

APPENDICES

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**OBSERVATION
CHECK LIST**

OBSERVATION CHECK LIST
IMPROVING READING ABILITY THROUGH CONTEXTUAL
GUESSING MEANING TECHNIQUE

School Name : MTs Dipo Kerti

Lesson Year : 2014/2015

Class/Year : 2/1

Material Lesson : Narrative Text

Cycle : 2

Name	Participation				Attention				Presentation			
	4	3	2	1	4	3	2	1	4	3	2	1
DYIS		√					√				√	
AP			√				√				√	
VK			√			√					√	
EDK		√					√				√	
EYS		√					√			√		
SRH			√				√				√	
A				√			√					√
RS			√				√			√		
LCD			√				√				√	
MN				√			√				√	
AR			√				√				√	
FW			√				√				√	
SA			√				√				√	
SH			√				√				√	
SL				√			√				√	
SPL			√				√				√	
W			√				√				√	
AF			√				√				√	

NH			√				√				√	
NM				√			√			√		
DM			√				√				√	
NAK			√			√					√	
DS			√				√				√	
MW			√				√				√	
RA			√				√				√	
RF			√			√					√	
YH		√					√				√	
SN			√					√			√	

Note:

4: Very Good

3: Good

2: Enough

1: Not Enough

Ponorogo, 07-09-2015

Collaborator

Diyah Fauziana, S.Pd.I

OBSERVATION CHECK LIST
IMPROVING READING ABILITY THROUGH CONTEXTUAL
GUESSING MEANING TECHNIQUE

School Name : MTs Dipo Kerti
 Lesson Year : 2014/2015
 Class/Year : 2/1
 Material Lesson : Narrative Text
 Cycle : 1

Name	Participation				Attention				Presentation			
	4	3	2	1	4	3	2	1	4	3	2	1
DYIS	√					√			√			
AP		√				√					√	
VK		√				√					√	
EDK	√					√				√		
EYS	√				√					√		
SRH			√			√					√	
A			√				√				√	
RS		√				√				√		
LCD			√			√				√		
MN			√			√				√		
AR			√			√				√		
FW		√				√					√	
SA		√				√					√	
SH			√				√				√	
SL		√					√				√	
SPL		√					√				√	
W			√			√			√			
AF		√				√				√		

NH			√			√			√			
NM			√				√			√		
DM			√			√					√	
NAK		√				√				√		
DS		√				√				√		
MW		√				√				√		
RA						√				√		
RF						√				√		
YH						√				√		
SN			√					√			√	

Note:

4: Very Good

3: Good

2: Enough

1: Not Enough

Ponorogo, 14-09-2015

Collaborator

Diyah Fauziana, S.Pd.I

APPENDIX 1

OBSERVATION CHECKLIST RESULT

NO	Nama	Activity		
		Participation	Attention	Enthusiasm
1	DYIS	3	3	2
2	AP	2	2	2
3	VK	2	3	2
4	EDK	3	2	2
5	EYS	3	2	2
6	SRH	2	2	2
7	A	1	2	1
8	RS	2	2	2
9	LCD	2	2	2
10	MN	1	2	2
11	AR	2	2	2
12	FW	2	2	2
13	SA	2	2	2
14	SH	2	2	2
15	SL	1	2	2
16	SPL	2	2	2
17	W	2	2	2
18	AF	2	2	2
19	NH	2	1	2
20	NM	1	2	1
21	DM	2	2	2
22	NAK	2	3	2
23	DS	2	2	2
24	MW	2	2	2
25	RA	2	2	2
26	RF	2	3	2
27	YH	3	2	2
28	SN	2	1	2
Total		58	59	56
Maximun		116	116	116
Percentage		50%	50,07%	46,06%

APPENDIX2

RESULT OF TEST ITEM CYCLE 1

NO	Name	Score	Classification
1	AP	85	A
2	DYIS	85	A
3	EN	85	A
4	VK	80	A
5	EYS	80	A
6	EDK	80	A
7	SRH	80	A
8	MN	75	B
9	RS	75	B
10	LCD	75	B
11	A	75	B
12	AR	70	B
13	SH	70	B
14	SA	70	B
15	FW	70	B
16	SL	65	C
17	AF	65	C
18	W	65	C
19	SPL	60	C
20	NH	60	C
21	NAK	60	C
22	DM	60	C
23	NM	55	D
24	DS	55	D
25	MW	55	D
26	SN	50	D
27	RF	50	D
28	YH	50	D
29	RA	50	D

