USING ENGLISH SONG TO IMROVE STUDENTS UNDERSTANDING OF NARRATIVE TEXT
(A Classroom Action Research with Eighth A Students of MTs Mu'allimin Rowoseneng KandanganTemanggung in the Academic Year of 2014/2015)

THESIS

**Submitted to the English Education Program
Faculty of Teacher Training and Education UIN Walisongo
Semarang**

By

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2015**

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certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, 21st April 2015

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RATIFICATION

Thesis with the following identification :

Title	:	**Using English Song to Improve Students Understanding of Narrative Text (A Classroom Action Research with Eighth A Students of MTs Mu'allimin Rowoseneng Kandangan Temanggung in the Academic Year of 2014/2015)**
Name of student	:	Eni Susanta
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Field of study	:	English Language Education

had been ratified by the board of examiners of Education and Teacher Training Faculty Walisongo State Islamic University and can be received as one of any requirement for gaining the bachelor degree in English Language Education

Semarang, 4th December 2015

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To

The Dean of Education and Teacher Training Faculty

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Assalamu 'alaikum wr .wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

Title	:	**USING ENGLISH SONG TO IMROVE STUDENTS UNDERSTANDING OF NARRATIVE TEXT (A Classroom Action Research with Eighth A Students of MTs Mu'allimin Rowoseneng Kandangan Temanggung in the Academic Year of 2014/2015)**
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I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University Semarang to be examined at Munaqasyah session.

Wassalamu 'alaikum wr.wb.

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ABSTRACT

Title	:	**USING ENGLISH SONG TO IMPROVE STUDENTS UNDERSTANDING OF NARRATIVE TEXT (A Classroom Action Research with Eighth A Students of MTs Mu'allimin Rowoseneng Kandangan Temanggung in the Academic Year of 2014/2015)**
Writer	:	Eni Susanta
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Reading is one of the language skills that play an important role in foreign language acquisition. Reading is very important for English learners because reading can enlarge their knowledge, vocabulary, and information. This thesis discusses the Using English Song to Improve Students Understanding of Narrative Text (A Classroom Action Research with Eighth A Students of MTs Mu'allimin Rowoseneng Kandangan Temanggung in the Academic Year of 2014/2015). VIII A students of MTs Mu'allimin Rowoseneng Kandangan Temanggung got difficulties in understanding narrative text. The researcher used song to solve the problem and to improve students ability in narrative text.The objective of this study are:

1. To describe the implementation of song to improve students' understanding of narrative text.
2. To identify the improvement of students understanding of narrative text after being taught using song.

This research is a classroom action research. It was done through two cycles. The subject of this study was the VIII A grades students in MTs Mu'allimin Rowoseneng Kandangan in the academic year of 2014/2015. The number of the subject was 21 students. The data gathered through test, documentation and observation. The result of the study shows that the implementation of song can improve students' achievement of narrative text reading. The average of the students' result in cycle 1 was 69,55 and in cycle 2 was 80,71.

Based on the result, the writer concludes that using song can improve students' understanding on narrative text. By doing this research, the writer hopes the students enjoy in learning English and the teacher can use this research as reference when she/he wants to teach narrative in the future.

ACKNOWLEDGMENT

Bismillahirrohmaanirrohiim,

In the Name of God, the Most Beneficent, the Most Merciful. I do thank to Allah who has given me blessings, insight, and strength to study and finish this research. Peace and blessings of Allah be upon the prophet Muhammad, his family and his companions.

The researcher realizes that she could not complete this thesis without support, cooperation, help and encouragement from many people. I wish, however, to give my sincerest gratitude and appreciation to all people until this thesis can be completely finished. Therefore, I would like to extent my appreciation to all of them, especially to:

1. Dr. Raharjo, M.Pd.,ST. as the Dean of Education and Teacher Training Faculty.

2. Dra. Hj. Ma'rifatul F., M.Ed. as the advisor thank for the guidance and her patience till this thesis finished

3. All lecturers in English Department of Education and Teacher Training Faculty for valuable knowledge, and advice during the years of my study.

4. Abdul Chozin, BA as the headmaster of MTs Mu'allimin Rowoseneng Kandangan Temanggung who has given permission for doing the research.

5. Fasiun, S.Pd as the teacher of the eight grade students of MTs Mu'allimin Rowoseneng Kandangan Temanggung who has given information that the researcher need.
6. The deepest gratitude for my beloved mother who always give me love and support.
7. My dearest family who always give the best for me.
8. My dearest friends in PBI A 2011 Thanks a lot, all of you have colored the researcher's days.

Finally, the researcher realizes that this thesis is still far from being perfect; therefore, the researcher will happily accept constructive criticism order to make it better. The researcher hopes that this thesis would be beneficial to everyone. Amin.

Semarang, 21st April 2015
The Researcher,

Eni Susanta
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CHAPTER I
INTRODUCTION

A. Background of The Research

Language is the most important means of communication. It has many roles such as to communicate with the others, to make a relationship, to give information, to express our felling, etc.[1] language is the key of communication, so by using language will help us to make easy our life. It is important for us to learn language especially English since it is used as a means of communication among nation in the world. Although English is not the largest number of native or 'first' language speakers, it is widely used by many people all over the world as their 'second' language.[2]

In Indonesia English is a foreign language that is taught from elementary school to university. English is a foreign language used a medium of instruction at school, many students think that English is the most difficult subject. The most important things in the actualization of the teaching and learning process are the teacher and learner. Therefore one of the ways, in order to make the teaching learning process effective, the teacher has to have a good classroom management which can stimulate the students to be active in

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[1] Hordvanced, A. S. *Learners Dictionary of Current English*. (New York. 1995),p. 662.

[2] J Harmer, *The Practice of English Language Teaching Longman Handbooks for Language Teacher,* (London: Longman Ninth Impression, 2001), p.1.

following the system of the teaching learning process. One way to realize it is by making the teacher know and understand the technique of teaching English. The teacher should be able to choose the appropriate technique of teaching English for students.

The goal of teaching and learning English is to produce and comprehend language that are spoken and written. Some people think that a successful English learner is a person who can speak English fluently. They do not know that a person who is said a successful English learner is a person who masters in all of English skills.

There are four skills in English, they are speaking, writing, reading, and listening. It is better for English learners to master in all those skill, but the fact is different. Many English learners do not master in all of those skills. For example, some of English learners are good in writing, but not for speaking or vice versa. The other example, some English learners are good in reading, but not well in listening or vice versa. It means that these English learners have different ability in acquiring language.

Reading is one of the language skills that play an important role in foreign language acquisition. Reading perceives a written text in order to understand its contents. The understanding that result is called reading comprehension[3]. According to Snow "Reading does not occur in vacuum, it done for a purpose to achieve some ends"[4]. During

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[3] Jack Richard, *Longman Dictionary of Language Teaching and Applied Linguistic 2rd ed.* (England: Longman Group.1992), p. 306.

[4] Chaterine Snow, *Reading for Understanding: Toward a Research and Developement Program in Reading Comprehension.*(__2003),p.15

reading the reader processes the text with regard to the purpose. To be a good reader, the learner must learn how to comprehend and understand the passage. So, he or she can achieve the purpose of reading is done.

Reading is very important for English learners because reading can enlarge their knowledge, vocabulary, and information. From reading, they are able to get complete understanding of the text. This might be cause by the fact that many of those students do not know the essential information needed to understand a word, including how a word combines with other words difficult to get information from the passage and difficult to make a conclusion of the passage. All of those problems will affect the learner in comprehending the passage and reading achievement. Therefore those students need strategies or technique in order to overcome the problem. Another factor that influence them is most of the students are lazy to read, exactly to read book, story, novel etc. that was written in English. Nunan said that success in teaching depends on many factors, one of them is teaching method.[5] In fact, it is probably true to say that more time is spent teaching reading than other skill.

As focus of the research, the thesis decides to choose song in learning narrative text. In general term, narrative is a time-sequence so that it was close with life-rhythm. This is definition of narrative related to time-sequence: Narrative is a perceived sequence of non-

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[5] David Nunan. *Second Language Teaching and Learning*. (USA: Hein Le & Heinle Publisher 1999),p. 249.

randomly connected events, typically involving, as the experiencing agonist, humans or quasi humans, or other sentient beings, from whose experience we humans can 'learn'.[6]

Song is one alternative ways to increase English competence. Language teachers use songs as part of their classroom teaching repertoire. Songs contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects and are fun for the students. They can provide valuable speaking, listening and language practice in and out of the classroom.[7] Songs can make our feeling more comfortable in any conditions. When we feel bored, we can use songs to amuse our self. The students in the classrooms often feel bored also because there are too materials which given by their teachers. So, by using song the learning process will be more interesting and students will be easier to get the understanding of the materials.

In relation to the condition above the researcher wants to investigate "*Using English Song to Improve Students Understanding of Narrative Text" (A Classroom Action Research with Eighth A Students of MTs Mu'allimin Kandangan Temanggung the Academic Year of 2014/2015).*

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[6] Michael Toolan, *Narrative: A Critical Linguistic Introduction*, (London: Routledge Press, 2001), p. 8.

[7] Hans Mol, *Humanising Language Teaching,* retrieved on 31-07-2012, www.hltmag.co.uk/apr09/less01.htm

B. Questions of The Research

This study is conducted in order to answer the main problems;

1. Can the implementation of song improve students' understanding of narrative text?

2. How is the improvement of students' understanding of narrative text after being taught using song?

C. Objectives of The Research

Based on the problems mentioned above, the objective of this study are:

1. To describe the implementation of song to improve students' understanding of narrative text.

2. To identify the improvement of students' understanding of narrative text after being taught using song.

D. Pedagogical Significance

The result of this study hopefully is useful to provide input for:

1. Students

    By conducting this research, the writer hopes that the students enjoy in learning second language and they can motivate themselves that learning second language is not difficult.

2. English teacher

    By doing this research, the teacher is expected to be more creative in learning process, because one of the benefits using

song is to relax the usual routine in teaching and learning process. So it can decrease students' boredom during teaching learning process and the stdents enjoy in English class. Teacher can use this research as a reference when she/he wants to teach narrative text in the future.

3. The writer

By doing this research, the writer hopes that he will get some experiences in applying this technique and knowledge about his study. Besides, the writer hopes can get the effective way to teach reading by using another technique.

E. Limitation of The Study

The writer limits this study so that the problems are not too wide. This study limits the students' understanding of narrative text.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Research

The writer will describe some works which are relevant to this thesis to make the thesis arrangement easier:

1. Thesis under title, *The Use of Songs to Improve Students Understanding on Conditional Sentences* (A *Classroom Action Research with the Eleventh Graders of MA Darul Ulum Semarang in the Academic Year of 2010/2011*) by Jajuli (063411013), thesis of bachelor program of English Language Education of Institute for Islamic Studies Walisongo Semarang.[1] He conducted classroom action research at 11 Graders of MA Darul Ulum Semarang using songs to improve students' understanding on conditional sentences. He used three different songs in every cycle; the result of his research is the use of song to improve students' understanding on conditional sentences is very useful. The similar between his research and the writer's are on the research media. The research media use songs. The difference on this previous researcher is the material. The material uses conditional sentences.

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[1] Jajuli (063411013) Tarbiyah Faculty, *The Use of Songs to Improve Students' Understanding on Conditional Sentences(A Classroom Action Research with the Eleventh Graders of MA DarulUlum Semarang in the Academic Year of 2010/2011)* (Semarang: IAIN Walisongo, 2011), unpublished thesis.

2. Thesis under title, *The Effectiveness of Jigsaw Technique to Improve Students Reading Ability in Narrative Text (An Experimental Research at the Eleventh Grade of MAN Kendal in the Academic Year of 2010/2011)* by Muhammad Yusuf Mauludi (063411007) thesis of bachelor program of English Language Education of Institute for Islamic Studies Walisongo Semarang.[2] The similar between his research and the writer's are on the material. The material is reading narrative text. The difference on this previous researcher is the technique and research method. The technique of learning process is Jigsaw. The result of the research shows that using Jigsaw Technique at the Eleventh Grade of MAN Kendal in the Academic Year of 2010/2011) is effective to teach reading narrative text.

B. **Literature Review**

1. **General Concept of songs**

    a. **Definition of song**

    Philips states music and rhythm are an essential part of language learning for young learner. Children really enjoy learning and singing songs, and older learner find working out with current or well-known pop song highly

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[2] Muhammad Yusuf Mauludi (063411007) Tarbiyah Faculty, *The Effectiveness of Jigsaw Technique to Improve Students Reading Ability in Narrative Text (An Experimental Research at the Eleventh Grade of MAN Kendal in the Academic Year of 2010/2011)* (Semarang: IAIN Walisongo, 2011), unpublished thesis.

motivating. Music and rhythm make students are easier to imitate and remember language.[3] Price in Rivers states that music and song lead naturally to language-learning activities involving different medium.[4]

Songs learnt by heart have less controlled language but may give the child access to language chunks which the child can incorporate into general language use. In the possible cases songs learned by heart may form part of a child linguistic data base from which generalizations may be made. Hornby states song is a piece of music with words that is sung.[5] Griffee states that songs refer to piece of music that have words.[6] Students often find great pleasure in learning English song.[7] From these definitions it can be said that songs is a piece of music consists of word. Using songs in teaching learning process will be possible to the effectiveness of teaching language. Beside, using song in learning process will make students be pleasure.

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[3] Sarah Philips,*Young Learners*. (Oxford: Oxfords University Press, 1993) p. 100

[4] Wilga M Rivers,. *Interactive Language Teaching*, (Cambridge: Cambridge University Press, 1987), p. 160

[5] A.S Hornby, *Oxford Advanced Learners Dictionary*. Oxford: Oxford University Press, 1995),p.

[6] Date T Griffe,. *Songs in Action*, (Prentice Hall International (UK) Ltd, 1992) p. 3-4

[7]Julia M Dobson, *Effective Teaching for English Conversation Group* (Washington D.C. 1987) p. 92

b. Songs as a Teaching Media

Media is derived from the Latin word 'medium' that means 'between'. The term refers to anything that carries information between a source and receiver. In general, it is a means of communication. Media is also considered as instructional system of teaching learning process. So instructional medium is also called teaching aid. It is used in order to facilitate the teacher to achieve the goal teaching learning process.

