THE EFFECT OF THE IMPLEMENTATION OF COMMUNICATIVE APPROACH TOWARD STUDENTS ABILITY IN UNDERSTANDING READING PASSAGE AT THE SECOND YEAR SENIOR HIGH SCHOOL 1 TEMPULING INDRAGIRI HILIR

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PEKANBARU

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A thesis
Submitted to Fulfill One of the Requirements for

Undergraduate Degree in English Education

(S.Pd.)

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SUPERVISOR APPROVAL

The thesis entitled *"The Effect of the Implementation of Communicative Approach toward Students Ability in Understanding Reading Passage at the Second Year Senior High School I Tempuling, Indragiri Hilir"* written by Rita Hayati NIM. 10514000400. It has been accepted to be examined in the final examination by the Examination Committee of Undergraduate Degree at Education and Teacher Training Faculty of State Islamic Unversity Sultan SyarifKasim Riau.

Pekanbaru, RabiulAkhir 1st, 1432 H

March 7th, 2011 M

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EXAMINER APPROVAL

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<div align="center">

Pekanbaru,<u>Jumadil Akhir 22nd, 1432 H</u>
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ACKNOWLEDGMENT

In the name of Allah Almighty, the writer finally has compeleted this paper, although the writer need longer time to complete it. In completing this paper, the writer has been greatly improved by comments, corrections, assistance, guidance, motivation, and bright ideas from many people. Therefore, in this respect, it is writer's pleasure to acknowledge the following people for their valuable contribution.

The process of writing this paper also involves the work of some people to whom the writer is also grateful. Therefore, the writer would like to express her sincere gratitude to:

1. Prof. Dr. H. M. Nazir, as the rector of State Islamic University of Sultan Syarif Kasim Riau.
2. Dr. Hj. Helmiati, M.Ag, as the dean of Tarbiyahdan Teacher Training Faculty and all staffs.
3. Dr.Hj.Zulhiddah, M.Pd, as the Chairperson of the English Education Departmentand my Supervisor, for his guidance to the students in writing project paper.
4. The Secretary of English Education Department for his guidance and suggestion.
5. All Lectures who give me their knowladge and information though the meeting in the class or personally
6. The Chairman of library of State Islamic University of Sultan Syarif Kasim Riau.
7. The Headmaster of SMA N I Tempuling regency Indragiri Hilir Drs. Hamzah, the english teacher Eva Marlina, S.Pd and all of teacher Leni Marlina, S.Pd, Putikah, S.Pd and students of SMA N I Tempuling regency Indragiri Hilir.
8. My Beloved parents' H. Syafril and Hj. Rahimah, who have given meaningful and use full supports, both material and spirit in finishing this thesis.
9. My beloved sisters' Ruzi Rahmawati and Rafly Kurniawan.
10. The Headmaster of MTs. Nurul Hidayah and MA Nurul Hidayah Sungai Salak Ibrahim, S.Ag, Muhammad Thoha, S.Hi, Drs. H. Mistar Nawawi, Hj. Mestikani, S.Ag and teacher of MA Nurul Hidayah Yuliani S.Pd, Jumaiyah, S.Pd, Eva Julianti, S.Pd, Salmiati, S.Pd.i, Janawati, S.Pd.i, Jasmi, SE, Ukkas, S.Ag, M. Donk, S.Pd.i, Bizarimi, S.Sos, Nurlis that realy help me and supports to accomplish this thesis.

11. My best friends Afriani AS, S.Pd, Hermailisa, Melgis Dilkawaty Pratama, S.Pd, Defi, Sahtiti who give me support and motivation.

12. All member of C class thanks for your supports and motivation and all people who have given me the great support in conducting and finishing this thesis, those cannot be writen one by one.

Finally, the writer realizes very much that this paper is still far from the perfectness. Therefore, comments, criticisms, and constructive suggestion will be very much appreciated.

My Allah Almighty, the lord of universe blesss you all. Amin.............