APPENDIX 3

RESULT OF TEST ITEM CYCLE 2

NO	Name	Score	Classification
1	DYIS	100	A
2	AP	95	A
3	EN	95	A
4	VK	90	A
5	EDK	85	A
6	EYS	85	A
7	SRH	85	A
8	A	85	A
9	RS	85	A
10	LCD	80	A
11	MN	80	A
12	AR	80	A
13	FW	80	A
14	SA	80	A
15	SH	75	B
16	SL	75	B
17	SPL	75	B
18	W	75	B
19	AF	75	B
20	NH	75	B
21	NM	70	B
22	DM	70	B
23	NAK	70	B
24	DS	70	B
25	MW	70	B
26	RA	70	B
27	RF	70	B
28	YH	70	B
29	SN	70	B

The number of students who got score based on its classification, the data were presented below:

Score	Classification	Σ Students	Percentage
80-100	A/Extremely Good	14	48,28%
70-79	B/Good	15	51,72%
60-69	C/Fair	0	0%
50-59	D/Low	0	0%
0-49	Eextremely low	0	0%

APPENDIX 4

QUESTIONNAIRE OF CYCLE 2

NO	Nama	Activity		
		Participation	Attention	Enthusiasm
1	DYIS	4	3	4
2	AP	3	3	2
3	VK	3	3	3
4	EDK	4	3	3
5	EYS	4	4	3
6	SRH	3	3	2
7	A	2	2	2
8	RS	3	3	3
9	LCD	2	3	3
10	MN	2	3	3
11	AR	2	3	2
12	FW	3	3	2
13	SA	3	3	3
14	SH	2	2	2
15	SL	3	2	3
16	SPL	3	2	2
17	W	2	2	3
18	AF	3	3	3
19	NH	2	2	3
20	NM	2	2	2
21	DM	2	3	3
22	NAK	3	3	3
23	DS	3	3	3
24	MW	3	3	3
25	RA	2	3	2
26	RF	2	3	3
27	YH	4	3	3
28	SN	2	1	2
Total		77	76	78
Maximun		116	116	116
Percentage		66,04%	65,51%	67,24%

Note:

A : Very Good

B : Good

C : Enough

D : Not enough

Percentage criteria of score:

>65 : Very active

51%-65% : Active

36%-50% : Less active

>36% : Not active

QUESTIONNAIRE

CYCLE 1

Name: Ahmad Panji

1. Apakah kamu tahu metode Contextual Guessing Meaning?
 - a. Sangat tahu
 - b. Tahu
 - c. Kurang tahu
 - d. Tidak tahu

2. Apakah Contextual Guessing Meaning dapat membuat anda termotivasi untuk memahami bacaan di saat pelajaran membaca?
 - a. Sangat termotivasi
 - b. Termotivasi
 - c. Kurang termotivasi
 - d. Tidak termotivasi

3. Apakah Contextual Guessing Meaning membuat anda tertarik mengikuti pelajaran bahasa Inggris khususnya reading?
 - a. Sangat tertarik
 - b. Tertarik
 - c. Kurang tertarik
 - d. Tidak tertarik

4. Apakah anda senang mengikuti kegiatan membaca melalui Contextual Guessing Meaning?
 - a. Sangat senang
 - b. Senang
 - c. Kurang senang

- d. Tidak senang
5. Apakah anda setuju jika suatu saat guru menggunakan Contextual Guessing Meaning lagi?
- a. Sangat setuju
 - b. Setuju
 - c. Kurang setuju
 - d. Tidak setuju
6. Apakah Contextual Guessing Meaning memudahkan anda dalam memahami bacaan?
- a. Sangat memudahkan
 - b. Mudah
 - c. Kurang mudah
 - d. Tidak mudah
7. Apakah Contextual Guessing Meaning membantu anda merasa nyaman dalam membaca?
- a. Sangat nyaman
 - b. Nyaman
 - c. Kurang nyaman
 - d. Tidak nyaman

Name: Dafa Y.I.S

1. Apakah kamu tahu metode Contextual Guessing Meaning?
 - a. Sangat tahu
 - b. Tahu
 - c. Kurang tahu
 - d. Tidak tahu

2. Apakah Contextual Guessing Meaning dapat membuat anda termotivasi untuk memahami bacaan di saat pelajaran membaca?
 - a. Sangat termotivasi
 - b. Termotivasi
 - c. Kurang termotivasi
 - d. Tidak termotivasi

3. Apakah Contextual Guessing Meaning membuat anda tertarik mengikuti pelajaran bahasa Inggris khususnya reading?
 - e. Sangat tertarik
 - f. Tertarik
 - g. Kurang tertarik
 - h. Tidak tertarik

4. Apakah anda senang mengikuti kegiatan membaca melalui Contextual Guessing Meaning?
 - a. Sangat senang
 - b. Senang
 - c. Kurang senang