One of medium in learning is song. Here the writer quotes some definitions of a song from some sources:

(1) Songs can be said as art works if they are sounded (sung) with the accompaniment of musical devices.[8]

(2) Song **-** a short musical composition with words; "a successful musical must have at least three good songs".[9]

(3) Song - a set of words, short poem, etc. to be sung, usually with accompanying music. [10]

(4) Song as a short poem or a number of verses set into music and intended to be sung.[11]

(5) Song as a short musical work set to a poetic text, with equal importance given to the music and to the words. It

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[8] Jamalus, *BelajarMusik*. (Jakarta: Depdikbud, DirjenDikti, 1988)
[9] (http://www.allwords.com/wordsong+thrush.html)
[10] http://www.allwords.com/query.php?SearchType=3&Keyword= song&goquery=Find+it%21&Language=ENG&v=65646309
[11] A.S Hornby, *Oxford Advanced Learners Dictionary*. Oxford: Oxford University Press, 1995)

may be written for one or several voices and is generally performed with instrument accompaniment.[12]

From the definitions of song above the writer concludes that song is a kind of arts work that are intended to be sung either with or without instrumental accompaniments.

c. **Procedure in Applying the Songs**

Dobson states there are some procedures when teaching song in the classroom, they are:

1. Be sure you know the words and melody if you want to sing it yourself or sing along with a tape or record.

2. If you do not sing well, have someone else sing the song and record it on tape make sure that the singer sings at a pitch and speed that will be easy for other people to follow.

3. If none of your acquaintance can sing the song on tape for you, find a commercial recording of the song and either play the phonograph record in class or put the record on tape which you will then play in class.

4. Prepare a copy of the lyrics for each student.

5. Read each line in the song with the class following in choral repetition.

6. Explain the meaning of new words and point out cases of elision and linking.

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[12] Friedman, *Encyclopedia of Americana Volume 19*. (Connecticut: Grolier Incorporated, 1998)

7. Have the students listened to the melody two or three times before they sing it.

8. Lead the students in singing the song.

9. If the students have trouble with the melody, draw a facsimile of the melody line on the blackboard as a visual aid.

10. Correct problems in pronunciation or phrasing that may have occurred during singing.

11. Have the students practice the song several times so that they learn it well. Do not permit them to sing the song too slowly; students are likely to sing at a funeral pace in a foreign language unless you urge them on.

12. Once the song is learned, make it a departure point for conversation. Ask vocabulary items from the song or have students use the vocabulary in original sentences.

13. Review the song from time to time. Students enjoy singing songs they have previous learned; it gives them a sense of mastery, and enthusiasm for learning other songs. [13]

2. General Concept of Reading

Reading is one of the language skills. The researcher used it as the skill to know and measure the students' ability. This part

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[13] M Julia Dobson, *Effective Teaching for English Conversation Group* (Washington D.C. 1987) p. 93-94

discusses about definition of reading, reading skill, purpose of reading, types of reading and improving the reading skill.

a. **Definition of Reading**

Reading skill is important in language skills. Every students must study and become master on it. Reading is a basic tool of learning. Reading is an accurate tool in promoting life-long learning. By mastering reading skill, learners have a technique to explore "world" and a chance to achieve their goals in life.[14]

There are many definitions of reading. Reading is the cognitive process of understanding a written message.[15] Reading is a process of retrieving and comprehending from of stored information or ideas are usually some sort of representation of language, such as symbols to be examined by sign or by touch.[16] Reading is approached as thinking – a process of infracting with textual material and sorting, evaluating and reacting to its organization and context.[17] Reading is the ability to draw meaning from the printed page

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[14] Sugiarto, *Perbedaan Hasil Belajar Membaca antara Siswa laki-laki dan Perempuan yang Diajar Membaca dengan Teknik Skimming.* In Jurnal Pendidikan dan Kebudayaan, No.037, (Jakarta: Badan Penelitian dan Pengembangan Departemen Pendidikan Nasional, July 2002), p.468.

[15] www.nerel.org/sdrs/areas/issues/*content*.entereas/reading/117/on Sunday, 9 February 2015.

[16] www.en.wikipedia.org/wiki/reading on Sunday, 9 February 2015.

[17] Katleent M.c Whorter, *Reading A Cross the Discipline Collage Reading and Beyond.* Second Edition, (New York: Longman, 2005), p.1.

and interpret this information appropriately.[18] Reading is a receptive language process. It is psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the readers construct. There is thus as essential interaction between language and thought reading. The writer encodes thought as language and the reader decodes language to thought.[19]

To summarize, reading is an ability of cognitive process or interaction between the graphic symbols and the language skills of a reader. Reading is also a process of communication between a writer and a reader. A writer has message in his/her mind, such as teaching, fasts, ideas and argument that he/she wants to share the writer puts the message into word or printed verbal symbols. When the messages enter the reader's mind, it means that communication goes on. In comprehending the content of the text, reader not only uses eyes but also their mind concentration to catch the writer's idea.

b. **Reading Skill**

Reading in language learning plays an important role. In English language learning, mainly in secondary school, reading is one of the four language skills. Students have to

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[18] William Grabe and Fredricka I Stoller, *Teaching and and Researching Reading* (England: Pearson Education, 2002). p.9.
[19] Patricia L. Carell, *Interactive Approach to Second Language Reading*, (New York:Cambridge University Press, 1990), p.12

learn it. The aim of the English learning is to develop English communicative competence, which involves listening, speaking, reading, and writing in their appropriate balance. Although reading is only about 25% of the whole portion for the four skills (listening, speaking, reading, and writing), people who are learning a new language need to learn reading more. Mikulecky states some reasons why reading is important:

1) Reading helps you learn to think in the new language.

2) Reading helps you build a better vocabulary.

3) Reading makes you more comfortable with written English. You can write better English if you feel comfortable with the language.

4) Reading may be the only way for you to use English if you live in non English speaking country.

5) Reading can help if you plan to study in an English speaking country.[20]

The students are mostly those who study English in school. They have to learn a new language. One of the skills to be learned is reading. As they live in Indonesia, where English is not daily used, reading is the most practical way of getting exposed to use the language. The students, who regard English as a foreign language, need to read authentic text of

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[20] Beatrices Mikulecky and Linda Jefries, *More Reading Power,* 2nd Ed., (New York: Pearson Education, 2004), p.6.

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English in their daily life, such as medical brochures, instruction manual on electronic devices, pop song texts, or even letters from their pen friends. As they grow up, they will learn knowledge from various books, some of which may be written in English. The purpose of teaching reading are:

1) They develop students' awareness of the reading process and reading strategies by asking students to think and talk about how they read.

2) They allow students to practice the full repertoire of reading strategies by using authentic reading tasks.

3) When working with reading tasks in class, they show students the strategies that will work best for the reading purpose and the type of text.

4) They have students practice reading strategies in class and ask them to practice outside of class in their reading assignments.

5) They encourage students to evaluate their comprehension and self report their use of strategies.

6) They encourage the development of reading skills and the use of reading strategies to convey instructions and course-related information in written form.

7) They explicitly mention how a particular strategy can be used in a different type of reading task or with another skill.

The skill of reading have been developed in the Indonesian schools that is the students are able to read a text. The aspects of reading skill are:

1) Scanning

Scanning or quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask students to look for names of dates, to find a definition of a key. Concept to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.[21]

So, when the students scan a passage they only try to locate specific information needed as fast as possible. The faster they find the information the better. They don't need to read the whole lines of the passage to transfer over the text until they find what they are looking for.

2) Skimming

Skimming consists of quickly running one's eyes across a whole text for its gist. It gives readers the advantages of being able to predict the purpose of the passage, the main topic or massage and possibly some of developing or supporting ideas.[22] When the students skim, they are looking

[21] H. Douglas Brown, *Teaching by Principles; an Interactive Approach to Language Pedagogy 2nd Ed*, (New York: Longman, 2001), p.307

[22] H. Douglas Brown, *Teaching by Principles; an Interactive Approach to Language Pedagogy 2nd Ed*, (New York: Longman, 2001), p.307

for the idea, the most of central part of what the writer wants to say without a lot of details. They just preview or overview of the material. They don't need to read the whole words in the passage closely. They can omit unnecessary words, phrases or sentences. They just select key words and phrases in order to cover the passage rapidly and conclude the main ideas whether they are clearly or implicitly stated in the text.

c. **The Purpose of Reading Skill**

Reading is an activity with a purpose. A person reads because of many purposes, for example, for getting information, expanding knowledge, and even for enjoyment. The reading text may include newspapers, letters, booklets, advertisements, magazines, etc. William classifies three purposes for reading namely getting general information from the text, getting specific information from the text and for pleasure or for interest. Rivers and Temperly list some of the reasons that L2 students may need or want to read:

1) To obtain information for some purposes or because learners are curious about some topic.

2) To obtain instruction on how to perform some task for work or daily life.

3) To keep in touch with friends by correspondence or to understand business letters.

4) To know when or where something will take place or what is available.

5) To know what is happening or has happened (as reported in newspapers)

6) For enjoyment or excitement.[23]

Reading for academic purposes is a multifaceted subject. However, there is one fundamental aspect which can be starting point for other considerations. When students read, it is a purpose. Clearly, students can have different purposes in their reading; these will include:

1) To obtain information (fact, data, etc).

2) To understand ideas or theories, etc.

3) To discover authors' viewpoints.

4) To seek evidence for their own point of view (and to quote) all of which may be needed for writing their essays, etc.[24]

The essential purpose of all reading generally is to get new information and/or for pleasure, not to go over what is known already or what is inconsequential to the reader in the first place.[25]

L2 readers in academic settings most often need to develop reading for understanding and to learn. Based on both

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[23] W. Rivers and M. Temperly, *A Practical Guide to the Teaching of English as a Foreign or Second Language,* (New York: Oxford University Press, 1978), p.187.

[24] R.R. Jordan, *English for Academic Purpose,* (Cambridge: University Press, 2002), p.143

[25] Jo Mc Donough and Christoper Shaw, *Materials and Methods in ELT: A Teacher's Guide,*(United Kingdom: Blackwell Publising Ltd, 2003), 2nd ed, p.91-92

reading purposes, reading is the process of receiving and interpreting information encoded in language form via the medium of print.[26]

Basically, the purpose of learning to read in a language has been to have access to the literature written in that language.[27] It means that reading is an activity with a purpose. The readers may read in order to gain information or verify existing knowledge, to critique a writer's ideas or writing style, read for enjoyment, or to enhance knowledge of the language being read.

d. Types of Reading

There are two types of reading that are usually applied in reading class, extensive and intensive reading.

1) Extensive reading

Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc). Extensive reading is also to obtain a general understanding of a subject and include reading longer text for pleasure; use extensive reading is to improve general knowledge.[28] It is reading activity that in teacher encourages

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[26] Norbert Schmitt, *An Introduction to Applied Linguistic*, (United States of America:Arnold, 2002), p.234

[27] Heidi Byrnes, *Teaching Reading,* Retrived from: http:// www.nclic.org/ essentials/reading/reindex., 04 february 2015.

[28] Jeremy Harmer, *The Practice of English Language Teaching Longman Handbooks for Language Teacher,* (London: Longman Ninth Impression, 2001).p.210

students to choose for themselves what they like to read and to do so for pleasure and general language improvement.

2) Intensive reading

Intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. Intensive reading calls students attention to grammatical form, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implication, rhetorical relationships, and the like. For this reading activity, the teacher chooses and directed what the students read and it is designed to develop specific receptive skill. Intensive reading as an activity to take a text, study it line, referring at every moment to our dictionary and our grammar, comparing, analyzing, translating and retaining every expression that it contains.

e. **Improving the Reading Skill**

Reading is a process to extract meaning from printed pages. Meanwhile, the essential unit of meaning is the idea, the concept, the thought, the image and the statement. Thus, it is impossible for the reader to extract the meaning of a word. In this study offer three activities; this can be used by an

English teacher to help the students improve their reading skills.[29]

1) Building Vocabulary

This activity includes:

a) Provide many direct and indirect experiences

b) Encouraging wide reading

c) Teach vocabulary directly

2) Improving Comprehension

Devices that will help students improve comprehension include:

a) Provide background experiences

b) Give fully developed assignment

c) Teach how use their textbooks

d) Use directed reading lesson

3) Developing flexibility in reading

The word flexibility refers to the students skills in understanding the same words in different contexts. It is necessary to be improved because it helps the students comprehending the various reading materials.

3. General Concept of Narrative

Narrative is one of the genre text form. It is the material which have been used by researcher in the teaching reading text.

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[29]Callahan and Clark, *Improving Reading Skills, New Direction in Language Teaching*, (Cambridge: University Press, 1982), p.246-252.

The researcher measured the students' reading narrative text ability. Therefore the writer discusses some points which relates with narrative among other; definition, the social function, types, generic structure and language features of narrative.

a. **Definition of Narrative Text**

Narrative is kind of text which tells about events, or accuracies, which can make the reader feels that it is real. A narrative tells about something that happened in the past.

A narrative is a piece of writing that tells a story. The story can be imaginary or based on a real incident.[30]

A narrative tells about something that happened in the past.[31] Signal words and time expressions make the order of narrative clear. It means that every story, which is ordered in the past, is a narrative. Narrative is a text which contents about a story like a story of citizen (folktale), the story of animals (fable), legend, etc. that a narrative text contains story by presenting the sequence of events and actors which are characterized as heroes or cowards. It can be concluded that narrative text is a spoken or written text to communicate a massage, which is used to interpret its meaning in the story.

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[30] Ng Foo Mun, Ng Lai Foong, Ng How Seng and Gabriel Mich. Kia Tolok, *Creative English: Workbook,* (Jakarta: Penerbit Erlangga, 2008), p.viii (overview).

[31] Margaret Bonner, *Step Into Writing*, (London: Longman, 1994), p.48

b. The Social Function of Narrative Text

Narrative is kind of genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Ken Hyland said that narrative is kind of genre which social purpose to entertain and instruct via reflection on experience, like novels, short stories, etc.[32]

It means that the purpose of narrative is to give entertainment and to deal with actual or vicarious experience indifferent ways, which is the evaluation shows now the problem starts. Then, there will be complication in which the problem arises. The resolution comes to solve the problem. Therefore the students are hoped to understand, response and identify the narrative texts which taught by the teacher.

c. Types of Narrative Text

There are many type of narrative text, including:

1) Humor, the aims to make the audience laugh as part of retelling story.

2) Romance, typically tells of two lovers who overcome difficulties to end up together.

3) Science function, use a setting involving science and technology.

4) Diary – novels, the text presented like diary entries.

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[32] Ken Hyland, *Genre and Second Language Writing*, (London: University of MichiganPress, 2004), p.29.