Pekanbaru,

The writer

Rita Hayati

ABSTRACT

This research entitles " *The Effect of the Implement of Communicative Approach toward Students Ability in Understanding Reading Passage at The Second Year Senior High School I Tempuling, Indragiri Hilir.* " The objective of the research is to know whether there is any significant Effect of the Implementation of Communicative approach toward Students Ability in Understanding Reading Passage at the Second Year Senior High School I Tempuling, Indragiri Hilir.

In this research, the type of research used was pre experimental research. The writer took *one group pretest-posttest design* as sample that consists of 34 students. Before the giving the treatment, the technique of collecting data was the test. The test was used in order to find out the Students Ability in Understanding Reading Passage at the Second Year Senior High School I Tempuling, Indragiri Hilir.. In analyzed the data, the researcher used graduated standard of English lesson in SMAN 1Tempuling, Indragiri Hilir that is 60 for students' ability in understanding reading passage.It means for those who get score <60, they are pass graduated standard, while for those who get score ≥ 60, they are not pass graduated standard.In order toknow the significant effect of implementation of communicative approach toward students' ability in understanding reading passage,These scores were analyzed statistically. The data were analyzed by using T-test through using SPSS 16.0.

Based on the researcher finding shows that there is a significant different effect in ability reading by using communicative approach. It is proved by finding the t observation (13,583) is higher than t table either at the level significance 5% or level of significance 1% (2,04 >13, 583>2, 75). It meant that" there is significance different effect in ability reading by using communicative approach".

ABSTRAK

Penelitianiniberjudul *"Dampak dari Penerapan Pendekatan Secara Kommunikatif Terhadap Kemampuan dalam Memahami teks bacaan Pada Siswa Kelas 2 SMA N I Tempuling, Indragiri Hilir"*. Tujuan dari penulisan ini adalah untuk mengetahui kemampuan siswa dalam memahami teks bacaan sebelum diajarkan dengan menerapkan pendekatan komunikatif, untuk mengetahui kemampuan siswa dalam memahami teks bacaan setelah diajarkan dengan menerapkan pendekatan komunikative, dan untuk mengetahui apakah ada dampak yang signifikan dari penerapan pendekatan secara komunikatif terhadap kemampuan pemahaman teks bacaan pada siswa kelas 2 SMA N I Tempuling, Indragiri Hilir.

Pada penelitian ini, jenis penelitian yang di gunakan adalah penelitian pre ekspremen. Penulis mengambil *one group pretest-posttest design*. Penulis menggunakan satu kelas sebagai sampel yang terdiri dari 34 siswa. Sebelum memberikan perlakuan, siswa diberikan pre test dan post-test di berikan setelah perlakuan. Teknik penggunaan data adalah test. Test digunakan dalam rangka untuk mengetahui kemampuan siswa dalam memahami teks bacaan pada siswa kelas 2 SMA N I Tempiling, Indragiri Hilir.Dalammenganalisa data, penelitimenggunakanstandarkelulusanmatapelajaranBahasaInggris di SMAN 1 Tempuling, Indragiri Hiliryakni 60 untukkemampuansiswadalammemahami text. Hal iniberartibagisiswa yang mendapatkannilai$<$ 60, merekatidaklulusstandarkelulusan, sementarabagisiswa yang mendapatkannilai$\geq$ 60, mereka lulus standarkelulusan. Untukmengetahuidampak dari penerapan pendekatan secara komuniktif terhadap kemampuansiswa dalam memahami reading teks.nilaitersebutdianalisasecarastatistik. Data tersebutakandianalisadenganmenggunakan T-test melalui SPSS 16.0.

Berdasarkan hasilrisetdiperolehbahwaterdapatperbedaan yang signifikananantatanilaisiswa yang membacadenganmenggunakanpendekatankommunikatif. Itudapat di buktikandarihasilriset yang didapatbahwa t hitungnyaadalah (13,583) lebihbesardarinilai t- table baikpadatarafsignifikan 1% ataupun 5% (2,04>13,583>2,75). Ituartinyaterdapatperbedaan yang signifikanperbedaannilaimembacasiswadenganpendekatankomunikatif.