- d. Tidak senang
5. Apakah anda setuju jika suatu saat guru menggunakan Contextual Guessing Meaning lagi?
- a. Sangat setuju
 - b. Setuju
 - c. Kurang setuju
 - d. Tidak setuju
6. Apakah Contextual Guessing Meaning memudahkan anda dalam memahami bacaan?
- a. Sangat memudahkan
 - b. Mudah
 - c. Kurang mudah
 - d. Tidak mudah
7. Apakah Contextual Guessing Meaning membantu anda merasa nyaman dalam membaca?
- a. Sangat nyaman
 - b. Nyaman
 - c. Kurang nyaman
 - d. Tidak nyaman

Name: Emilia Yuanita S

1. Apakah kamu tahu metode Contextual Guessing Meaning?
 - a. Sangat tahu
 - b. Tahu
 - c. Kurang tahu
 - d. Tidak tahu
2. Apakah Contextual Guessing Meaning dapat membuat anda termotivasi untuk memahami bacaan di saat pelajaran membaca?
 - a. Sangat termotivasi
 - b. Termotivasi
 - c. Kurang termotivasi
 - d. Tidak termotivasi
3. Apakah Contextual Guessing Meaning membuat anda tertarik mengikuti pelajaran bahasa Inggris khususnya reading?
 - a. Sangat tertarik
 - b. Tertarik
 - c. Kurang tertarik
 - d. Tidak tertarik
4. Apakah anda senang mengikuti kegiatan membaca melalui Contextual Guessing Meaning?
 - a. Sangat senang
 - b. Senang
 - c. Kurang senang

- d. Tidak senang
5. Apakah anda setuju jika suatu saat guru menggunakan Contextual Guessing Meaning lagi?
- a. Sangat setuju
 - b. Setuju
 - c. Kurang setuju
 - d. Tidak setuju
6. Apakah Contextual Guessing Meaning memudahkan anda dalam memahami bacaan?
- a. Sangat memudahkan
 - b. Mudah
 - c. Kurang mudah
 - d. Tidak mudah
7. Apakah Contextual Guessing Meaning membantu anda merasa nyaman dalam membaca?
- a. Sangat nyaman
 - b. Nyaman
 - c. Kurang nyaman
 - d. Tidak nyaman

Name: Saiful Arifin

1. Apakah kamu tahu metode Contextual Guessing Meaning?
 - a. Sangat tahu
 - b. Tahu
 - c. Kurang tahu
 - d. Tidak tahu
2. Apakah Contextual Guessing Meaning dapat membuat anda termotivasi untuk memahami bacaan di saat pelajaran membaca?
 - a. Sangat termotivasi
 - b. Termotivasi
 - c. Kurang termotivasi
 - d. Tidak termotivasi
3. Apakah Contextual Guessing Meaning membuat anda tertarik mengikuti pelajaran bahasa Inggris khususnya reading?
 - a. Sangat tertarik
 - b. Tertarik
 - c. Kurang tertarik
 - d. Tidak tertarik
4. Apakah anda senang mengikuti kegiatan membaca melalui Contextual Guessing Meaning?
 - a. Sangat senang
 - b. Senang
 - c. Kurang senang

- d. Tidak senang
5. Apakah anda setuju jika suatu saat guru menggunakan Contextual Guessing Meaning lagi?
- a. Sangat setuju
 - b. Setuju
 - c. Kurang setuju
 - d. Tidak setuju
6. Apakah Contextual Guessing Meaning memudahkan anda dalam memahami bacaan?
- a. Sangat memudahkan
 - b. Mudah
 - c. Kurang mudah
 - d. Tidak mudah
7. Apakah Contextual Guessing Meaning membantu anda merasa nyaman dalam membaca?
- a. Sangat nyaman
 - b. Nyaman
 - c. Kurang nyaman
 - d. Tidak nyaman

Name: Shulendra

1. Apakah kamu tahu metode Contextual Guessing Meaning?
 - a. Sangat tahu
 - b. Tahu
 - c. Kurang tahu
 - d. Tidak tahu
2. Apakah Contextual Guessing Meaning dapat membuat anda termotivasi untuk memahami bacaan di saat pelajaran membaca?
 - a. Sangat termotivasi
 - b. Termotivasi
 - c. Kurang termotivasi
 - d. Tidak termotivasi
3. Apakah Contextual Guessing Meaning membuat anda tertarik mengikuti pelajaran bahasa Inggris khususnya reading?
 - a. Sangat tertarik
 - b. Tertarik
 - c. Kurang tertarik
 - d. Tidak tertarik
4. Apakah anda senang mengikuti kegiatan membaca melalui Contextual Guessing Meaning?
 - a. Sangat senang
 - b. Senang
 - c. Kurang senang