5) Adventure, typically tells of exciting dangerous journey of experience.[33]

d. The Generic Structure of Narrative Text

One way in understanding narrative text is by identifying the generic structure of that text. The simple generic structure that is taught in senior high school is divided into the following three elements, namely orientation, complication, resolution and reorientation.

1) Orientation

Normally, in the introduction or orientation the writer or narrator explains where the story happened. In this level the writer also used to produce atmosphere so that make the readers are persuaded to follow the story. In other words, it also has a function as the stimulus to the readers the narrator's literature. By reading the introduction of the text readers will understand first the contents of the text before they read it.

2) Complication

In this part, the crisis arises. It is the climax of the narrative. In the middle of the story, generally, the narrator shows the complication. Complication makes the story more interesting because the main character is prevented to reach his or her wanted. In this part, narrator brings up the issues

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[33] Mark Anderson and Kathy Anderson, *Text Types in English*, (Australia: Macmillan, 1997).p.28

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occurred in the story. Complications are the description of real life and tell the readers that every issues or problems can be solved.

3) Resolution

After spelling many issues in the climax of the narrative, the narrator then tells to the readers about the resolution of issues or the problems. Resolution is the crisis which is resolved, for better or worse. A satisfying narration will give the readers the resolution of the problem or complication. Generally, the resolution is placed in the end of narration, but sometimes the narrator will place other issues or complication after he or she presents the resolution of the problem. It is used to make the story does not come to the end. In short, resolution is the ending of the story.

4) Re-orientation

Re-orientation is optional of generic structure of narrative. So re-orientation is sometimes there and sometimes it isn't there in narrative text. It is usually in ending of story or closure of events.

e. **The Language Features of Narrative Text**

The language features of narrative text, they are:

1) Using nouns and pronouns to identify people, animal or things involved. For example: king, princess, he, she, etc.

2) Specific participant is special characteristics object. For example: Cinderella, Aladdin, etc.

3) Using adjectives are useful to shape noun phrase. For example: beautiful white skinned lady, etc.

4) Using time connective and conjunctions to sequence the events. For example: then, when, suddenly, etc.

5) Using adverbs and adverbial phrases to indicate place and time. For example: here, there, at home, etc.

6) Using action verb in past form. For example: lived, drank, etc.

7) Using saying verbs which sign to pronounce something. For example: said, told, promised, etc.

4. Using Songs to Teach Narrative Text

Language teachers can and should use songs as part of their classroom teaching repertoire. Songs contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects and are fun for the students.[34] Classroom management should be given attention by the teacher, so the student motivations to study can be increased. By using the variety of media especially using songs, the situation of the classroom can more interesting. Choosing the right music is vitally important.

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[34] Lynch, Larry, *9 Reasons Why You Should Use Songs to Teach EFL,* retrieved on 17/07/2012, http://www.eslbase.com/articles/songs

Choosing the songs that suitable with the materials is very important to do because it can influence the study result. Not all of songs can be used to teach in the classroom. The teachers must choose the songs selectively. Most of students feel bored and confused when they study about narrative text. Based on this condition, the teachers try to use the song, games, quiz and other way to teach it effectively. Nowadays, the traditional ways such as dictation, reading loudly, re-writing the text is not enough to used in the classroom. So, the media must be used to teach the students in the classroom. The researcher wants to use English songs to teach narrative text.

The steps that the researcher uses to teach narrative text through English songs are :

a. Teacher distributes the jumble lyrics of the song to the group
b. Teacher plays the song
c. Students arrange the lyric into correct order while listening the song
d. Teachers asks several questions related with the song
e. Teacher and the student discuss about those examples.
f. Teacher and students check and discuss about the students' answers by playing the song.

C. **Hypotheses**

"Hypothesis is an answer that temporary toward research questions until it's proven through the data that are

collected".[35]This research was conducted based on the hypothesis: The use of song can improve students understanding of narrative text of VIII A students at MTs Mu'allimin Rowoseneng Kandangan Temanggung in the academic year of 2014/2015

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[35] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: PT.Rineka Cipta, 2006),*6th revised,* p. 71.

CHAPTER III
METHODS OF INVESTIGATION

A. Research Design

Research design plays an important role in a research because the quality of research greatly depends on the design. Graham and David state research is" 'systematic inquiry', inquiry that is characterized by sets of principles, guidelines, for procedures and which is subject to evaluation in terms of criteria such as validity, reliability and representativeness".[1]In this study, the writer used classroom action research (CAR). Action research is widely used in education especially by teachers who use it to improve their teaching. This research has been defined number of different ways. Classroom Action Research is a research of an action happen in a classroom (educational situation) specifically about the problems during the teaching activities. It is related to the teacher as the subject of teaching process. The teacher can do this research by him/herself. But it also can be a collaborative one. Jeremy Harmer states action research is "the name given to a series of procedures teachers can engage in, either because they wish to improve aspect of their teaching, or because they wish to evaluate the success and/or appropriate of certain activities and procedures".[2] Cohen and Manion argue that action

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[1] Graham Hitchcock and David Hughes, *Research and The Teacher,* (London and New York: Routledge, 1995), *second edition* , p. 5.

[2] Jeremy Harmer, *The Practice of English Language Teaching*, (UK: Longman), p.344

research is "first and foremost situational, being concerned with the identification and solution of problems in a specific context".[3] According to Eileen Ferrance, action research is "Deliberate, solution-oriented investigation that is group or personally owned and conducted. It is characterized by spiraling cycles of problem identification, systematic data collection, reflection, analysis, data-driven action taken, and, finally, problem redefinition."[4]

Graham and David state the principal features of an action research are change (action) or collaboration between researchers and researched. Action research is concerned to improve a situation through active intervention and in collaboration with the parties involved.[5] Carr and Kemmis in McNiff (1988:2) state that action research is self reflective inquiry done by teachers or principals to improve the rationality and justice, as they state that action research is:

> . . . a form of self reflective inquiry undertaken by participants (teachers, students or principals, for example) in social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situation (and institutions) in which these practices is carried-out.[6]

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[3] David Nunan, *Research Method in Language Learning*, (USA: Cambridge University Press, 1992), p. 18

[4] Eileen Ferrance, *Themes in Education,* (US: Brown University, 2000), p.32.

[5] Graham Hitchcock and David Hughes, *Research and The Teacher,* (London and New York: Routledge, 1995), *second edition*, p. 27.

[6] Mulyasa, *Praktik Penelitian Tindakan Kelas,* (Bandung: Remaja Rosdakarya, 2009), p. 33.

From all the definitions above, the writer concludes that classroom action research is a research done by teacher with his or her colleague, and involves a group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson.

Classroom action research has three main characteristics, they are:

1. Reflective inquiry. Classroom action research departs from the real learning problems daily faced by faculty and students. So classroom action research activities based on the execution of tasks and taking action to solve problems.

2. Collaborative. Efforts to improve the learning process and can not be done alone by researchers outside the classroom (teachers), but researchers had to collaborate with teachers.

3. Reflective. In contrast to the formal research approaches, which often prioritize experimental empirical approaches, classroom action research more emphasis on the process of reflection on the process and outcomes.[7]

Lewin codified the action research process into four main stages: planning, acting, observing and reflecting.[8]According to Suharsimi, there are four components in one cycle for doing in classroom action research. They are:

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[7]Suharsimi Arikunto, et.al, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2008), p. 110-111.

[8]Louis Cohen, et.al, *Research Methods in Education,* (USA: Routledge, 2007) *Sixth edition*,p.304.

1. Planning

Planning is a plan to conduct treatment or after making sure about the problem of the research. By a good planning, a researcher can be easier to face some problems and it will be more effective in doing research.

2. Acting

This section discusses the implementation of planning, it is about the steps and activities that would be taken by the researcher.

3. Observing

In this step, a researcher has to observe all events or activities during the research.

4. Reflecting

Reflecting is the activity to adduce what has been done.[9] Those four components are related each other as a cycle as in this scheme:

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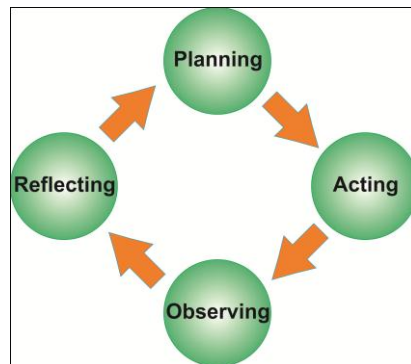
[9]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: PT.Rineka Cipta, 2006), *6threvised*, p. 99.

McNiff (2002: 71) sets out an eight-step of the action research process:

1. Review your current practice.

2. Identify an aspect that you wish to improve.

3. Imagine a way forward in this.

4. Try it out.

5. Monitor and reflect on what happens.

6. Modify the plan in the light of what has been found, what has happened, and continue.

7. Evaluate the modified action.

8. Continue until you are satisfied with that aspect of your work (e.g. repeat the cycle).[10]

B. Setting

MTs Mu'allimin Kandangan Temanggung was purposively selected as the research setting because the students' interest and understanding on narrative text was low. In addition, the writer wants to know how far they know about narrative text and the improvement of students' understanding of narrative text after being taught by using song. This school also was chosen because its location is reachable for researcher to conduct the research. It is located at Rowoseneng Kandangan Temanggung.

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[10]Louis Cohen, et.al, *Research Methods in Education,* (USA: Routledge, 2007), *sixth edition,* p.305-306.

C. Collaborator

The collaborator in this research was the person who helped the researcher to collect the data. He was Mr. Fasiun, S.Pd.I the teacher of English subject in VIII A of MTs Mu'allimun Rowoseneng.

D. Participant of The Study

In this research, the population was all students in VIII A of MTs Mu'allimin Rowoseneng Kandangan Temanggung the academic year of 2014/2015. It consists of 21 students (15 male) and (6 female).

E. Research Procedure

This classroom action research was arranged into two cycles. They were cycle I and cycle II. The writer collaborated with the teacher of English subject who teaches in VIII A. The activities in each cycle were as follow:

1. **Cycle 1**
   1) Planning
      a). Prepared the material of study about narrative text.
      b). Arranged a lesson plan based on the teaching material
      c). Prepared observation checklist.
   2) Acting
      a) Told the material in this meeting.
      b) The writer explored the students' understanding about narrative text.
      c) Teacher divided the students into several groups.

d) Teacher distributed the jumble lyrics of the song to the group.

e) Teacher played the song.

f) Students arranged the lyric into correct order while listening the song.

g) Teacher asked student to read their work.

h) Teacher asked several questions related with the song.

i) Teacher and the student discussed about those examples.

j) Teacher and students checked and discussed about the students' answers by playing the song.

3) Observing

The writer observed student's activities during teaching learning process and while they worked in group. The writer helped the students who found difficulties in arranging the song lyric.

4) Reflecting

Evaluated and concluded the result in the first cycle. The writer discussed with the teacher.

2. **Cycle 2**

1). Planning

a). Prepared the material of study about narrative text.

b). Arranged a lesson plan based on the teaching material

c). Prepared observation checklist.

2). Acting
   a) Students are guided to learn about past tense
   b) Teacher gave example of simple past tense using jumble words of the song lyric
   c) Teacher divided the students into several groups.
   d) Teacher distributed the jumble words of the song lyrics to the group.
   e) Teacher played the song
   f) Students arranged the lyric into correct order while listening the song.
   g) Teacher asked student to read their work.
   h) Teachers asked several questions related with the song.
   i) Teacher and the student discuss about those examples.
   j) Teacher and students checked and discussed about the students' answers by playing the song

3). Observing

   The writer observed student's activities during teaching learning process and while they worked in group. Teacher helped the students who found difficulties in arranging simple past tense.

4). Reflecting

   Evaluated and concluded the result of the second cycle. The writer discussed with the teacher.

F. Variables and Indicators of Study

Suharsimi states variable is "the object of research or something that becomes the concern of research".[11]Variables can be defined as any aspect of a theory that can vary or change as part of the interaction within the theory. In other words, variables are anything can effect or change the results of a study. Every study has variables as these are needed in order to understand differences.[12]

In this research there are two variables:

1. Independent variable

Suharsimi states independent variable is "a variable that influences or causes of change or emergence of the dependent variable".[13]Independent variable in this research is the use of song in teaching English narrative text.

The indicators of Independent variable are:

1) Preparing song lyric which contain of narrative text in jumble lyric.

2) Asking student to arrange the jumble lyric while listening the song.

3) Asking students to read the correct arrangement of the song.

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[11] Suharsimi Arikunto, *Prosedur Penelitian Suatu Penelitian Praktik*, (Jakarta: PT Rineka Cipta, 2006), *6threvised* , p. 118.

[12] Dr. Christopher L. Heffner, *(http://allpsych.com/researchmethods/definingvariables.html), accessed on 27-1- 2013.*

[13] Suharsimi Arikunto, *Prosedur Penelitian Suatu Penelitian Praktik*, (Jakarta: PT Rineka Cipta, 2006), *6threvised* , p. 119.

2. Dependent variable

It is an affected variable because of the existence of the independent variable.[14] Dependent variable in this research is the student's understanding on narrative text with the indicator that the students are able to identify the social function, generic structure, language future of narrative text and understanding the meaning of the text.

G. Data Collection Technique

The writer used observation, documentation and test to collect the data.

1. Observation

According to Suharsimi Arikunto, observation is an activity concern an object which use all of body senses. So, observation can be done through vision, hearing, etc. Observation in this research used to monitor the student's activities during the teaching learning process.

2. Documentation

"Documentation is an instrument used to gain data about some events in the past which has been documented".[15] Documentation in this research used to know some information of data such as, the students' name, the material of study, students' work, etc.

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[14] Muchammad Fauzi, *Metode Penelitian Kuantitatif*, (Semarang: Walisongo Press, 2009), p. 150.

[15] Mulyasa, *Praktik Penelitian Tindakan Kelas,* (Bandung: Remaja Rosdakarya, 2009), p. 69.

3. Test

"Test is some questions or drill used to measure someone's ability, intelligence, skill from individual or group".[16] The writer used achievement test in this research. Achievement test used to measure someone's achievement after studying something.

H. Data Analysis Technique

There are some data analyzed in this research:

1. The data of students participation

This research used the instrument of observation to know the students' participation. The instrument consisted of aspects of observation. The criterion of scoring is:

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[16] Suharsimi Arikunto, *Prosedur Penelitian Suatu Penelitian Praktik*, (Jakarta: Rineka Cipta, 2006), *6th revised* , p. 150.