الملخص

موضوع من هذاالبحث هو "أثر تنفيذ النهج ضد القدرة الاتصالية في فهم نص القراءة عند طلاب في فصل الثاني بمدرسة العالية الحكومية 1 تمفولنج إندر غيري هيلير. تتكون البحث من ثلاثة صياغة المشكلة المتمثلة يعني كيف مهارات الطلاب في فهم نصوص القراءة قبل تدريسها مع النهج التواصلي ، وكيف مهارات الطلاب في فهم نصوص القراءة بعد تطبيق نهج التواصل ، وإذاكان هناك تأثير كبير من تطبيق نهج التواصل إلى القدرة على القراءة والفهم النص عند طلاب في فصل الثاني بمدرسة العالية الحكومية 1 تمفولنج إندر غيري هيلير.

الهدف من هذا البحث لمعرفة مهارات الطلاب في فهم نصوص القراءة قبل تدريسها مع النهج التواصلي ، و لمعرفة مهارات الطلاب في فهم نصوص القراءة بعد تطبيق نهج التواصل ، و لمعرفة إذاكان هناك تأثير كبير من تطبيق نهج التواصل إلى القدرة على القراءة والفهم النص عند طلاب في فصل الثاني بمدرسة العالية الحكومية 1 تمفولنج إندر غيري هيلير.

في هذاالبحث ، نوع من البحث الذي هو قيد الاستخدام من قبل بحوث تجريبية . المؤلف يأخذ واحدة مجموعة تصميم القبلي ، البعدي . المؤلف يستخدم الفئة كما عينة من 34 طالبا . قبل تقديم العلاج ، ويتم منح الطلاب قبل وبعد اختبار تجارب معينة بعد العلاج . الأسلوب هو استخدام بيانات الاختبار . وقد استخدم الاختبار لتحديد مهارات الطلاب في فهم نصوص القراءة عند طلاب في فصل الثاني بمدرسة العالية الحكومية 1 تمفولنج إندر غيري هيلير. وتحليل البيانات باستخدام اختبار تي صيغة من أجل الفرق المتوسط للتجارب قبلي وبعد تجارب باستخدام الإحصائي للعلوم الاجتماعية(س ف س س) الإصدار 16.

من القائمة نتيجة وتبين البحوث أن هناك اختلافات كبيرة بين الطلاب الذين قرأوا القيمة باستخدام نهج التواصل . يمكن أن يكون ثبت من نتائج البحوث التي تحسب وجد أن تي (13.583) آكبر من القيم تي طاولة كبيرة سواء في مستوى 1 ٪ أو 5 ٪ (2,03 < 13.583 < 2,72) وهذا يعني أن هناك اختلافات كبيرة مع وجود اختلافات في قيمة قراءة نهج الطلاب التواصلية.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is one of skills that students should learn in English. In learning English there are four language skills that should be mastered by students, they are listening, speaking, reading, and writing. Reading is one of the basic skills to be acquired during language course. Reading is also one of common ways to get information and knowledge from written form. By reading students will obtain the ideas that they want and will be able to use them in accordance with their needs.

Based on School Based Curriculum (KTSP) 2006, the students should be able to read the text and get information from reading text. The end of lesson students are expected to achieve the information, be able to get involved in communication using English, spoken as well as written and develop their competence in phonological and grammatical. Specially, in reading skill students are expected to get knowledge, information and understanding the reading text.

