Don't be frighened to the witch
 B. Love you mother
C. Keeping the promise
D. Don't be honest
17. What we knows about the stepmother in the story?
 A. A very good mother
B. Against mother
C. A bad mother
D. A selfish mother
18. Which one statement is **TRUE** in the text?
A. Beautiful witch
B. Bad mother
 C. Kindheart mother
D. Challenger of mother

72.3

13

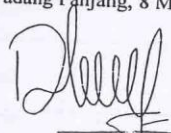
**ATTENDANCE LIST OF TRIED OUT READING TEST
STUDENTS' ABILITY IN COMPREHENDING NARRATIVE TEXTS
(A Study of the Second Grade Students of MA KM Muhammadiyah
Padang Panjang Registered in 2015/2016 Academic Year)**

Date of tried out: 8 Maret 2016

No.	Name	Class	Signature
1.	M. Rizki	XI ITT	1. 
2.	Ahmad Fauzi	XI ITT	2. 
3.	Ihzar Dinilhaq	XI ITT	3. 
4.	Kurnia Afdila	XI ITT	4. 
5.	Redola Hartu	XI ITT	5. 
6.	Wiriya Jelita	XI IPA	6. 
7.	Deon Sani Muharamonth	XI IPA	7. 
8.	Nisa Andini Putri	XI IPA	8. 
9.	Putri Afifah	XI IPA	9. 
10.	Vivi Aldatia	XI IPA	10. 
11.	Husnul Islami Fatoriq	XI IPS	11. 
12.	Mella Velia	XI IPS	12. 

13.			13.
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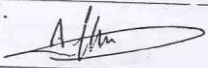
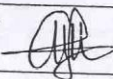


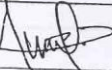



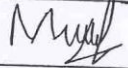
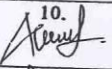


Padang Panjang, 8 Maret 2016



DONA ELVIANA

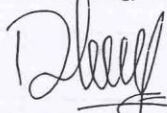
**ATTENDANCE LIST OF SAMPLE READING TEST
STUDENTS' ABILITY IN COMPREHENDING NARRATIVE TEXTS
(A Study of the Second Grade Students of MA KM Muhammadiyah
Padang Panjang Registered in 2015/2016 Academic Year)**

Date of sample: 12 Maret 2016

No.	Name	Class	Signature
1.	Alfita Rianis	XI ITT	1. 
2.	Aulia Urrahmah	XI ITT	2. 
3.	Dandi Fermadi	XI ITT	3. 
4.	Fahmi Rijal Afdhali	XI ITT	4. 
5.	Faiz Muammal Hasibuan	XI ITT	5. 
6.	Habibur Rahman	XI ITT	6. 
7.	Ilham Zulyandi	XI ITT	7. 
8.	Maihendra	XI ITT	8. 
9.	Miftahul Fikri	XI ITT	9. 
10.	Muhammad Adriansyah	XI ITT	10. 
11.	Muhammad Fadil Mubaraq	XI ITT	11. 
12.	Nanda Afriani	XI ITT	12. 

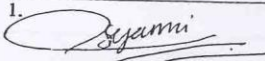

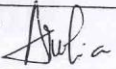








13.	Nurfadhila Arma	XI ITT	13. 
14.	Rahmatul Siddiq	XI ITT	14. 
15.	Rantika Wahyu	XI ITT	15. 
16.	Remi Gusti Hidayah	XI ITT	16. 
17.	Romi Chandra	XI ITT	17. 
18.	Siti Mutia Azhari	XI ITT	18. 
19.	Uci Mahrani	XI ITT	19. 
20.			20.

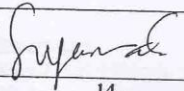


Padang Panjang, 12 Maret 2016


DONA ELVIANA

**ATTENDANCE LIST OF SAMPLE READING TEST
STUDENTS' ABILITY IN COMPREHENDING NARRATIVE TEXTS
(A Study of the Second Grade Students of MA KM Muhammadiyah
Padang Panjang Registered in 2015/2016 Academic Year)**

Date of sample: 12 Maret 2016

No.	Name	Class	Signature
1.	Andhira Syamni Siregar	XI IPA	1. 
2.	Arzila Nurshafara	XI IPA	2. 
3.	Aulia Rahmatul Azizah	XI IPA	3. 
4.	Dery Sriwahyuni	XI IPA	4. 
5.	Hasanatul Khairiya Ilham	XI IPA	5. 
6.	Irma Darmayanti	XI IPA	6. 
7.	Mina Sabrina	XI IPA	7. 
8.	Nora Febriani	XI IPA	8. _____
9.	Nur Fazila	XI IPA	9. 
10.	Nurul Natasa	XI IPA	10. 
11.	Rezha Marfiana	XI IPA	11. 
12.	Suli Sri Rezeki	XI IPA	12. 