No	Indicators	None (0 %)	A few (< 20%)	Half (20-49%)	Many (50-69%)	Majority (> 70 %)	Total score
		1	2	3	4	5	
1	The students are enthusiastic in listening to teachers' explanation of narrative text.						
2	The students participate in answering the teacher question						
3	The students show curiosity by asking question.						

4	The students are enthusiastic in responding teachers' technique in learning						
5	The students are enthusiastic in doing test						
Total score							

$$score = \frac{total\ score}{maximal\ score}\ x\ 100\ \%$$

Note:

None   : 0%

Few students   : 20%

Half students : 20-49%

Many students : 50-69%

Majority   : >70%

2. The data of student's understanding

The writer scored the students' ability in narrative text, counted the cumulative scores and the total average or the mean of students' score in each cycle.

1) Measuring the students individual ability

In every cycle, after giving a treatment the writer gave test to the students. The result of the test analyzed by using percentage scoring as following formula:

$$score = \frac{\sum right\ answer}{\sum items}\ x\ 100$$

2) Measuring the Mean

After calculating the percentage of students score, the writer calculated the mean to measure the improvement of students score in every cycle. The mean is the arithmetical average that is obtained by adding the sum offset score and dividing the number of the students.

The following formula is[17]:

$$X = \frac{\sum f}{n}$$

X= the mean

f = the sum offset score

n = the number of the students.

From the result of this formula the writer found out the improvement of students' understanding on narrative text.

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[17] Suharsimi Arikunto, *Dasar- Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2006), *Edisi Revisi cet. 6,* p. 264.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Description of The Research

This chapter discussed the data that had been collected to know the result of each cycle during the research.

1. Pre cycle

In pre cycle, the researcher began by exploring some information such as the class, the technique, the problem, and students' name and score. The researcher did not conduct the class or observation. The researcher just collected the data from the teacher. The researcher do simple interview with the teacher. The teacher recommended the researcher to conduct the research in class VIII A. The reason for choosing the class was caused the class has a problem. Based on the teacher's information that many students got difficulties in understanding narrative text that has been taught by the teacher. In this activity the teacher did not use the learning aids. The teacher just used the conventional method. The teacher explained the material about narrative text and then gave students test. The mean of the students' score of test as follow:

$$X = \frac{\Sigma f}{n}$$

$$mean = \frac{the\ sum\ of\ scores}{the\ number\ of\ students}$$

$$mean = \frac{1250}{21}$$

$$\text{Mean} = 59.5$$

From the result above, it shows that the mean of pre cycle was 59.5. it mean that many students was still got under minimum passing score(70).

2. **Cycle 1**

Cycle 1 was conducted on Monday, 16 March 2015. There were 21 students following teaching learning process. Teaching learning process during treatment was presented in many steps.

1. Planning
   a) Chose teaching and learning material.
   b) Arranged lesson plan.
   c) Observation checklist.
   d) Prepared test instrument.

2. Acting

The first stage was pre activities. Firstly, the researcher greeted the students and checked the students' attendance. All students joined the teaching learning process. Then, the researcher told to the students the learning aim. Before explaining the material, teacher helped students to explore students' knowledge about narrative. Teacher tried to remind the students about narrative such as social function, and

generic structure. Students responded by answering teacher's question, but many students forgot about the material. After that, teacher explained the material more. Having clear with the definition of narrative text, the researcher divided students into groups. Here is the list of students group in cycle 1:

Group	Member
I	Adi Winata Astuti Bayu Setiadji Danar Setiyawan
II	Elsen Alifiyanto Fajar Sulistyo Imam Nasrudin Irvan Khoerodin
III	Miftachurrohman Nastangin Nurani Reni Rian Sari
IV	Shofiyani Taufiq Kurrohman Trapsilo Umul Rizkia Sari
V	Yuliyono Yuliyanto Ahmad Raehan Budi Listiyani Gunawan

The researcher distributed examples of narrative text using song lyric with jumble lyric to each students in their group. The researcher used the song as a modeling of the text. Students were asked to focus on the text that was distributed.

The title of the song is "The little tin Soldier" by Donovan. The researcher played the song while students rearranged the jumble lyric. During the learning process, the students were enthusiastic in arranging the lyric but the researcher found incorrect arranging in group 1, 3, 5. It means that only group 4 and 2 who did the arranging correctly. After that the researcher discussed the right answer and discussed the features of the song. The researcher explained about past tense and asked students to give some examples about past tense from the lyric.

The last stage was post activities. The researcher gave test in multiple choice form. Some students looked confused, but they did the test enthusiastically. After students collected their worksheets to the teacher, then researcher analyzed and calculated students' worksheets.

Here is the result of cycle 1:

No	Student's Name	Score
1	ADI WINATA	70
2	ASTUTI	80
3	BAYU SETIADJI	55
4	DANAR SETIYAWAN	75
5	ELSEN ALIFIYANTO	60
6	FAJAR SULISTYO	65
7	IMAM NASRUDIN	65
8	IRVAN KHOERUDIN	65
9	MIFTACHURROHMAN	75
10	NASTANGIN	55
11	NURANI	65
12	RENI RIAN SARI	80
13	SHOFIYANI	85
14	TAUFIQ KURROHMAN	70
15	TRAPSILO	65
16	UMUL RIZKIA SARI	70
17	YULIYONO	75
18	YULIYANTO	60
19	AHMAD RAEHAN	60
20	BUDI LISTIYANI	70
21	GUNAWAN	70
Sum Score		**1435**

$$X = \frac{\Sigma f}{n}$$

$$X = \frac{1435}{21}$$

Mean = 68,3

From the result above, the researcher concluded that the student's understanding in narrative text was low. The calculated result shows that the mean of students test of first cycle was 68,3. but it has not satisfactory yet, because there were many students who got under minimum passing score. The minimum passing score (KKM) is 70. The researcher was aware that there were many students who were confused in narrative text.

3. Observing

First monitoring was conducted on Monday, 16 March 2015. There were 21 students joined in teaching learning process. The students were enthusiastic in listening the researcher's explanation. They were also enthusiastic in responding teacher's questions. In this process, there were no students who asked about the material when they were confused about the material. After conducting the treatment, the researcher gave a test to the students to measure their understanding. Students looked enthusiastic enough in doing the test.

Observation checklist in cycle 1 is:

No	Indicators	None 0%	A few (< 20%)	Half (20-49%)	Many (50-69%)	Majority (> 70 %)	Total score
		1	2	3	4	5	
1	The students are enthusiastic in listening to teachers' explanation of narrative text					V	5
2	The students participate in answering the teacher question		V				2
3	The students show curiosity by asking question.	V					1
4	The students are enthusiastic in responding teachers' technique in learning					V	5
5	The students are enthusiastic in doing test				V		4
Total score		1	2	0	4	10	17

$$score = \frac{total\ score}{maximal\ score}\ x\ 100\ \%$$

$$= \frac{17}{25}\ x\ 100\ \%$$

$$= 68\ \%$$

Based on the result above, the researcher concluded that only 68% of 21 students enjoyed the teaching and learning process. The researcher should make the lesson more interesting for the next, because by creating interesting atmosphere during the class it could come up the students' enthusiasm.

4. Reflecting

The result of students' score shows that many students got under minimum passing score (KKM). There were some students who still unfocused on the lesson and there were hardly students who asked the question. So the researcher decided to continue the next cycle to fix the problems. The researcher decided to use the song again to make students more interest. The researcher should come up students' motivation in learning process, especially for students who were less attention.

3. Cycle 2

Cycle 2 was conducted on Monday, 23 March 2015. There were 21 students who joined in the class. Teaching learning process during treatment was represented in many steps.

1. Planning

The researcher begun by identifiying the problem and the alternative way to solve the problem, the researcher arranged and improved the lesson plan based on the teaching

material, improved the teaching strategy, prepared the teaching aids, and prepared the research instrument.

2. Acting

   In this cycle, had been done an activity to getan improvement that had not completed in previous cycle. In this stage resercher began by greeting the students, and then checked students' attendance. After that, researcher told the material based on the problems that had been faced by students in previous lesson. The next stage is main activities. Teacher began by reviewing previous cycle that was narrative and the problems that had been faced by students. In previous cycle those are arranging the lyric and identify the feature of narrative text especially simple past tense. Before the reseracher explained the material, the researcher asked the students about their problems and reviewed about the material in previous cycle. Then the researcher together with the students identify the problems that had been faced by the students in previous cycle. After that, the teacher helped students to dig their knowledge about simple past tense as one of language features of narrative text. Then teacher explained more about past tense.

   After explaining the materials, teacher gave a sample of narrative text using lyric of song. The researcher explained the form of past tense by using the jumble words which were taken from the lyric. After that the researcher gave the chance

to the students in group to rearrange the jumble words of the lyric by listening to the song. Before students listen the song, the researcher asked student to analyze the jumble word by remembering the form of past tense to the students. Then the students wrote the right sentence in the lyric. The students were enthusiastic in arranging the words of the lyric. In this stage there were 4 groups who arranged the lyric correctly. It means almost students showed their improvement in past tense.

Here is the list of students group in cycle 2:

Group	Member
I	Adi Winata
	Astuti
	Bayu Setiadji
	Danar Setiyawan
II	Elsen Alifiyanto
	Fajar Sulistyo
	Imam Nasrudin
	Irvan Khoerodin
III	Miftachurrohman
	Nastangin
	Nurani
	Reni Rian Sari
IV	Shofiyani
	Taufiq Kurrohman
	Trapsilo
	Umul Rizkia Sari
V	Yuliyono
	Yuliyanto
	Ahmad Raehan
	Budi Listiyani
	Gunawan

The last stage was post activity where the teacher and the researcher gave test for students to measure students' understanding. Students were given the multiple choise test. Here is the result of cycle 2:

No	Student's Name	Score
1	ADI WINATA	85
2	ASTUTI	85
3	BAYU SETIADJI	85
4	DANAR SETIYAWAN	75
5	ELSEN ALIFIYANTO	80
6	FAJAR SULISTYO	85
7	IMAM NASRUDIN	85
8	IRVAN KHOERUDIN	85
9	MIFTACHURROHMAN	90
10	NASTANGIN	70
11	NURANI	85
12	RENI RIAN SARI	80
13	SHOFIYANI	90
14	TAUFIQ KURROHMAN	70
15	TRAPSILO	75
16	UMUL RIZKIA SARI	80
17	YULIYONO	80
18	YULIYANTO	85
19	AHMAD RAEHAN	70
20	BUDI LISTIYANI	80
21	GUNAWAN	75
SUM SCORE		**1695**

$$X = \frac{\Sigma f}{n}$$

$$X = \frac{1695}{21}$$

Mean = 80.7

3. Observing

The second monitoring was conducted on Monday, 23 March 2015. There were 21 students joined in teaching learning process. The students paid attention to the researcher's explanation about the material. When the researcher asked some students to make example of simple past tense, they did well. It seemed that the students had improvement from the previous cycle. In this cycle there were also students who asked about the material which they still confuse about it. Here is the observation checklist in cycle 2:

No	Indicators	None 0% 1	A few (< 20%) 2	Half (20-49%) 3	Many (50-69%) 4	Majority (> 70 %) 5	Total score
1	The students are enthusiastic in listening to teachers' explanation of narrative text					V	5
2	The students participate in answering the teacher question				V		4
3	The students show curiosity by asking question.		V				2
4	The students are enthusiastic in responding teachers' technique in learning					V	5
5	The students are enthusiastic in doing test					V	5
Total score		**0**	**2**	**0**	**4**	**15**	**21**

$$score = \frac{total\ score}{maximal\ score}\ x\ 100\ \%$$

$$= \frac{21}{25}\ x\ 100\ \%$$

$$= 84\%$$

From the result above shows that the result of the observation checklist in the second cycle was 84%. It means that majority of students were enthusiastic in learning process. They paid attention to the lesson seriously and enthusiastically.

4. Reflecting

In this cycle, the students show the improvement in understanding narrative text. They have understood the social function, generic structure and language features of narrative text. It could be seen from the average improvement score from the test and their enthusiastic in teaching learning process. According to the researcher, all activities run well. All of the students paid attention to the researcher seriously and interested while working in group and doing test. From this result, the researcher decided to stop the cycle.

B. Discussion of Research Finding

After the researcher implemented the song to narrative text, the researcher got the data from the test and analyzed the result of each cycle. There were improvement from the students' understanding of narrative text. Students were enthusiastic in teaching learning process. Most of students were active in responding the researcher's technique. It was showed from the students' work. The result was analyzed from each cycle and the researcher got the result as follow:

	Pre cycle	First cycle	Second cycle
Sum of the score	1.250	1.435	1.695
Mean	59.5	68.3	80.7

Here is the diagram of student's achievement
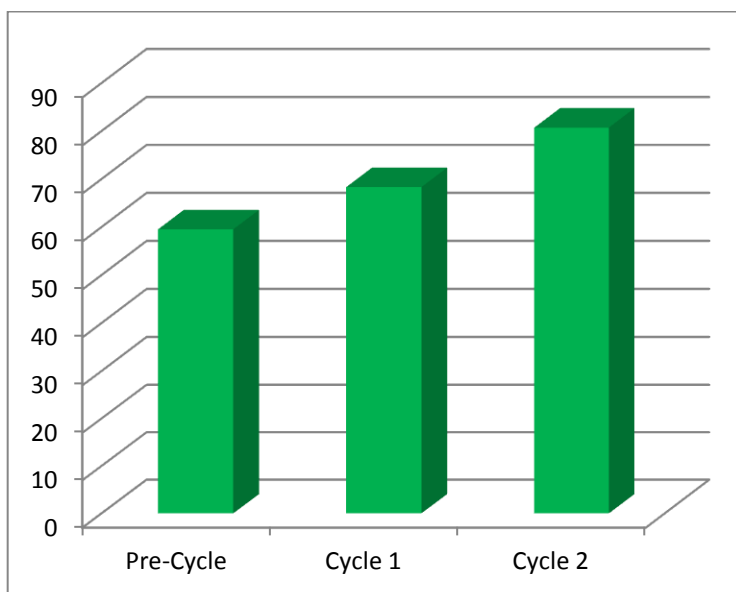
There were many factors that influenced the result of the study. One of the factors was using new technique. In this case, the researcher applied song to teach narrative text. This technique provides the students to cooperate with their group to arrange paragraph into text. They regarded that using this technique could facilitate themselves to understand narrative text easier.