According to Otong (2009:12) there are two main reasons why students read, those are:

1. reading for pleasure
2. reading for information

There are main ways in reading as follows:

a) skimming (quickly going one's eyes over a text to get the gist of it)
b) scanning (quickly going through a text to find a particular piece of information)

c) extensive reading (reading longer texts, usually for one's own pleasure, mainly involve global understanding)

d) Intensive reading (reading shorter texts to extract specific. This is more an accuracy activity involving reading for detail)

by looking at the reasons why we read above, the writer can conclude that reading is somethings that has purposes. the funcition of purpose is motivation to read. this statementis supported by Grave et al (2001: 248)that "purpose is what motivates us, helps fokus our attention, or give us a goal, something tangible to work toward". Kalayo Hasibuan and Fauzan Anshari's (2007: 114) The purpose for reading also determines the appropriate approach to reading comprehension". because of that, the teacher should try to motivate the students to read by using many kinds of approaches. because it will give influence the students in reading comprehension and automatically it will influence the students ability in understanding reading passage.

The teachersare the main factor that influences the result of the teaching and learning process. When we talk about teachers, of course we talk about their duties and their functions as educators and instructors in education field. If the teachers want their students to be success in teaching and learning process, of course they must know some points that make the students understand the lesson. The points are teaching goal, material, students' activities, method, and evaluation. Therefore the teachers must know what the appropriate strategies and techniques that make the students understand the reading text.

The main purpose of teaching reading isto enable them to comprehend the text or passage in order to get knowledge, information in the passage or to make connection between what you alredy know and what you need know. knowing why you read will greatly increase your chance of understanding material. the ability to understand the reading text is different from every one although they read the same material. it can be caused by some factors, for example students' readiness, motivation, enthusiasm to reading text ang the approach used in teaching reading. The role of teachers is to make them understand about the information that is conveyed by the author in the reading passage.

We can see, the books used in English subject contain of many reading texts and passages. Besides that, in national examination the students are presented many passages that should be understood to answer the question. So, more time of the teachers spend to teach reading than the other skill. the statement is also supported byNunan (1999:249) that "in the fact, it is probably to say that more time is spent teacher reading than other skills".

In teaching English, teachers should be creative. Due to this fact, appropriate reading approach in teaching reading should be used in the classroom. The teachers are able to use many approaches to teach reading. One of approach is that they can apply in teaching reading is communicative approach.

Communicative approach refers to the theory of teaching according to the principle that the students and teachers should genuinely communicate with each other using the target languge. Thereforethe final aim of communicative approach is communicative competence. According to Kalayo Hasibuan and Fauzan

Anshary (2007: 113)"The communicative approach has given instructors a different understanding of the role of reading in the language classroom and the types of texts that can be used in instruction". The Communicative approach stresses the importance of providing learners with opportunities to use their English for communicative purposes. by using communicative approach in teaching reading, the students will be easier to intract with teacher and their friends. reading activity is an important activity for student to develop their ability in comprehension a word or sentence. it is also useful for student to develop their insight or knowladge. reading activity can also add student's vocabulary and develop student's speaking skill. this statement also supported by Harmer (2002:84) that the aspect of the communicative approach or communicative language teaching stressed on the significance of language function rather than focusing solely on grammar and vocabulary.

Senior high school I Tempuling is one of senior high schools in Indragiri Hilir. It consists of nine classes, class X consists of three classes, class XI consists of three class, and XII consists of three classes. English is one of subjects studied there. It is studied twice a week. The purpose of teaching reading for the students is to enable them to comprehend the reading text in order to get information from the text and they can answer the question. According to the 2006 School Based Curriculum English, The goal of learning English for class II in reading as follow:

1. The students are able to understand narrative text, report text, and analytical exposition

   a. Students are able to read aloud the text correct pronounce

b.Students are able to Identify the main idea and supporting idea in the text

c.Students are able to Identify the event, case, argument, and rhetorical exposition

2. The students are able to understand functional simple text, simple essay, and spoof

a. Students are able to read aloud the text correct pronounce

b. Students are able to Identifying the main idea and supporting idea in the text

c. Students are able to Identifying banner, poster, and pamphlet in the text

d. Students are able to used in context

Based on the writer's preliminary study, the writer found many students can not find information from the text, guessing the meaning, specific information act in the activities going on. However, in teaching English teachers apply some methods to achieve the lesson goal such as discuss the material, used textbook.It can be seen from the following phenomena:

1. most of students are not able to guest ideas in reading text

2. most of students have lack vocabulary

3. most of students are not be able to answer question from the text

4. most of students are not be able find main idea

5. most of students are not be able find specific information.