- d. Tidak senang
5. Apakah anda setuju jika suatu saat guru menggunakan Contextual Guessing Meaning lagi?
- a. Sangat setuju
 - b. Setuju
 - c. Kurang setuju
 - d. Tidak setuju
6. Apakah Contextual Guessing Meaning memudahkan anda dalam memahami bacaan?
- a. Sangat memudahkan
 - b. Mudah
 - c. Kurang mudah
 - d. Tidak mudah
7. Apakah Contextual Guessing Meaning membantu anda merasa nyaman dalam membaca?
- a. Sangat nyaman
 - b. Nyaman
 - c. Kurang nyaman
 - d. Tidak nyaman

QUESTIONNAIRE

CYCLE 2

Name: Ahmad Panji

1. Apakah kamu tahu metode Contextual Guessing Meaning?
 - a. Sangat tahu
 - b. Tahu
 - c. Kurang tahu
 - d. Tidak tahu
2. Apakah Contextual Guessing Meaning dapat membuat anda termotivasi untuk memahami bacaan di saat pelajaran membaca?
 - a. Sangat termotivasi
 - b. Termotivasi
 - c. Kurang termotivasi
 - d. Tidak termotivasi
3. Apakah Contextual Guessing Meaning membuat anda tertarik mengikuti pelajaran bahasa Inggris khususnya reading?
 - a. Sangat tertarik
 - b. Tertarik
 - c. Kurang tertarik
 - d. Tidak tertarik
4. Apakah anda senang mengikuti kegiatan membaca melalui Contextual Guessing Meaning?
 - a. Sangat senang
 - b. Senang
 - c. Kurang senang

- d. Tidak senang
5. Apakah anda setuju jika suatu saat guru menggunakan Contextual Guessing Meaning lagi?
- a. Sangat setuju
 - b. Setuju
 - c. Kurang setuju
 - d. Tidak setuju
6. Apakah Contextual Guessing Meaning memudahkan anda dalam memahami bacaan?
- a. Sangat memudahkan
 - b. Mudah
 - c. Kurang mudah
 - d. Tidak mudah
7. Apakah Contextual Guessing Meaning membantu anda merasa nyaman dalam membaca?
- a. Sangat nyaman
 - b. Nyaman
 - c. Kurang nyaman
 - d. Tidak nyaman

Name: Dafa Y.I.S

1. Apakah kamu tahu metode Contextual Guessing Meaning?
 - a. Sangat tahu
 - b. Tahu
 - c. Kurang tahu
 - d. Tidak tahu
2. Apakah Contextual Guessing Meaning dapat membuat anda termotivasi untuk memahami bacaan di saat pelajaran membaca?
 - a. Sangat termotivasi
 - b. Termotivasi
 - c. Kurang termotivasi
 - d. Tidak termotivasi
3. Apakah Contextual Guessing Meaning membuat anda tertarik mengikuti pelajaran bahasa Inggris khususnya reading?
 - a. Sangat tertarik
 - b. Tertarik
 - c. Kurang tertarik
 - d. Tidak tertarik
4. Apakah anda senang mengikuti kegiatan membaca melalui Contextual Guessing Meaning?
 - a. Sangat senang
 - b. Senang
 - c. Kurang senang

- d. Tidak senang
5. Apakah anda setuju jika suatu saat guru menggunakan Contextual Guessing Meaning lagi?
- a. Sangat setuju
 - b. Setuju
 - c. Kurang setuju
 - d. Tidak setuju
6. Apakah Contextual Guessing Meaning memudahkan anda dalam memahami bacaan?
- a. Sangat memudahkan
 - b. Mudah
 - c. Kurang mudah
 - d. Tidak mudah
7. Apakah Contextual Guessing Meaning membantu anda merasa nyaman dalam membaca?
- a. Sangat nyaman
 - b. Nyaman
 - c. Kurang nyaman
 - d. Tidak nyaman

Name: Emilia Yunita Sari

1. Apakah kamu tahu metode Contextual Guessing Meaning?
 - a. Sangat tahu
 - b. Tahu
 - c. Kurang tahu
 - d. Tidak tahu
2. Apakah Contextual Guessing Meaning dapat membuat anda termotivasi untuk memahami bacaan di saat pelajaran membaca?
 - a. Sangat termotivasi
 - b. Termotivasi
 - c. Kurang termotivasi
 - d. Tidak termotivasi
3. Apakah Contextual Guessing Meaning membuat anda tertarik mengikuti pelajaran bahasa Inggris khususnya reading?
 - a. Sangat tertarik
 - b. Tertarik
 - c. Kurang tertarik
 - d. Tidak tertarik
4. Apakah anda senang mengikuti kegiatan membaca melalui Contextual Guessing Meaning?
 - a. Sangat senang
 - b. Senang
 - c. Kurang senang