During the teaching learning process, the students paid attention to the researcher and the teacher of English subject. They were enthusiastic in responding teacher's questions and actively answer the questions. They were also enthusiastic in doing the test. Over all, the students enjoyed the lesson.

Here is the diagram of students' activeness:
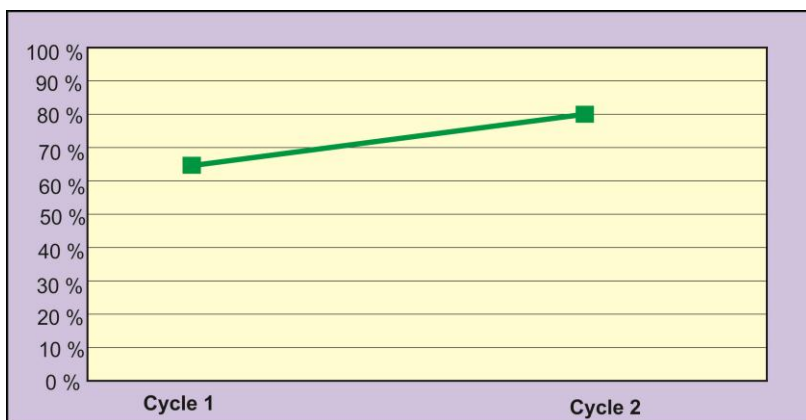
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The research conclusion is presented according to the data which have been analyzed in the previous chapter. From all the data analysis about using song to improve students understanding of narrative text with VIII A grades students of MTs Mu'allimin Rowoseneng Kandangan Temanggung can be concluded that:

1. This research shows that the implementation of song can improve students understanding of narrative text.

2. The improvement of students understanding of narrative text after being taught using song can be seen from the result of each cycle. The result in cycle one was 68,3 and cycle two was 80,7 Song was also interesting to the students. It can be seen in result of observation checklist in the first cycle was 68% and the second cycle was 84%. It means that majority of students participated in the class enthusiastically.

B. Suggestion

In teaching English, the teacher must create fun atmosphere, enjoyable and interesting situation as possible as the teacher can such as using song because song can break the usual routine and let the students cooperate with others. In other word, the teacher should make learning interesting because students like to learn when they are enjoying themselves.

The writer considers some suggestions in order to improve ability in reading skill, especially for the teacher and the students. The writer suggestions are as follow:

1. For Teacher of English subject:
   a. Teacher of English subjects should have some strategies and ways to enrich their English teaching techniques and avoid using monotonous techniques.
   b. Teacher is suggested to be creative in teaching English, because by giving interesting media or technique, it can make the students interested in learning English and the students can easily receive and understand the material.
   c. Teacher of English subject should give motivation to the students.
2. For the students
   a. Students should not be afraid of making mistake and worried about their ability in choosing and arranging words to produce sentence.
   b. Students should keep study and learn to improve their ability in reading for English by improving their vocabulary.

Finally, the writer realizes that this thesis is far from being perfect, so that, constructive critics and advice really expected for the perfection of this thesis. Hopefully, this thesis will be useful for all. Amin.

C. Closing

Praise to be Allah SWT, that has been giving protection and power so that this thesis can be finished. The researcher realized that this paper is far from being perfect, so that, constructive critics and advices are really expected. Hopefully, this thesis will be useful for the reader especially for the teachers.

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ATTACHMENTS

Attachment 1

Time Schedule of the Research

Task Description	Date and Month				
Asking permission to the headmaster.	9 Maret 2015				
Doing Observation		14 Maret 2015			
Doing first cycle			16 Maret 2015		
Doing second cycle				19Maret 2015	
Writing report					28 Maret 2015

Attachment 2

Students' Name in Grades VIII A MTs Mu'allimin Rowoseneng
Kandangan Temanggung in The Academic Year of 2014/2015

No	Student's Name	Sex
1	ADI WINATA	M
2	ASTUTI	F
3	BAYU SETIADJI	M
4	DANAR SETIYAWAN	M
5	ELSEN ALIFIYANTO	M
6	FAJAR SULISTYO	M
7	IMAM NASRUDIN	M
8	IRVAN KHOERUDIN	M
9	MIFTACHURROHMAN	M
10	NASTANGIN	M
11	NURANI	F
12	RENI RIAN SARI	F
13	SHOFIYANI	F
14	TAUFIQ KURROHMAN	M
15	TRAPSILO	M
16	UMUL RIZKIA SARI	F
17	YULIYONO	M
18	YULIYANTO	M
19	AHMAD RAEHAN	M
20	BUDI LISTIYANI	F
21	GUNAWAN	M

Male   : 15, Female: 6

Attachment 3

LESSON PLAN FOR THE FIRST CYCLE

School   : MTs Mu'allimin Kandangan

Subject   : English

Class/semester   : VIII A/ II

Skill   : Reading

Time Allocation   : 2 x 40 minutes

I. Competence Standard

Understanding the meaning in short simple essay in the form of narrative and recount to interact with the surrounding environment.

II. Basic Competence

Responding the meaning and rhetoric step in short simple essay language manner accurately, properly and acceptable to interact with the surrounding environment in the form of narrative and recount

III. Indicators

- Identifying the social function of narrative text
- Identifying the generic structure of narrative text
- Identifying the language features of narrative text
- Identifying the meaning of the text.

IV. Learning Aims

By the end of the lesson, the students will have been able to:

- Identify the social function of narrative text

- Identify the generic structure of narrative text

- Identify the language features of narrative text

- Identify the meaning of the text.

V. Material

Narrative text is a text that is a story like account of an event from the past. There are many types of narrative text: fairy tale stories, folk tales, fables, myth etc.

Generic Structure

Orientation	:	sets the scene and introduce the participants
Complication	:	this is part of the story when a crisis arises
Resolution	:	the complication may be resolved for better or worse, this is a part of narrative where the complication is shorted out or the problem is solved.

The purpose of a narrative text is to amuse or entertain the reader and to deal with actual or vicarious experience in different ways and deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

The Little Tin Soldier
By Donovan

Once in a town in the black forest a little white toy-shop stood,
And a little tin soldier with only one leg lived in a castle of
wood.
And across the room on another shelf stood a little glass case,
And a tiny ballerina lived in there all in her dress of lace.

And from where the little tin soldier stood,
They could see each other so clear.
And the little tin soldier watched over her,
With a love that was so dear.

Then one day sadness came; the tiny ballerina was sold.
The little tin soldier was thrown away, and into the gutter he
rolled.
The water carried him to the sea and many far off lands,
He made many children happy as
He passed through their tiny hands.

And then one day they met again in a house in the land of Eire.
And when the clocks on the walls struck the midnight hour,
They jumped into a fire.

And in that fire they shall stay, forever and a day,
For the fire, Lord, is the fire of love, just like the peaceful dawn.

VI. Teaching and Learning Activity :

1. Pre Activities

    a. Teacher greets the students

    b. Teacher checks attendance list

    c. Teacher gives the students' stimulating questions about narrative.

       "Do you know Malin Kundang?"

       "when did the story happen?"

    d. Teacher told the learning aims.

2. Main Activities

   a. Exploration

      - Teacher informs to the students about the material that will be studied.

      - Teacher explains the material of narrative text.

      - Teacher introduces the song "Coat of Many Colors".

   b. Elaboration

      - Teacher divides the students into several groups.

      - Teacher distributes the jumble lyrics of the song to the group.

      - Teacher plays the song.

      - Students arrange the lyric into correct order while listen to the song.

      - Teacher asks student to read their work.

      - Teacher asks several questions related with the song.

- Teacher and the student discuss about those examples.
- Teacher and students check and discuss about the students' answers by playing the song.

    c. Confirmation

- Teacher gives feed back for students.
- Teacher reviews the material.
- Teacher gives opportunity to students for asking question.

3) Post Activities

    a. Teacher and students summarize and conclude the material.

    b. Teacher gives suggestion or motivation to students to study hard and memorize new material.

    c. Teacher conveys the material that will be explained in the next meeting.

    d. Teacher closes the meeting.

VII. Learning Resources:

- Scaffolding (English for Junior High School Students).
- Buku Standard Kompetensi Dan Kompetensi Dasar KTSP
- http://www.esl-lounge.com/songswz.php accessed on februari 8 2015

VIII. Method   : Audio Lingual Method.

IX. Media   : Laptop, LCD and Speaker

X. Assessments :

    1. Form   : Written Test

    2. Technique : Students do the exercise in multiple choices form

    3. Aspect   : accuracy in choosing the correct answer

    4. Instruments :

Activities	Instructions
•Teacher gives worksheet to the student about narrative text in multiple choice forms	•Please chose the correct answer by crossing a, b, c or d !

Criteria of assessments:

The Total Score   = *the number of true answer* x5

                 Temanggung, 16 March   2015

Known by:

English Teacher   Researcher,

Fasi'un   Eni Susanta

Attachment 4

TEST OF FIRST CYCLE

Text 1

Once upon a time, there lived a happy family in a village. A man and his wife lived happily on a little farm, breeding their flock of geese and selling their eggs at the market. They were not rich, but they were happy with their life together.

Then one day, a new goose flew in among their flock. The couple was surprised to find a shiny golden egg in her nest. Each and every day after that, the goose laid another egg of solid gold.

The couple was soon richer than they had ever dreamed of but they were not happy. They grew impatient with only one golden egg a day. The farmer said to his wife, "our goose must be full of gold. Why should we wait to have more egg?"

"If we cut her open," his wife agreed, "we can get all the eggs at once." So they killed the goose! They were very surprised to find that it was just like any other goose inside. Even worse, there would never be any more golden egg.

1. How did the man and his wife make their living?
   a. By planting rice   c. By selling eggs
   b. By breeding geese   d. By selling geese
2. How many golden eggs did the couple get each day?
   a. One   c. Three
   b. Two   d. Four
3. They grew <u>impatient</u> with only one golden egg a day (paragraph three). The opposite of the underlined word above is …
   a. Patient   c. Wise
   b. Generous   d. Greedy

4. They were not <u>rich</u> (paragraph one). The opposite of the underlined word above is
   a. Simple   c. Cruel
   b. Poor   d. Arrogant
5. What moral value can we learn from the story?
   a. We must be impatient to be richer
   b. We should not work hard to get richer
   c. We must be patient, we must not be greedy to be richer
   d. We should be impatient, we should not be greedy to be richer

Text 2

Once upon a time, there lived an old lady crow who was mean and ugly. One day, Miss Crow had stolen a big piece of cheese. And then, she flew on to a branch to enjoy it.

On the other place, under the tree, a sly creature, Mr. fox, who wanted the cheese for himself, came up and spoke politely to her.

"Oh. Miss Crow, how beautiful you are! What a lovely beak, what lovely feathers you have! What pretty eyes! If you only could sing, you would be the most beautiful bird in the world!"

Very pleased to hear all of this about herself, Miss Crow gave a loud croak to show that she could, sing. Of course, the moment she opened her beak, the cheese fell down, and Mr. fox ran away with it, laughing loudly.

6. What is the best title of the story?
   a. Old Lady Crow   c. The Fox and The Crow
   b. Beautiful Miss Crow d. Ugly Mr. fox
7. Why did the crow gave a loud croak? Because it wanted …
   a. To show her pretty eyes c. To show her lovely feathers
   b. To show her beautiful beak d. To show that she could sing

8. "…Very <u>pleased</u> to hear all of this…." (paragraph 4). What is the same meaning of the underlined word?
   a. Guilty   c. Angry
   b. Happy   d. Worry
9. "… an old lady crow who was mean and <u>ugly</u>." The opposite of the underlined word is …
   a. Bad   c. Beautiful
   b. Poor   d. Rich

10. Miss Crow gave a loud croak to <u>show</u> that she could, sing. The underlined word means …
    a. Expand   c. Expense
    b. Exhibition   d. Expedition

Text 3

Once upon a time, there were a king and his queen who lived in the Kingdom of Belinyu. They didn't have any child. Until one night, the queen had a dream of a turtle. It said that the queen would have a baby, and she had to give a Komala necklace to her baby. The queen woke up and she was holding a Komala necklace in her hand. She told her dream to the king, and he was very happy.

Shortly, the queen's dream became reality. She delivered a beautiful baby girl. The king named her, Komala. She grew up as a pretty girl. However, she had a bad attitude because her parents always spoiled her too much.

One day, Komala heard her parents were talking about the turtle in her mother's dream. She thought that the turtle was very interesting animal, so she wanted it as her pet. She insisted to find it, and the king allowed her to look for the animal.

Accompanied with the king's guards, Komala searched the turtle, and finally, she found it in a beach. She shouted to it, "Penyu busuk, wait for me," in several times, but the turtle kept swimming. Komala ran after it into the sea, she tried to catch it.

Until then she finally drowned and disappeared, and all of her guards could not save her. Now, people call the beach, *Penyusuk.*

11. What does the story tell us?
    a. A bad attitude girl   c. The legend of Penyu Busuk
    b. A kingdom in Belinyud. The legend of Penyusuk Beach
12. What is the main idea of the last paragraph?
    a. The king permitted Komala to find the turtle
    b. The celebration of Komala's birthday
    c. Komala drowned into the sea
    d. The turtle disappeared
13. Komala had a bad attitude because …
    a. She was a princess   c. She was a beautiful girl
    b. Her father was a king d. Her parents spoiled her very much
14. "Until then she finally <u>drowned</u> . . . " (last paragraph). The synonym of the word "drowned" is …
    a. Disappeared   c. Swam
    b. Floated   d. Sank
15. Until then she finally drowned and <u>disappeared</u>. The underlined word means …
    a. Vanished   c. Disappointed
    b. Appeared   d. Appointed

Text 4

The Wolf and The Goat

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner.

"My dear friend," said the wolf in his sweetest voice, "aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground."

"No, thank you," said the goat.

"well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area."

"No, thank you," said the goat.

"But the grass tastes better down here!" said the exasperated wolf, "Why dine alone?"

"My dear wolf," the goat finally said, "are you quiet sure that it is my dinner you are worrying about and not your own?"