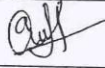







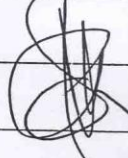


13.	Syarah Khairani	XI IPA	13. 
14.	Taufik Hidayat	XI IPA	14. 
15.	Wiffy Zalina Putri	XI IPA	15. 
16.			16.


Padang Panjang, 12 Maret 2016


DONA ELVIANA

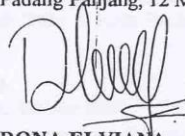
**ATTENDANCE LIST OF SAMPLE READING TEST
STUDENTS' ABILITY IN COMPREHENDING NARRATIVE TEXTS
(A Study of the Second Grade Students of MA KM Muhammadiyah
Padang Panjang Registered in 2015/2016 Academic Year)**

Date of sample: 12 Maret 2016

No.	Name	Class	Signature
1.	Adly Azhar Anshari	XI IPS	1. 
2.	Akram Aulia Asti	XI IPS	2. 
3.	Delita	XI IPS	3. 
4.	Dinda Paramitha	XI IPS	4. 
5.	Eliya Murni	XI IPS	5. 
6.	Firmansyah	XI IPS	6. 
7.	Gusti Mayang Sari	XI IPS	7. 
8.	Miftahul Fadli	XI IPS	8. 
9.	Novrika Handayani	XI IPS	9. 
10.	Randi Pratama	XI IPS	10. 
11.	Septi Irawani	XI IPS	11. 
12.	Ulfa Yulia	XI IPS	12. 

13.	Yoga Pratama	XI IPS	13. 
14.			14.

Padang Panjang, 12 Maret 2016


DONA ELVIANA



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
BATUSANGKAR

Jl. Sudirman No.137 Kuburajo Lima Kaum Batusangkar 27213, Telp. (0752) 71150, Ext 135, Fax. (0752) 71879
http://www.stainbatusangkar.ac.id e-mail: p3m.stainbatusangkar@gmail.com

Batusangkar, 04 Agustus 2015

Nomor : Sti.02/IX/TL.00/ 11 80 /2015
Lampiran : 1 (satu) eksemplar
Hal : **Mohon Penerbitan Surat Izin Penelitian**

Kepada Yth.
Bupati Tanah Datar
Cq. Kepala Kantor KESBANGPOL Kabupaten Tanah Datar
di
Batusangkar

Assalamu'alaikum Wr. Wb.
Dengan hormat,

Dengan ini disampaikan kepada Bapak/Ibu bahwa Mahasiswa yang namanya tersebut di bawah ini:

Nama / NIM : Vita Permata Kasih / 11201069
Tempat, Tanggal Lahir : Batam, 17 September 1990
NoKTP : 1304045709900001
Jurusan : Syariah dan Ekonomi Islam
Prodi : Ahwal AI-Syakhsyiyah
Alamat : Jorong Koto Nagari Labuah Kecamatan Lima Kaum Kabupaten Tanah Datar

akan melakukan pengumpulan data untuk proses Penulisan Laporan Hasil Penelitiannya sebagai berikut:

Judul : *Tinjauan Hukum Islam terhadap Pelaksanaan Pembagian Warisan atas Harta Penghasilan (Studi Kasus di Kenagarian Labuah Kecamatan Lima Kaum Kabupaten Tanah Datar)*
Lokasi : Di Kenagarian Labuah
Waktu : 5 Agustus s.d 5 Oktober 2015
Dosen Pembimbing I : Dra. Elimartati, M.Ag.
Dosen Pembimbing II : Zulkifli, S.Ag., M.H.I.

untuk itu, diharapkan kiranya Bapak/Ibu berkenan menerbitkan surat izin penelitian dalam rangka pelaksanaan penelitian mahasiswa yang bersangkutan.

Demikian disampaikan, atas bantuannya diucapkan terimakasih.


a.n. Ketua,
Kepala Pusat Penelitian dan
Pengabdian kepada Masyarakat
Ulya Abrani, S.H., M.Hum.
NIP. 197503031999031004

Tembusan disampaikan kepada Yth.