- d. Tidak senang
5. Apakah anda setuju jika suatu saat guru menggunakan Contextual Guessing Meaning lagi?
- a. Sangat setuju
 - b. Setuju
 - c. Kurang setuju
 - d. Tidak setuju
6. Apakah Contextual Guessing Meaning memudahkan anda dalam memahami bacaan?
- a. Sangat memudahkan
 - b. Mudah
 - c. Kurang mudah
 - d. Tidak mudah
7. Apakah Contextual Guessing Meaning membantu anda merasa nyaman dalam membaca?
- a. Sangat nyaman
 - b. Nyaman
 - c. Kurang nyaman
 - d. Tidak nyaman

Name: Saiful Arifin

1. Apakah kamu tahu metode Contextual Guessing Meaning?
 - a. Sangat tahu
 - b. Tahu
 - c. Kurang tahu
 - d. Tidak tahu
2. Apakah Contextual Guessing Meaning dapat membuat anda termotivasi untuk memahami bacaan di saat pelajaran membaca?
 - a. Sangat termotivasi
 - b. Termotivasi
 - c. Kurang termotivasi
 - d. Tidak termotivasi
3. Apakah Contextual Guessing Meaning membuat anda tertarik mengikuti pelajaran bahasa Inggris khususnya reading?
 - a. Sangat tertarik
 - b. Tertarik
 - c. Kurang tertarik
 - d. Tidak tertarik
4. Apakah anda senang mengikuti kegiatan membaca melalui Contextual Guessing Meaning?
 - a. Sangat senang
 - b. Senang
 - c. Kurang senang

- d. Tidak senang
5. Apakah anda setuju jika suatu saat guru menggunakan Contextual Guessing Meaning lagi?
- a. Sangat setuju
 - b. Setuju
 - c. Kurang setuju
 - d. Tidak setuju
6. Apakah Contextual Guessing Meaning memudahkan anda dalam memahami bacaan?
- a. Sangat memudahkan
 - b. Mudah
 - c. Kurang mudah
 - d. Tidak mudah
7. Apakah Contextual Guessing Meaning membantu anda merasa nyaman dalam membaca?
- a. Sangat nyaman
 - b. Nyaman
 - c. Kurang nyaman
 - d. Tidak nyaman

Name: Shulendra

1. Apakah kamu tahu metode Contextual Guessing Meaning?
 - a. Sangat tahu
 - b. Tahu
 - c. Kurang tahu
 - d. Tidak tahu
2. Apakah Contextual Guessing Meaning dapat membuat anda termotivasi untuk memahami bacaan di saat pelajaran membaca?
 - a. Sangat termotivasi
 - b. Termotivasi
 - c. Kurang termotivasi
 - d. Tidak termotivasi
3. Apakah Contextual Guessing Meaning membuat anda tertarik mengikuti pelajaran bahasa Inggris khususnya reading?
 - a. Sangat tertarik
 - b. Tertarik
 - c. Kurang tertarik
 - d. Tidak tertarik
4. Apakah anda senang mengikuti kegiatan membaca melalui Contextual Guessing Meaning?
 - a. Sangat senang
 - b. Senang
 - c. Kurang senang

- d. Tidak senang
5. Apakah anda setuju jika suatu saat guru menggunakan Contextual Guessing Meaning lagi?
- a. Sangat setuju
 - b. Setuju
 - c. Kurang setuju
 - d. Tidak setuju
6. Apakah Contextual Guessing Meaning memudahkan anda dalam memahami bacaan?
- a. Sangat memudahkan
 - b. Mudah
 - c. Kurang mudah
 - d. Tidak mudah
7. Apakah Contextual Guessing Meaning membantu anda merasa nyaman dalam membaca?
- a. Sangat nyaman
 - b. Nyaman
 - c. Kurang nyaman
 - d. Tidak nyaman

APPENDIX 5

FIELD NOTE

1. Cycle 1

<p>First Meeting</p> <p>Monday, 07th of September 2015</p>	<ol style="list-style-type: none">1. Most of students look enthusiastic when the researcher taught their class.2. Some of students do not understand about narrative text.3. Most of students are wondering about contextual guessing meaning technique.4. The students are quite in the first meeting.
<p>Second Meeting</p> <p>Friday, 11th of September 2015</p>	<ol style="list-style-type: none">1. Enthusiastic to do the activities are low.2. The students look still confused to find information in the text because they do not know the meaning of word in text.3. The students are noisy. Mainly it was caused by questions to the researcher about vocabulary in text and they throw dictionary one another so they made noisy in the class.4. The students look still confused to find the difficult words using contextual guessing meaning technique.