16. What did the wolf ask when he saw the goat grazing at the edge of a high cliff?
    a. To be his friend   c.   To climb up higher
    b. To graze on the level ground d.   To be his dinner
17. "aren't you cold up there in the wind?" The word 'there' refers to …
    a.   At the edge of a high cliff   c.   Grass
    b.   A sheltered area   d.   Ground
18. What we can learn from the story?
    a. Don't look down to other creatures
    b. Don't easily believe in well-behaved creatures
    c. Don't judge others by their appearance
    d. Don't easily beat other creatures
19. From the story we know …
    a. The goat was very hungry
    b. The wolf was a helpful animal
    c. The wolf was eager to eat the goat
    d. The goat was going to fight with the wolf
20. "… on this fine grass beside me on <u>safe</u>" the opposite of the underlined word is …
    a.   Secure   c.   Destroy
    b.   Peace   d.   Dangerous

=========== Good luck ===========

14

THE KEYS

1. B	6. C	11. D	16. B
2. A	7. D	12. C	17. A
3. A	8. B	13. D	18. B
4. B	9. C	14. D	19. C
5. C	10. B	15. A	20. D

Attachment 5

LESSON PLAN FOR THE SECOND CYCLE

       School   : MTs Mu'allimin Rowoseneng

       Subject   : English

       Class/semester   : VIII/ II

       Skill   : Reading

       Time Allocation   : 2 x 40 minutes

I. Competence Standard

       Understanding the meaning in short simple essay in the form of narrative and recount to interact with the surrounding environment.

II. Basic Competence

       Responding the meaning and rhetoric step in short simple essay language manner accurately, properly and acceptable to interact with the surrounding environment in the form of narrative and recount

III. Indicators

- Identifying the social function of narrative text
- Identifying the generic structure of narrative text
- Identifying the language features of narrative text
- Identifying the meaning of the text.

IV. Learning Aims

By the end of the lesson, the students will have been able to:

- Identify the social function of narrative text
- Identify the generic structure of narrative text
- Identify the language features of narrative text
- Identify the meaning of the text.

V. Material

Narrative text is a text that is a story like account of an event from the past. There are many types of narrative text: fairy tale stories, folktales, fables, myth, romance, legend. etc.

<u>Generic Structure</u>

Orientation : sets the scene and introduce the participants

Complication : this is part of the story when a crisis arises

Resolution : the complication may be resolved for better or worse, this is a part of narrative where the complication is shorted out or the problem is solved.

The purpose of a narrative text is to amuse or entertain the reader and to deal with actual or vicarious experience in different ways and deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Language features of narrative text.

- Past tense (killed, drunk,etc)
- Adverb of time (Once upun a time, one day, etc)

- Time conjunction (when, then, suddenly, etc)
- Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- Action verbs. A verb that shows an action. (killed, dug, walked, etc)
- Direct speech. It is to make the story lively. (Snow White said,"My name is Snow White). The direct speech uses present tense.

- **Simple Past Tense**

  Simple past tense is used to express something that happened in the past.

  Here is the pattern.

  Verbal

  ➢ Positive S + V2

     I studied English last night
  ➢ Negative S + did not + infinitive

     She did not study English last night
  ➢ Interrogative did + subject + infinitive

     Did he study English last night?

  Nominal

  ➢ Positive S + were/was + non verb

     I was ill yesterday
  ➢ Negative S + were/was not + non verb

I was not ill yesterday

> Interrogative were/was + S + non verb

Was I ill yesterday?

Is, am   = was

Are   = were

Today was a fairytale
By Tailor Swift

Today was a fairytale,

you were the prince

I used to be a damsel in distress

You took me by the hand, and you picked me up at six

Today was a fairytale,

today was a fairytale

Today was a fairytale,

I wore a dress

You wore a dark gray t-shirt

You told me I was pretty when I looked like a mess

Today was a fairytale

Time slows down whenever you're around

But can you feel this magic in the air?

It must have been the way you kissed me

Fell in love when I saw you standing there

It must have been the way

Today was a fairytale

It must have been the way

Today was a fairytale

Today was a fairytale

You've got a smile that takes me to another planet

Every move you make, everything you say is right

Today was a fairytale

Today was a fairytale

All that I can say is now it's getting so much clearer

Nothing made sense until the time I saw your face

Today was a fairytale

Time slows down whenever you're around

Yeah yeah

But can you feel this magic in the air?

It must have been the way you kissed me

Fell in love when I saw you standing there

It must have been the way

Today was a fairytale

It must have been the way

Today was a fairytale

Time slows down whenever you're around

I can feel my heart, it's beating in my chest

Did you feel it?

I can't put this down

But can you feel this magic in the air?

It must have been the way you kissed me

Fell in love when I saw you standing there

It must have been the way

But can you feel this magic in the air?

It must have been the way you kissed me

Fell in love when I saw you standing there

It must have been the way

Today was a fairytale

It must have been the way

Today was a fairytale

Today was a fairytale

I. Teaching and Learning Activity :

1. Pre Activities
    e. Teacher greets the students
    f. Teacher checks attendance list
3. Main Activities
    a. Exploration
        - Teacher informs to the students about the material that will be studied.
        - Teacher asked to the students about their problem and reviewed the material in previous lesson.

- Students and the teacher identified the problem that had been faced by the students in previous cycle

b. Elaboration

- Students are guided to learn about past tense
- Teacher gives example of simple past tense using jumble words of the song lyric
- Teacher divides the students into several groups.
- Teacher distributes the jumble words of the song lyrics to the group.
- Teacher plays the song
- Students arrange the lyric into correct order while listening the song.
- Teacher asks student to read their work.
- Teacher asks several questions related with the song.
- Teacher and the student discuss about those examples.
- Teacher and students check and discuss about the students' answers by playing the song.

c. Confirmation

- Teacher gives feed back for students.
- Teacher reviews the material.
- Teacher gives opportunity to students for asking question.

3) Post Activities

    a. Teacher and students summarize and conclude the material.

    b. Teacher gives suggestion or motivation to students to study hard and memorize new material.

    c. Teacher conveys the material that will be explained in the next   meeting.

    d. Teacher closes the meeting.

II. Learning Resources:

- Scaffolding (English for Junior High School Students). Page 70.
- Buku Standard Kompetensi Dan Kompetensi Dasar KTSP
- http://www.esl-lounge.com/songswz.php accessed on februari 8 2015

III.	**Method**	:	**Audio Lingual Method.**
IV.	**Media**	:	**Laptop, Speaker, LCD**
V.	**Assessments**	:	
1.	Form	:	Written Test
2.	Technique	:	Students do the exercise in multiple choices form
3.	Aspect	:	accuracy in choosing the correct answer

4. Instruments   :

Activities	Instructions
•Teacher gives worksheet to the student about narrative text in multiple choice forms.	•Please chose the correct answer by crossing a, b, c or d !

Criteria of assessments:

The Total Score = the number of true answer x5

Temanggung, 19 March 2015

Known by:

English Teacher,   Researcher,

Fasi'un   **Eni Susanta**

Attachment 6

TEST OF THE SECOND CYCLE

STUDENT'S WORKSHEET

Choose the correct answer by crossing a, b, c or d!
The following text is for questions 1 to 4.

A long time ago, there lived an old man in the Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a beautiful daughter named Dewi Walang angin who was not married yet. Kiai Gede Penanggungan prayed days and nights for her daughter to have a husband. One day, a young handsome man came to his place. The name of the man was Jaka Pandelengan. He wanted to be Kiai Gede Penanggungan's student. Kiai Gede agreed to have Jaka as his student with one condition that he would marry her daughter. Jaka Pandelengan and Dewi Walang angin soon got married. Kiai Gede Penanggungan taught Jaka many things.

After several years, now it was time for the couple to live separately from Kiai Gede Penanggungan. They would move to another village. Kiai Gede gave some seeds of pari or paddy to the couple. He asked the couple to plant the seeds. He also warned the couple not to be arrogant when they were rich. He wanted the couple to help poor people. The couple started a new life. They planted the seed. Soon, the seeds grew and became a lot of rice. Now the couple became very rich. The poor neighbours came to the couple to ask for some pari seeds, but the couple refused to help them.

Kiai Gede heard about the couple's bad behavior. Soon he visited the couple. He met them when the couple was working in the field. Kiai Gede talked to the couple. He reminded the couple not to be arrogant, but the couple ignored him. They said nothing to Kiai Gede. Kiai Gede got very angry. Then he said, "You two are like temples. You do not listen to me". Right after he said those words, an incredible thing happened. Slowly, Jaka and Dewi turned into temples. Because the temples stood among the pari, people then named them as Pari Temples.

(Sumber Text darisoal UN SMP/MTS 2011)

1. What did Jaka Pandelengan and his wife do to be rich?
   a. Helped poor people.   c. Planted pari seeds.
   b. Had a great power.   d. Built a temple.
2. The couple becomes temples because ....
   a. They were rich
   b. Kiai Gede banned them to be temple
   c. Kiai Gede liked them
   d. They were good people
3. "..............an incredible thing happened." The underlined word means ....
   a. Untouchable   c. Common
   b. Unbelievable   d. Usual
4. What can we learn from the story?
   a. We should live separately from our parents.
   b. We have to listen to our parent's advice.
   c. We have to prepare a good paddy field.
   d. We should refuse other people's help.

The following text is for questions 5 to 14
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? Sat 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 wouldn't 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!. *(sumber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)*

5. Where does the story take place?
   a. London   c. Jakarta
   b. Puerto Rico   d. Buenos Aires
6. What is the word that the parrot cannot say?
   a. Catano   c. Canato
   b. Tacano   d. Nacato
7. How often did the owner teach the bird how to say the word?
   a. Always   c. Many times
   b. Everyday   d. Every second
8. 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
9. What does the man do to the bird because the bird cannot say the name of a place.
   a. The man ate the bird.   c. The man killed the bird.
   b. The sold the bird.   d. The man taught the bird.
10. 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.
11. What is the story about?
   a. A parrot and a cat   c. A parrot and the owner
   b. A parrot and a chicken   d. A parrot, the owner, and chickens
12. "It was very, very smart"
   The underlined word refers to ….
   a. The man   c. The chicken
   b. The bird   d. Puerto Rico
13. "The parrot was very, very smart"
   The word 'smart' means ….
   a. Stupid   c. Stubborn
   b. Clever   d. Beautiful

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14. "The parrot was <u>screaming</u> at the fourth chickens"
    What does the underlined word mean?
    a. Smiling   c. Shouting
    b. Crying   d. Laugh

Read the text to answer question number 15 to 20

There were a girl named Bawang Putih, she lived with her step mother and her step sister named Bawang Merah. Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Finally she met an old woman. The old woman returned the clothes. She also gave Bawang Putih a small pumpkin. At home, Suddenly Bawang putih and her step mother and step sister were surprised. Inside the pumpkin they found jewelries. "Bawang Merah, hurry up. Go to the river then found the old woman and took big pumpkin. They were screaming. There were a lot of snakes inside the pumpkin! Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them.

15. What is the story about?
    a. Malin Kundang   c. Sangkuriang
    b. Bawang Putih&Bawang Merah   d. Tangkuban Perahu
16. What kind of text the story above?
    a. Recount   c. Procedure
    b. Descriptive   d. Narrative
17. Who is Bawang Merah?
    a. Bawang Putih's mother   c. The old woman
    b. Bawang Putih's step sister   d. The pumpkin's owner
18. Who gave the clothes back to Bawang Putih
    a. The old woman   c. Her Step mother
    b. Bawang merah   d. River
19. Why were Bawang Merah and mother screaming?
    a. They found jewelries
    b. Mother's clothes fell down to the river
    c. Both of them realized their mistakes
    d. There were a lot of snakes inside the pumpkin

20. Why did Bawang Merah and mother say apologize to Bawang Putih?
    a. They found jewelries
    b. Mother's clothes fell down to the river
    c. Both of them realized their mistakes
    d. There were a lot of snakes inside the pumpkin

============ Good luck ============

ANSWER KEYS

1. C	6. A	11. C	16.D
2. B	7. C	12.B	17.B
3. B	8. B	13.B	18.A
4. B	9. D	14.B	19.D
5. B	10. A	15.B	20.C

Attachment 7

STUDENT'S SCORE IN ALL CYCLE

| No	Student's Name	Score		
		Pre-Cycle	Cycle 1	Cycle 2
1	ADI WINATA	70	70	85
2	ASTUTI	60	80	85
3	BAYU SETIADJI	30	55	85
4	DANAR SETIYAWAN	40	75	75
5	ELSEN ALIFIYANTO	70	60	80
6	FAJAR SULISTYO	70	65	85
7	IMAM NASRUDIN	70	65	85
8	IRVAN KHOERUDIN	60	65	85
9	MIFTACHURROHMAN	50	75	90
10	NASTANGIN	40	55	70
11	NURANI	70	65	85
12	RENI RIAN SARI	70	80	80
13	SHOFIYANI	70	85	90
14	TAUFIQ KURROHMAN	40	70	70
15	TRAPSILO	50	65	75
16	UMUL RIZKIA SARI	70	70	80
17	YULIYONO	60	75	80
18	YULIYANTO	60	60	85
19	AHMAD RAEHAN	70	60	70
20	BUDI LISTIYANI	60	70	80
21	GUNAWAN	70	70	75
	Sum Score	1250	1435	1695
	Average	**59.52**	**68.33**	**80.71**

Attachment 8

DIAGRAM OF STUDENT'S ACHIEVEMENT
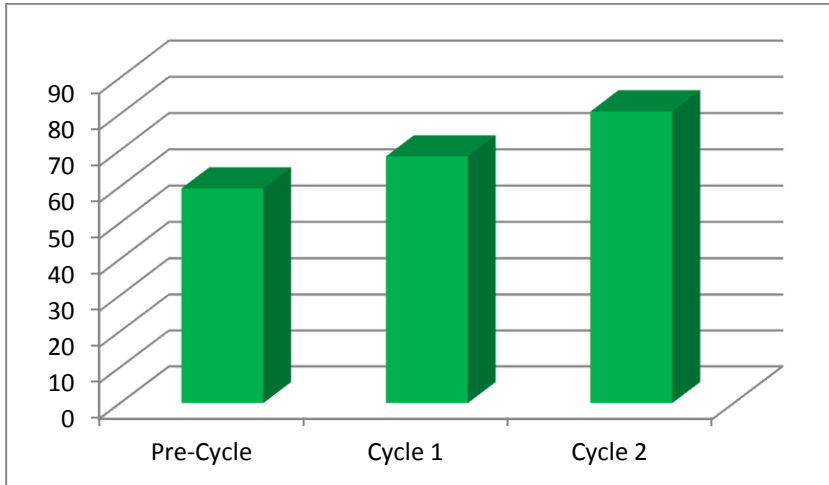
Attachment 9

DIAGRAM OF STUDENT'S ACTIVENESS
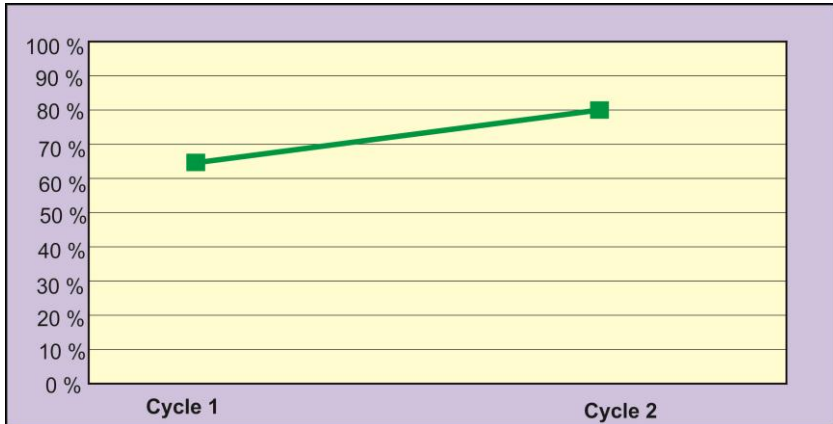
Attachment 10

STUDENT'S WORKS

Cycle 1

Nama : Nastangin
Kelas : VIII.a

Text for no 1 to 5

Long ago in the Neverland, there was lived a very beautiful princess, Snow White. The queen was her stepmother. She was very jealous of her beauty. So, she wanted Snow White died.