1. Ketua STAIN Batusangkar (Sebagai Laporan)
2. Wakil Ketua Bidang Akademik dan Pengembangan Lembaga (Sebagai Laporan)
3. Ketua Jurusan Syariah dan Ekonomi Islam STAIN Batusangkar.
4. Ketua Program Studi Ahwal AI-Syakhsyiyah STAIN Batusangkar.
5. Pertinggal



**PEMERINTAH KOTA PADANG PANJANG
KANTOR PELAYANAN PERIZINAN TERPADU**

Jl. Sultan Syahrir No 150 Kelurahan Silaing Bawah Kota Padang Panjang
Telp. ☎ (0752) 485395 Fax. ☎ (0752) 485395

REKOMENDASI IZIN MELAKSANAKAN PENELITIAN

Nomor : 070/039/KPPT.NP- PP/ II -2016

Setelah mempelajari Surat dari a.n Ketua, Kepala Pusat Penelitian dan Pengabdian Pada Masyarakat STAIN Batusangkar Nomor : Sti.02/IX/TL.00/202.H/2016 Tanggal 03 Februari 2016 perihal Mohon Penerbitan Surat Izin Penelitian dengan ini kami menyatakan tidak keberatan atas maksud melaksanakan Penelitian/Permintaan Data di Kota Padang Panjang yang dilakukan oleh :

N a m a : **DONA ELVIANA**
Tempat /Tanggal Lahir : Tanjung Barulak, 10 Mei 1991
Alamat : Tanjung Barulak, Kecamatan Batipuh
No. Kartu Identitas : 1304025005910008
Pekerjaan : Mahasiswi
Judul Penelitian : Student's Ability In Comprehending Narrative Text (A Study Of The Second Grade Students Of MA KM Muhammadiyah Padang Panjang Registered in 2015/2016 Academic Year
Lokasi Penelitian : MA KM Muhammadiyah
Lama Penelitian : 05 Februari s/d 05 April 2016

Dalam rangka mengadakan penelitian, peneliti diwajibkan/diharuskan memenuhi ketentuan sebagai berikut :

1. Peneliti harus melaporkan diri kepada pihak yang berwenang di tempat penelitian.
2. Penelitian dilakukan sesuai dengan ketentuan yang berlaku ditempat penelitian.
3. Peneliti diwajibkan menyampaikan laporan hasil penelitian kepada Walikota Padang Panjang melalui Kantor Pelayanan Perizinan Terpadu Kota Padang Panjang.
4. Peneliti dilarang melakukan penelitian di luar hal-hal yang telah ditetapkan oleh pihak yang berwenang di tempat penelitian.
5. Apabila penelitian yang dilakukan tidak sesuai dengan ketentuan tersebut di atas, maka izin penelitian ini dicabut kembali.

Demikianlah izin penelitian ini diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Padang Panjang, 05 Februari 2016

**An. WALIKOTA PADANG PANJANG
An.KEPALA KANTOR PELAYANAN PERIZINAN TERPADU
KOTA PADANG PANJANG**



**Dra. TUTI ABDUL RAJAB, MM
NIP. 19670715 199803 2 001**

Tembusan :

1. Kepala BPBD Kesbangpol Kota Padang Panjang di Padang Panjang
2. Kepala MA KM Muhammadiyah Padang Panjang di Padang Panjang
3. Arsip



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PONDOK PESANTREN KAUMAN MUHAMMADIYAH
مدرسة الاحياء كلية مبعث محمدية
MADRASAH ALIYAH KULLIYATUL MUBALLIGHIEN MUHAMMADIYAH
(MAKMM)



TERAKREDITASI A

Jl. R.I. Df. Sinaro Panjang No. 28, RT.08 Kauman Padang Panjang - Sumatera Barat 27121, Telp. (0752) 83421 e-mail: kmmuhammadiyah@yahoo.com

Nomor : 114/III.4.AU/F/2016
Lampiran : -
Perihal : Izin Penelitian

Padang Panjang, 09 Februari 2016

Kepada Sdr/i .
Dona Elviana
Di

Tempat

Assalamu'alaikum Wr. Wb.

Menindaklanjuti surat dari Kantor Pelayanan Perizinan Terpadu nomor : 070/039/KPPT.NP-PP/II-2016 perihal Rekomendasi Izin Melaksanakan Penelitian kepada :

Nama : Dona Elviana
Tempat/Tanggal LAhir : Tanjung Barulak/ 10 Mei 1991
Lama Penelitian : 05 Februari 2016 s/d 05 April 2016
Lokasi : MA KMM Kauman Padang Panjang
Judul : Student's ability in Comprehending Narrative Text
(A Study of The Second Grade Students of MA KM Muhammadiyah Padang Panjang Registered in 2015/2016 Academic Year)

setelah kami pelajari dan pertimbangkan, maka kami memberikan izin penelitian kepada yang namanya tercantum diatas selama waktu yang telah ditentukan tersebut, dengan ketentuan :

1. Peneliti harus berkoordinasi dengan wakil kepala madrasah/guru bidang study dan wali kelas.
2. Kegiatan Penelitian tidak mengganggu kegiatan pembelajaran.
3. Penelitian dilakukan pada waktu yang telah ditentukan.
4. Peneliti wajib menyampaikan laporan hasil penelitian kepada kepala madrasah.

Demikianlah surat izin ini kami keluarkan untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.



Kepala Madrasah,

Derliana, MA
NIP. 19780825 200710 2 003