2. Cycle 2

Third Meeting Monday, 14 th of September 2015	<ol style="list-style-type: none">1. Enthusiastic to do the activities are increasing.2. The students do not confuse to do the activities (step or procedure of contextual guessing meaning technique) anymore.3. The students do not confuse about the difficult words because the researcher have made a series of picture in contextual guessing meaning technique.4. Most of students are very enthusiastic and glad with the activity of guessing the demo of the picture card.
Fourth Meeting Friday, 18 th of September 2015	<ol style="list-style-type: none">1. The class is eager to do the test, and they do not make a noise and ask to the other students about the verb which is used for the sentence anymore.2. The students are glad with the reward given.3. Parting with students

Collaborator

DIYAH FAUZIANA, S.Pd I

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

- Sekolah : MTs Dipo Kerti
- Mata Pelajaran : Bahasa Inggris
- Kelas/Semester : VII/I
- Aspek/Skill : Reading
- Alokasi Waktu : 2 x 45 Menit
- Standar Kompetensi :5. Memahami makna teks fungsional pendek dan essei sederhana berbentuk report, narrative and analytical exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan
- Kompetensi Dasar : 5.2 . Merespon makna dan langkah retorika dalam essei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu.

Indikator

- 1) Menentukan gagasan pokok dari teks narrative yang dibaca
- 2) Menceritakan kembali makna kata dalam teks narrative yang dibaca
- 3) Menyebutkan tokoh-tokoh dalam teks narrative yang dibaca

A. Tujuan Pembelajaran

Peserta didik dapat:

- 1) Menentukan gagasan pokok dari teks narrative yang dibaca
- 2) Menceritakan kembali makna kata dalam teks narrative yang dibaca

3) Menyebutkan tokoh-tokoh dalam teks narrative yang dibaca

B. Materi Pembelajaran

Narrative teks adalah suatu cerita di masa lampau

Struktur teks:- Orientasi adalah pengenalan tokoh

- Komplikasi adalah pengembangan konflik
- Resolusi adalah penyelesaian konflik

Tujuan komunikatif teks adalah menghibur pendengar atau pembaca dengan pengalaman nyata dan khayal. Ciri narrative adalah adanya unsur konflik dan resolusi jumlah masalah atau penyelesaiannya mungkin hanya satu atau lebih.

Contoh teks tulis berbentuk Narrative

The Legend of Toba Lake

Once upon a time, there was a handsome man. His name was Batara Guru Sahala. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.

Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He fell in love with that fish-woman. The woman wanted to marry with him and said that Batara Guru had to keep the secret which she had been a fish. Batara Guru agreed and promised that he would never tell anybody about it.

They were married happily. They had two daughters. One day Batara Guru got very angry with his daughters. He could not control his mad. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They found their mother and talked her about it.

The mother was very annoyed. Batara Guru broke his promise, the mother was shouting angrily. Then the earth began to shake. Volcanoes started to erupt. The earth

formed a very big hole. People believed that the big hole became a lake. Then this lake is known as Toba Lake.

C. Metode Pembelajaran

1. Metode: Contextual Guessing Meaning

D. Langkah-Langkah Kegiatan

a. Kegiatan Awal

1. Memberi Salam
2. Apersepsi dan Motivasi

b. Kegiatan Inti

1. Guru menjelaskan metode membaca Contextual Guessing Meaning Technique
2. Siswa diberi teks yang berbentuk narrative satu persatu
3. Siswa membaca teks narrative dengan menggunakan metode Contextual Guessing Meaning Technique
4. Siswa menentukan gagasan pokok dari teks narrative yang dibaca
5. Siswa menceritakan kembali makna kata dalam teks narrative yang dibaca
6. Siswa menjawab pertanyaan berdasarkan teks narrative yang diberikan
7. Selesai mengerjakan siswa mengumpulkan jawabannya kepada guru
8. Siswa beserta guru membahas bersama-sama berdasarkan jawaban yang benar

c. Kegiatan Akhir

1. Menanyakan kesulitan kepada siswa selama KBM
2. Menyimpulkan materi pembelajaran
3. Mengakhiri pertemuan dengan salam.

E. Media dan Sumber Pembelajaran

1. Media Pembelajaran : Teks narrative
2. Sumber Belajar : - English for a better life
- www.loccallegend.com

F. Penilaian

- Teknik : - Tes Tulis
- Tes Lisan

I. Read the text, answer the question

How Do Hawks Hunt Chicks

Once upon a time, a hawk fell in love with hen. The hawk flew down from the sky and asked the hen, “will you marry me?”

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

The hawk agreed. Beore he went away, he gave the hen a ring. “Thir is to show that you have promised to marry me, “said the hawk.

It so happened that the hen had already promised to marry a rooster. So, when the rooster saw the ring, he became very angry. “Throw that ring away at once!” shouted the rooster. The hen is so frightened at the rooster’s anger that she threw away the ring immediately.