Snow White knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs.

The queen turned into a witch. Snow White did not realize it. The witch gave her a poisoned apple. As a result, Snow White was put into sleep for years.

Fortunately, in the end, Prince Charming revival her with a kiss. They lived together happily ever after.

1. Who were involved in the story?
   a. Cinderella and Glass Shoes
   b. Snow White and Seven Dwarfs
   c. Alice in Wonderland
   d. Sleeping Beauty

2. Which parts are called the complication?
   a. Cinderella, Prince Charming, and The Queen
   b. Snow White and The Queen
   c. Snow White, and Seven Dwarfs, and Prince Charming
   d. Snow White, Cinderella, and The Queen

3. Why was the queen jealous to Snow White? We can find the answer in …
   a. Paragraph 1
   b. Paragraph 2
   c. Paragraph 3
   d. Paragraph 4

4. Why did Snow White's stepmother turn into a witch?
   a. Because of Snow White's beauty
   b. Because of Snow White's wealth
   c. Because of Snow White's boyfriend
   d. Because Snow White was her step daughter

5. Did Snow White eat the poisoned apple given by the witch?
   a. Yes, she does
   b. No, she doesn't
   c. Yes, she did
   d. No, she didn't

Text for no 6 to 10

In a field one summer's day a grasshopper was hoping about, chirping and singing to its heart's content. An ant passed by, bearing along with the great toil an ear of corn he was taking to the nest.

"Why not come and chat with me?" said the grasshopper, "instead of toiling and moiling in that why?" "I'm helping to lay up food for the winter," said the ant, "and recommend you to do the same."

"Why bother about winter?" said the grasshopper, "we have got plenty at present." But the ant went on its way and continued its toil. When the winter came, the grasshopper had no food and found itself dying of hunger, while it saw the ants distributing everyday corn and grain from the stores they had collected in the summer.

6. What animals are in the story above?
   a. Dragonfly and ant
   b. Butterfly and grasshopper
   c. Grasshopper and ant
   d. Grasshopper and bee

B : 11
S : 9

34

7. What did the grasshopper do when he saw an ant toiling and moiling?
   a. He is chatting with his friend
   b. He is chirping and singing
   c. He is toiling and moiling
   d. He is helping an ant
8. An ant passed by, bearing along with great *toil* an ear. The italized word means ...
   a. Food
   b. Drink
   c. Walk
   d. Work
9. The seasons that do not mentioned in the text are ...
   a. Summer and winter
   b. Summer and spring
   c. Spring and autumn
   d. Winter and autumn
10. What happened to grasshopper when the winter came?
   a. He had full of food
   b. He was dying of hunger
   c. He came to ant's nest
   d. He moved to another place

Text for no 11 to 15

The Boy Who Cried "Wolf"

There was once a shepherd-boy who kept his flock at a little distance from the village. Once he thought he would play a trick on the villagers and have some fun at their expense. So he ran toward the village crying out, with all his might.

"Wolf! Wolf! Come and help! The wolves are at my lambs!"

The kind villagers left their work and ran to the field to help him. But when they got there, the boy laughed at them for their pains, there was no wolf there.

Still another day, the boy tried the same trick, and the villagers came running to help and got laughed at again. Then one day a wolf did break into the fold and began killing the lambs. In great fright, the boy ran for help. "Wolf! Wolf!" he screamed. "There is a wolf in the flock! Help!"

The villagers heard him, but they thought it was another mean trick, no one paid the least attention, or went near him. And the shepherd-boy lost all his sheep.

11. What did the boy think on the villagers?
   a. He would help the villagers
   b. He would play a trick on the villagers
   c. He wanted to take care of the villagers' lamb
   d. He would cry in front of the villagers
12. The boy played a trick to the villagers ...
   a. Once
   b. Twice
   c. Three times
   d. Four times
13. What did happen to the boy's sheep at the end?
   a. All the sheep were lost
   b. The sheep were healthy and fat
   c. All the sheep were safe
   d. All the sheep were killed by the wolf
14. The moral value of the story is ...
   a. We should help someone else
   b. We should do our job well
   c. We can tell a lie sometimes
   d. The people who lie, are not trusted by someone else although they tell the truth

35

15. "... his flock at a <u>little distance</u> from the village." The opposite of the underlined words is
    a. Very large
    b. Near
    c. Far away
    d. Very big

Text for no 16 to 20

Cinderella lived with a very mean family. She had to do all the chores. She made the bed. She did the dishes. She cooked the meals. She even took out the garbage.

One day, the family went to a party at the prince's palace. Cinderella was sad. She said, "I want to go the party, too!"

Suddenly, fairy princess came and said, "I can help you." She gave Cinderella a party dress and some glass slippers. Then she said, "Come home early. My magic ends at midnight, I'm just learning this job."

Cinderella went to the party and danced with the prince. She forgot about time. Then she saw a clock. It was almost midnight! Cinderella ran home, but she lost one of her glass slippers on the way.

The prince wanted to marry Cinderella, but all he had was a glass slipper. Some women tried on the slipper, but it did not fit. The prince thought, "Everyone has such big feet!" Then one day, Cinderella tried it on and it fit!

The prince and Cinderella got married, and they lived happily ever after.

16. The main character of the story was ...
    a. A fairy princess
    b. A prince
    c. Cinderella
    d. Cinderella's mother

17. What did Cinderella do in the family?
    a. She went all the chores
    b. She did all the chores
    c. She ordered her sister to do the chores
    d. She did nothing

18. Where did the family go one day?
    a. They went to the market
    b. They went to the prince's palace
    d. They did shopping

19. What happened when Cinderella was sad?
    a. Her mother mocked her
    b. Her sisters laughed at her
    c. A fairy princess helped her
    d. A prince came to her

20. What did the prince do to look for Cinderella?
    a. He went to the villages
    b. He asked the women tried on slipper
    c. He ordered his servant to find Cinderella
    d. He did nothing

============= Good luck =============

36

Nama : SHOFIYANI
Kelas : VIII A

Text for no 1 to 5

Long ago in the Neverland, there was lived a very beautiful princess, Snow White. The queen was her stepmother. She was very jealous of her beauty. So, she wanted Snow White died.

Snow White knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs.

The queen turned into a witch. Snow White did not realize it. The witch gave her a poisoned apple. As a result, Snow White was put into sleep for years.

Fortunately, in the end, Prince Charming revival her with a kiss. They lived together happily ever after.

1. Who were involved in the story?
   a. Cinderella and Glass Shoes
   b. Snow White and Seven Dwarfs
   c. Alice in Wonderland
   d. Sleeping Beauty
2. Which parts are called the complication?
   a. Cinderella, Prince Charming, and The Queen
   b. Snow White and The Queen
   c. Snow White, and Seven Dwarfs, and Prince Charming
   d. Snow White, Cinderella, and The Queen
3. Why was the queen jealous to Snow White? We can find the answer in …
   a. Paragraph 1
   b. Paragraph 2
   c. Paragraph 3
   d. Paragraph 4
4. Why did Snow White's stepmother turn into a witch?
   a. Because of Snow White's beauty
   b. Because of Snow White's wealth
   c. Because of Snow White's boyfriend
   d. Because Snow White was her step daughter
5. Did Snow White eat the poisoned apple given by the witch?
   a. Yes, she does
   b. No, she doesn't
   c. Yes, she did
   d. No, she didn't

Text for no 6 to 10

In a field one summer's day a grasshopper was hoping about, chirping and singing to its heart's content. An ant passed by, bearing along with the great toil an ear of corn he was taking to the nest.

"Why not come and chat with me?" said the grasshopper, "instead of toiling and moiling in that why?" "I'm helping to lay up food for the winter," said the ant, "and recommend you to do the same."

"Why bother about winter?" said the grasshopper, "we have got plenty at present." But the ant went on its way and continued its toil. When the winter came, the grasshopper had no food and found itself dying of hunger, while it saw the ants distributing everyday corn and grain from the stores they had collected in the summer.

6. What animals are in the story above?
   a. Dragonfly and ant
   b. Butterfly and grasshopper
   c. Grasshopper and ant
   d. Grasshopper and bee

S : 3
B : 17.

37

7. What did the grasshopper do when he saw an ant toiling and moiling?
   - a. He is chatting with his friend
   - b. He is chirping and singing
   - c. He is toiling and moiling
   - d. He is helping an ant
8. An ant passed by, bearing along with great *toil* an ear. The italized word means …
   - a. Food
   - b. Drink
   - c. Walk
   - d. Work
9. The seasons that do not mentioned in the text are …
   - a. Summer and winter
   - b. Summer and spring
   - c. Spring and autumn
   - d. Winter and autumn
10. What happened to grasshopper when the winter came?
   - a. He had full of food
   - b. He was dying of hunger
   - c. He came to ant's nest
   - d. He moved to another place

Text for no 11 to 15

The Boy Who Cried "Wolf"

There was once a shepherd-boy who kept his flock at a little distance from the village. Once he thought he would play a trick on the villagers and have some fun at their expense. So he ran toward the village crying out, with all his might.

"Wolf! Wolf! Come and help! The wolves are at my lambs!"

The kind villagers left their work and ran to the field to help him. But when they got there, the boy laughed at them for their pains, there was no wolf there.

Still another day, the boy tried the same trick, and the villagers came running to help and got laughed at again. Then one day a wolf did break into the fold and began killing the lambs. In great fright, the boy ran for help. "Wolf! Wolf!" he screamed. "There is a wolf in the flock! Help!"

The villagers heard him, but they thought it was another mean trick, no one paid the least attention, or went near him. And the shepherd-boy lost all his sheep.

11. What did the boy think on the villagers?
   - a. He would help the villagers
   - b. He would play a trick on the villagers
   - c. He wanted to take care of the villagers' lamb
   - d. He would cry in front of the villagers
12. The boy played a trick to the villagers …
   - a. Once
   - b. Twice
   - c. Three times
   - d. Four times
13. What did happen to the boy's sheep at the end?
   - a. All the sheep were lost
   - b. The sheep were healthy and fat
   - c. All the sheep were safe
   - d. All the sheep were killed by the wolf
14. The moral value of the story is …
   - a. We should help someone else
   - b. We should do our job well
   - c. We can tell a lie sometimes
   - d. The people who lie, are not trusted by someone else although they tell the truth

38

15. "… his flock at a <u>little distance</u> from the village." The opposite of the underlined words is
   a. Very large
   b. Near
   c. Far away
   d. Very big

Text for no 16 to 20

Cinderella lived with a very mean family. She had to do all the chores. She made the bed. She did the dishes. She cooked the meals. She even took out the garbage.

One day, the family went to a party at the prince's palace. Cinderella was sad. She said, "I want to go the party, too!"

Suddenly, fairy princess came and said, "I can help you." She gave Cinderella a party dress and some glass slippers. Then she said, "Come home early. My magic ends at midnight, I'm just learning this job."

Cinderella went to the party and danced with the prince. She forgot about time. Then she saw a clock. It was almost midnight! Cinderella ran home, but she lost one of her glass slippers on the way.

The prince wanted to marry Cinderella, but all he had was a glass slipper. Some women tried on the slipper, but it did not fit. The prince thought, "Everyone has such big feet!" Then one day, Cinderella tried it on and it fit!

The prince and Cinderella got married, and they lived happily ever after.

16. The main character of the story was …
   a. A fairy princess
   b. A prince
   c. Cinderella
   d. Cinderella's mother
17. What did Cinderella do in the family?
   a. She went all the chores
   b. She did all the chores
   c. She ordered her sister to do the chores
   d. She did nothing
18. Where did the family go one day?
   a. They went to the market
   b. They went to the prince's palace
   d. They did shopping
19. What happened when Cinderella was sad?
   a. Her mother mocked her
   b. Her sisters laughed at her
   c. A fairy princess helped her
   d. A prince came to her
20. What did the prince do to look for Cinderella?
   a. He went to the villages
   b. He asked the women tried on slipper
   c. He ordered his servant to find Cinderella
   d. He did nothing

============= Good luck =============

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Cycle 2

STUDENT'S WORKSHEET

Nama : nastangin
Kelas : VIu a

Choose the correct answer by crossing a, b, c or d!

The following text is for questions 1 to 4.

A long time ago, there lived an old man in the Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a beautiful daughter named Dewi Walangangin who was not married yet. Kiai Gede Penanggungan prayed days and nights for her daughter to have a husband. One day, a young handsome man came to his place. The name of the man was Jaka Pandelengan. He wanted to be Kiai Gede Penanggungan's student. Kiai Gede agreed to have Jaka as his student with one condition that he would marry her daughter. Jaka Pandelengan and Dewi Walangangin soon got married. Kiai Gede Penanggungan taught Jaka many things.

After several years, now it was time for the couple to live separately from Kiai Gede Penanggungan. They would move to another village. Kiai Gede gave some seeds of pari or paddy to the couple. He asked the couple to plant the seeds. He also warned the couple not to be arrogant when they were rich. He wanted the couple to help poor people. The couple started a new life. They planted the seed. Soon, the seeds grew and became a lot of rice. Now the couple became very rich. The poor neighbours came to the couple to ask for some pari seeds, but the couple refused to help them.

Kiai Gede heard about the couple's bad behavior. Soon he visited the couple. He met them when the couple was working in the field. Kiai Gede talked to the couple. He reminded the couple not to be arrogant, but the couple ignored him. They said nothing to Kiai Gede. Kiai Gede got very angry. Then he said, "You two are like temples. You do not listen to me". Right after he said those words, an incredible thing happened. Slowly, Jaka and Dewi turned into temples. Because the temples stood among the pari, people then named them as Pari Temples.

(Sumber Text dari soal UN SMP/MTS 2011)

1. What did Jaka Pandelengan and his wife do to be rich?
   a. Helped poor people.   c. Planted pari seeds.
   b. Had a great power.   d. Built a temple.
2. The couple becomes temples because ....
   a. They were rich   c. Kiai Gede liked them
   b. Kiai Gede banned them to be temple   d. They were good people
3. "............an incredible thing happened." The underlined word means ....
   a. Untouchable   c. Common
   b. Unbelievable   d. Usual
4. What can we learn from the story?
   a. We should live separately from our parents.
   b. We have to listen to our parent's advice.
   c. We have to prepare a good paddy field.
   d. We should refuse other people's help.

The following text is for questions 5 to 14

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

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angry. "You are a stupid bird! Why can't you say the word? Sat CAtano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't 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!. *(sumber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)*

5. Where does the story take place?
    a. London   c. Jakarta
    b. Puerto Rico   d. Buenos Aires

6. What is the word that the parrot cannot say?
    a. Catano   c. Canato
    b. Tacano   d. Nacato

7. How often did the owner teach the bird how to say the word?
    a. Always   c. Many times
    b. Everyday   d. Every second

8. Which statement is true according to the text?
    a. The parrot could say Catano   c. Catano was the name at the parrot
    b. At last the parrot could say Catano   d. The man never got angry at the parrot

9. What does the man do to the bird because the bird cannot say the name of a place.
    a. The man ate the bird.   c. The man killed the bird.
    b. The sold the bird.   d. The man taught the bird.

10. It is most likely that ….
    a. The bird killed the three chickens.   c. The bird played with the chicken.
    b. The three chickens killed the bird.   d. The bird killed one of the three chickens.

11. What is the story about?
    a. A parrot and a cat   c. A parrot and the owner
    b. A parrot and a chicken   d. A parrot, the owner, and chickens

12. "It was very, very smart"
    The underlined word refers to ….
    a. The man   c. The chicken
    b. The bird   d. Puerto Rico

13. "The parrot was very, very smart"
    The word 'smart' means ….
    a. Stupid   c. Stubborn
    b. Clever   d. Beautiful

14. "The parrot was screaming at the fourth chickens"
    What does the underlined word mean?
    a. Smiling   c. Shouting
    b. Crying   d. Laugh

Read the text to answer question number 15 to 20

There were a girl named Bawang Putih, she lived with her step mother and her step sister named Bawang Merah. Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Finally she met an old woman. The old woman returned the clothes. She also gave Bawang Putih a small pumpkin. At home, Suddenly Bawang putih and her step mother and step sister were surprised. Inside the pumpkin they found jewelries. "Bawang Merah, hurry up. Go to the river then found the old woman and took big pumpkin. They were screaming. There were a lot of snakes inside the pumpkin! Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them.

15. What is the story about?
    a. Malin Kundang
    b. Bawang Putih & Bawang Merah
    c. Sangkuriang
    d. Tangkuban Perahu
16. What kind of text the story above?
    a. Recount
    b. Descriptive
    c. Procedure
    d. Narrative
17. Who is Bawang Merah?
    a. Bawang Putih's mother
    b. Bawang Putih's step sister
    c. The old woman
    d. The pumpkin's owner
18. Who gave the clothes back to Bawang Putih
    a. The old woman
    b. Bawang merah
    c. Her Step mother
    d. River
19. Why were Bawang Merah and mother screaming?
    a. They found jewelries
    b. Mother's clothes fell down to the river
    c. Both of them realized their mistakes
    d. There were a lot of snakes inside the pumpkin
20. Why did Bawang Merah and mother say apologize to Bawang Putih?
    a. They found jewelries
    b. Mother's clothes fell down to the river
    c. Both of them realized their mistakes
    d. There were a lot of snakes inside the pumpkin

S = 6
B = 14

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STUDENT'S WORKSHEET

Nama : SHOFIYAH.......

Kelas : VIII   A...........

Choose the correct answer by crossing a, b, c or d!
The following text is for questions 1 to 4.

A long time ago, there lived an old man in the Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a beautiful daughter named Dewi Walangangin who was not married yet. Kiai Gede Penanggungan prayed days and nights for her daughter to have a husband. One day, a young handsome man came to his place. The name of the man was Jaka Pandelengan. He wanted to be Kiai Gede Penanggungan's student. Kiai Gede agreed to have Jaka as his student with one condition that he would marry her daughter. Jaka Pandelengan and Dewi Walangangin soon got married. Kiai Gede Penanggungan taught Jaka many things.

After several years, now it was time for the couple to live separately from Kiai Gede Penanggungan. They would move to another village. Kiai Gede gave some seeds of pari or paddy to the couple. He asked the couple to plant the seeds. He also warned the couple not to be arrogant when they were rich. He wanted the couple to help poor people. The couple started a new life. They planted the seed. Soon, the seeds grew and became a lot of rice. Now the couple became very rich. The poor neighbours came to the couple to ask for some pari seeds, but the couple refused to help them.

Kiai Gede heard about the couple's bad behavior. Soon he visited the couple. He met them when the couple was working in the field. Kiai Gede talked to the couple. He reminded the couple not to be arrogant, but the couple ignored him. They said nothing to Kiai Gede. Kiai Gede got very angry. Then he said, "You two are like temples. You do not listen to me". Right after he said those words, an incredible thing happened. Slowly, Jaka and Dewi turned into temples. Because the temples stood among the pari, people then named them as Pari Temples.
(Sumber Text dari soal UN SMP/MTS 2011)

1. What did Jaka Pandelengan and his wife do to be rich?
   a. Helped poor people.
   b. Had a great power.
   c. Planted pari seeds.
   d. Built a temple.
2. The couple becomes temples because ....
   a. They were rich
   b. Kiai Gede banned them to be temple
   c. Kiai Gede liked them
   d. They were good people
3. "..............an incredible thing happened." The underlined word means ....
   a. Untouchable
   b. Unbelievable
   c. Common
   d. Usual
4. What can we learn from the story?
   a. We should live separately from our parents.
   b. We have to listen to our parent's advice.
   c. We have to prepare a good paddy field.
   d. We should refuse other people's help.

The following text is for questions 5 to 14
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? Sat 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 wouldn't 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!. *(sumber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)*

5. Where does the story take place?
   a. London   c. Jakarta
   b. Puerto Rico   d. Buenos Aires
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   a. Catano   c. Canato
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   a. Always   c. Many times
   b. Everyday   d. Every second
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   b. At last the parrot could say Catano   d. The man never got angry at the parrot
9. What does the man do to the bird because the bird cannot say the name of a place.
   a. The man ate the bird.   c. The man killed the bird.
   b. The sold the bird.   d. The man taught the bird.
10. It is most likely that ….
   a. The bird killed the three chickens.   c. The bird played with the chicken.
   b. The three chickens killed the bird.   d. The bird killed one of the three chickens.
11. What is the story about?
   a. A parrot and a cat   c. A parrot and the owner
   b. A parrot and a chicken   d. A parrot, the owner, and chickens
12. "It was very, very smart"
   The underlined word refers to ….
   a. The man   c. The chicken
   b. The bird   d. Puerto Rico
13. "The parrot was very, very smart"
   The word 'smart' means ….
   a. Stupid bodoh   c. Stubborn
   b. Clever pandai   d. Beautiful
14. "The parrot was screaming at the fourth chickens"
   What does the underlined word mean?
   a. Smiling senyum   c. Shouting serakein
   b. Crying menangis   d. Laugh tertawa

Read the text to answer question number 15 to 20

There were a girl named Bawang Putih, she lived with her step mother and her step sister named Bawang Merah. Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Finally she met an old woman. The old woman returned the clothes. She also gave Bawang Putih a small pumpkin. At home, Suddenly Bawang putih and her step mother and step sister were surprised. Inside the pumpkin they found jewelries. "Bawang Merah, hurry up. Go to the river then found the old woman and took big pumpkin. They were screaming. There were a lot of snakes inside the pumpkin! Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them.

15. What is the story about?
   a. Malin Kundang
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   c. Sangkuriang
   d. Tangkuban Perahu

16. What kind of text the story above?
   a. Recount
   b. Descriptive
   c. Procedure
   d. Narrative

17. Who is Bawang Merah?
   a. Bawang Putih's mother
   b. Bawang Putih's step sister
   c. The old woman
   d. The pumpkin's owner

18. Who gave the clothes back to Bawang Putih
   a. The old woman
   b. Bawang merah
   c. Her Step mother
   d. River

19. Why were Bawang Merah and mother screaming?
   a. They found jewelries
   b. Mother's clothes fell down to the river
   c. Both of them realized their mistakes
   d. There were a lot of snakes inside the pumpkin

20. Why did Bawang Merah and mother say apologize to Bawang Putih?
   a. They found jewelries
   b. Mother's clothes fell down to the river
   c. Both of them realized their mistakes
   d. There were a lot of snakes inside the pumpkin

Nomor   : In.06.3/M.2/PP.00.9/ 1990 /2015   Semarang,
Lamp   : -
Hal   : **Permohonan Kesediaan**
       Menjadi Pembimbing Skripsi

KepadaYth.:
Ibu   Dra.Hj. MA'RIFATUL FADHILAH, M.Ed

di Semarang

Assalamu'alaikum wr. wb.

Berdasarkan hasil pembahasan tentang tema penelitian skripsi pada Program Kualifikasi, maka Ketua Program Peningkatan Kualifikasi S1 Bagi Guru Madrasah dan RA Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo menyetujui usulan judul mahasiswa:

Nama   : ENI SUSANTA
NIM   : 11341117
Program Studi : TADRIS BAHASA INGGRIS
Judul Penelitian : **USING ENGLISH SONG TO IMROVE STUDENT'S**
                 UNDERSTANDING ON NARRATIVE TEXT
                 (A Classroom Action Research with Eighth Students
                 of MTs Mu'alliminKandanganTemanggung the
                 Academic Year of 2014/2015)

Untuk proses penulisan skripsi tersebut, maka dengan ini kami memohon kesediaan Bapak/Ibu dosen untuk menjadi pembimbing skripsi mahasiswa program kualifikasi, sebagaimana terlampir dalam Surat Tugas.

Demikian, atasper hatian dan kesediaannya diucapkan terimakasih

Wassalamu'alaikum wr. wb.

An. Dekan
Ketua Program,

NIP. 19690724 199903 1 002

TEMBUSAN dikirim kepada:
1. Dekan Fakultas IlmuTarbiyah danKeguruan UIN Walisongo (sebagai laporan)
2. Mahasiswa yang bersangkutan

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Nomor : In.06.3/D.1/TL.00/1235 /2015   Semarang, 03 Maret 2015
Lamp   :
Hal   : **Mohon Izin Riset**
         A.n. : ENI SUSANTA
         NIM : 113411117

KepadaYth.
Kepala MTs. Mu'allimin Rawaseneng Temanggung
di Temanggung

Assalamu 'alaikumwr.wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami
hadapkan mahasiswa :

Nama   : ENI SUSANTA
NIM   : 113411117
Alamat   : Kembangsari Kandangan Temanggung 56281
JudulSkripsi : USING ENGLISH SONG TO IMROVE STUDENT'S
              UNDERSTANDING ON NARRATIVE TEXT
              (A Classroom Action Research with Eighth Students of M'
              Mu'alliminKandanganTemanggung the Academic Year
              2014/2015)
Pembimbing : **Hj. Dra. Ma'rifatul Fadlilah, M.Ed**

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi
yang sedang disusunnya, dan oleh karena itu kami mohon diberi ijin riset
selama15 hari, pada tanggal 09 Maret 2015 sampai dengan tanggal 23 Maret
2015
Demikian atas perhatian dan kerja samanya disampaikan terima kasih.

Wassalamu 'alaikumwr.wb.

                                              a.n. Dekan
                                         Wakil Dekan Bidang Akademik

                                         Drs. H. Wahyudi, M.Pd
                                         NIP. 19680314 199503 1 001

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

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Alamat : Jalan Biara Tropist Rowoseneng Kandangan Temanggung. Kp. 56281.Telp 5527020

SURAT KETERANGAN
Nomor : MTs.17/P.16/453/III/2015

Assalamu'alaikum wr wb

Yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah Mu'allimin Rowoseneng Kandangan Temanggung, Menerangkan bahwa :

Nama   : ENI SUSANTA

NIM   : 113411117

Alamat   : Kembangsari Kandangan Temanggung

Judul Skripsi : USING ENGLISH SONG TO IMROVE STUDENT'S UNDERSTANDING
                ON NARRATIVE TEXT (A classroom Action Reseach with Eight Students of
                Mts. Mu'allimin Rowoseneng Kandangan Temanggung the academic year 2014
                / 2015)

Pembimbing   : Hj. Dra. Ma'rifatul Fadlilah, M.Ed.

Bahwa yang bersangkutan telah melaksanakan riset berkaitan dengan penyusunan Skripsi yang telah dilaksanakan selama 15 hari, pada tanggal 9 Maret sampai dengan 23 Maret 2015 dan telah dilaksanakan dengan baik.

Demikian surat keterangan ini untuk dipergunakan sebaik-baiknya.

Wassalamu'alaikum wr wb

Ditetapkan di : Rowoseneng
Pada Tanggal : 9 Maret 2015
Kepala Madrasah

'ABD CHOZIN, BA.

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CURRICULUM VITAE

A. Personal identity

1. Complete Name   :   Eni Susanta
2. Place and Date of Birth :   Temanggung, 02 September 1980
3. Original Address   :   Karodan, Kembangsari, Kandangan, Temanggung
4. Mobile Number   :   081931717175
5. Email   :   ennovast31@yahoo.com

B. Education background

1. MIKembangsari Kandangan Temanggung
2. MTs Mu'allimin Rowoseneng Kandangan
3. MA Mu'allimin Kandangan
4. STAINU Temanggung
5. Assigned as a student of Education and Teacher Training Faculty in Walisongo State Islamic University Semarang in 2011 period.

Semarang, 24th April 2015

The Researcher,

Eni Susanta
113411117

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