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

1. What is the story about?
2. Which of these two creatures did the hen like more, the hawk or the rooster? why?
3. What did the hawk ask the hen after he flew down the sky?
4. Why was the hawk angry with hen?
5. Did the hen throw the ring away? Why?
6. Why did the hawk curse the hen?
7. What was his curse?
8. “He became very angry”. The word “**He**” refers to?
9. Does the story happen in the past time or in the present tense?
10. Does the story end in happy or sad? Why?

b. Kunci Jawaban

1. How do hawks hunt chick
2. The hawk, because the hawk brave and strong
3. The hawk asked the hen “Will you marry me?”
4. because the hen told him the truth
5. Yes, she did, because the hen is so frightened at the rooster’s angry
6. Because the hen didn’t tell hawk earlier

7. The hen always be scratching the earth, and I'll always be flying above to catch your children
8. the word 'he' refers to Rooster
9. the story happened in the past time
10. Sad ending, because the hawk cursed the hen.

b. Pedoman Penilaian

- a. Benar berdasarkan content (10)
- b. Kurang berdasarkan content (5)
- c. Tidak menjawab (0)

c. Rubrik Penilaian

NO	URAIAN	SKOR
I	Setiap jawaban yang benar	10
	Setiap jawaban kurang tepat	5
	Setiap jawaban salah/tidak menjawab	0

$$\text{Ket: Nilai siswa} = \frac{\text{Skor perolehan}}{\text{Skor Maksimal}} \times 10$$

Ponorogo, 02-08-2010

Mengetahui,

Guru Bahasa Inggris

Mahasiswa Peneliti

Diyah Fauziana, S.Pd.I

Arini Zakiyah

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Indikator

- 4) Menentukan gagasan pokok dari teks narrative yang dibaca
- 5) Menceritakan kembali makna kata dalam teks narrative yang dibaca
- 6) Menyebutkan tokoh-tokoh dalam teks narrative yang dibaca

A. Tujuan Pembelajaran

Peserta didik dapat:

- 4) Menentukan gagasan pokok dari teks narrative yang dibaca
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Struktur teks: - Orientasi adalah pengenalan tokoh

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Contoh teks tulis berbentuk Narrative

CINDERELLA

Once upon a time there was a girl called cinderella. She lived with her step sisters, they were bossy. She had to do all the housework.

Once a day an invitation to the ball came to the family. Her step sisters would not let her go. Cinderella was sad. The step sisters went to the ball without her.

Fortunately, the fairy Godmather came and helped her got to the ball. The prince felt in love with her and then he married her. They lived happily ever after.

C. Metode Pembelajaran

1. Metode: Contextual Guessing Meaning

D. Langkah-Langkah Kegiatan

a. Kegiatan Awal

1. Memberi Salam

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4. Menanyakan kesulitan kepada siswa selama KBM
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G. Media dan Sumber Pembelajaran

3. Media Pembelajaran : Teks narrative
4. Sumber Belajar : - English for a better life
- www.loccallegend.com

H. Penilaian

Teknik : - Tes Tulis

- Tes Lisan

I. Read the text, answer the question

WHY THE DOG AND CAT ENEMIES

A man and his wife once had a golden ring. This ring had special powers and whoever owned it would always have enough to live in.

One night, the ring was stolen. As soon as it was out of the house, they became poorer and poorer, until they began to starve. Their dog and their cat wondered how they could help. At last, the dog decided to try to get the ring back.

The cat like idea. They set oh on their journey immediately. The two animals came to a great river, and since the cat could not swim, the dog took her on his back and swam across the river. The cat crept quietly into the house and retrieved the ring. Quickly, the cat returned to the river where the dog was waiting. He carried her across once more. Than they started home together. Since the cat could scamper sraight across the roof-tops, she arrived home well before the dog. She gave her master the ring.

“What a good cat she is!” the man told his wife: “we shall give her planty to eat and care or her like our own child.”

When, at last, the dog arrived, they were-angry with him for not helping. While the dog was cashed out to live outside, the cat just set there purring and said nothing. The dog was angry with the cat for cheating him out o his reward. Since then, whenever he saw the cat, he would chase her.

From that day, the dog and the cat have been enemies.

a. Answer the question based text above

1. What is the title of the text above?
2. What is the purpose of the text?

3. How do you know if the text is a narrative?
4. How many actors are in the text? Who are they?
5. What is the generic structure of the text?
6. Why was the dog angry with the cat?
7. Why did they become poorer and poorer?
8. Who helped the man and his wife solve the problem?
9. Who gave the ring back to the family?
10. What did the cat do to cross the river?

b. Kunci Jawaban

1. The title text above is why the dog and the cat enemies
2. The purpose of the text to entertain the reader and to get information
3. Because the text uses past tense
4. Four actors: dog, cat, a man and his wife
5. Orientation, complication1, complication2 and resolution
6. Because the cat just sat there purring when the dog was chased out to live outside
7. Because the ring was stolen
8. The cat and the dog
9. Gave the ring back to the family is the cat
10. The dog took her on his back and swam across the river

c. Pedoman Penilaian

- a. Benar berdasarkan content (10)
- b. Kurang berdasarkan content

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READING TEST
CYCLE 1

How Do Hawks Hunt Chicks

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

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

It so happened that the hen had already promised to marry a rooster. So, when the rooster saw the ring, he became very angry. “Throw that ring away at once!” shouted the rooster. The hen is so frightened at the rooster’s anger that she threw away the ring immediately.

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

11. What is the story about?
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19. Does the story happen in the past tense or in the present tense?
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READING TEST
CYCLE 2

WHY THE DOG AND CAT ENEMIES

A man and his wife once had a golden ring. This ring had special powers and whoever owned it would always have enough to live in.

One night, the ring was stolen. As soon as it was out of the house, they became poorer and poorer, until they began to starve. Their dog and their cat wondered how they could help. At last, the dog decided to try to get the ring back.

The cat like idea. They set off on their journey immediately. The two animals came to a great river, and since the cat could not swim, the dog took her on his back and swam across the river. The cat crept quietly into the house and retrieved the ring. Quickly, the cat returned to the river where the dog was waiting. He carried her across once more. Then they started home together. Since the cat could scamper straight across the roof-tops, she arrived home well before the dog. She gave her master the ring.

“What a good cat she is!” the man told his wife: “we shall give her plenty to eat and care of her like our own child.”

When, at last, the dog arrived, they were angry with him for not helping. While the dog was chased out to live outside, the cat just sat there purring and said nothing. The dog was angry with the cat for cheating him out of his reward. Since then, whenever he saw the cat, he would chase her.

From that day, the dog and the cat have been enemies.

Answer the question based text above

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16. Why was the dog angry with the cat?
17. Why did they become poorer and poorer?
18. Who helped the man and his wife solve the problem?
19. Who gave the ring back to the family?
20. What did the cat do to cross the river?

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“What a good cat she is!” the man told his wife: “we shall give her plenty to eat and care for her like our own child.”

When, at last, the dog arrived, they were angry with him for not helping. While the dog was chased out to live outside, the cat just sat there purring and said nothing. The dog was angry with the cat for cheating him out of his reward. Since then, whenever he saw the cat, he would chase her.

From that day, the dog and the cat have been enemies.

Answer the question based text above

1. What is the title of the text above?
2. What is the purpose of the text?
3. How do you know if the text is a narrative?
4. How many actors are in the text? Who are they?
5. What is the generic structure of the text?
6. Why was the dog angry with the cat?
7. Why did they become poorer and poorer?
8. Who helped the man and his wife solve the problem?
9. Who gave the ring back to the family?
10. What did the cat do to cross the river?

WHY THE DOG AND CAT ENEMIES

A man and his wife once had a golden ring. This ring had special powers and whoever owned it would always have enough to live in.

One night, the ring was stolen. As soon as it was out of the house, they became poorer and poorer, until they began to starve. Their dog and their cat wondered how they could help. At last, the dog decided to try to get the ring back.

The cat like idea. They set off on their journey immediately. The two animals came to a great river, and since the cat could not swim, the dog took her on his back and swam across the river. The cat crept quietly into the house and retrieved the ring. Quickly, the cat returned to the river where the dog was waiting. He carried her across once more. Then they started home together. Since the cat could scamper straight across the roof-tops, she arrived home well before the dog. She gave her master the ring.

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PEMERINTAH KABUPATEN PONOROGO
DINAS PENDIDIKAN
MTs DIPO KERTI
Jl. Manggis no. 24 Coper Jetis Ponorogo

SURAT KETERANGAN

NO: 422/ /405.43.06 / MTs /2015

Berdasarkan surat izin penelitian dari Universitas Muhammadiyah Ponorogonomor 175 / IV-3 / J-3 / III / 2015, kami menerangkan bahwa:

Nama : Arini Zakiyah

Nomor Induk : 13331852

Angkatan : 2006

Jurusan : Pendidikan Bahasa Inggris

Telah melakukan kegiatan pengumpulan data di MTs Dipo Kerti Coper Jetis Ponorogo dan telah dilaksanakan dalam 3 kali pertemuan.

Demikian surat keterangan ini dibuat dan semoga dapat digunakan dengan sebaik-baiknya.

Dikeluarkan di: Coper

Pada Tanggal : 25 September 2015

Kepala Sekolah

Mahfudz Bonari S.Pd.I