Based on the explanation and symptoms above, the writer found in the field, the writer is interested in carrying out a research entitled "**The Effect of the Implementation of Communicative approach toward Students Ability in Understanding Reading Passage at the Second Year Senior High School I Tempuling, Indragiri Hilir.**

B. The Problem

    1. **Identification of the Problem**

        Based on the background of the problem and supported by phenomena, it is clear that the students have problem in understanding reading passage. From the phenomena mention above, the writer identify the problems as follow;

    a. What are the factors that influence applied communicative approach in teaching reading?

    b. How is the students' ability in understanding reading passage?

    c. How is the students' ability in understanding reading passage before being taught by using the implementation ofcommunicative approach?

    d. How is the students' ability in understanding reading passage after being taught by using the implementation ofcommunicative approach?

    e. Is there any significant effect of the implementation of communicative approach toward students' ability in understanding reading passage at the second year senior high school I Tempuling Indragiri Hilir?

    2. **Limitation of the Problem**

        Based on the identification of the problem above, it is clear that many problem in this research. Therefore, the writer limits the problem of the research onthe effect of the implementation of communicative approach toward students' ability in understanding reading passage at the second year senior high school I Tempuling, Indragiri Hilir. In order to avoid misunderstanding in this research, the reading passage used by the reseacher is narrative text.

3. Formulation of the Problem

Referring to the limitation of the problem above, the problem of this research can be formulated by the following question:

1. How is the students' ability in understanding reading passagebefore being taugh by using the implementation of communicative approach?

2. How is the students' ability in understanding reading passage after being though by using the implemention of communicative approach?

3. Is there any significant effect of the implementation of communicative approach toward students' ability in understanding reading passage?

C. The Reason of Choosing the Title

The reason why the writer is interested in carrying out a research on topic above is based on several considerations:

1. The writer is very interested in carrying out this research to identify the effect of the implementation of communicative approach toward students ability in understanding reading passage

2. This research is important to be discussed and will be valuable contribution for reseacher particularly and for the English teachers generally to recognize and apply to the students in teaching reading.

3. This research is relevant with her status as an English student of English Education Department of State Islamic University Suska Riau.

D. The objectives and the significance of the research

   1.   The Objective of the Research

Ingeneral, the objectives of the research are:

1. To knowthe students' ability in understanding reading passage before being taugh by using the implementation communicative approach.

2. To knowthe students' ability in understanding reading passage before being taugh byusing the implementation communicative approach.

3. To know whether there is any significance effect of the implementation of communicative approach toward students' ability in understanding reading passage

   2. The Significance of the Research

The significance that the researcher hopes from this research is as follows:

1. The research findings are to give the valuable input to the teachers of English at SMA N I Tempuling, Indragiri Hilir espasially and all English teachers generally as an attempt to improve the students ability in understanding reading passage.

2. The research findings areexpected to provide threotical and practical benifits for teaching english as foregn language, especially for those who have gread concerns teaching reading.

3. Motivating students to improve their proficiency in understanding reading passage, in order to give change for students to be master English.

E. The Definition of The Term

In order to avoid misunderstanding and interpretation toward the term used in this research, the researcher thinks that it is necessary to explain the word and terms found in title. They are in the followings:

1. Effect

   According to Manser (1996: 134) effect is into use or operation. It means that changing cause by somebody or something result.

2. Implementation

   According to Manser (1996: 623) implementation is the activities carried out by the teacher to implement the methods of teaching English in learning and teaching process. The activities done by teacher in learning and teaching process

3. Communicative approach

   According to Hammer (2002: 84) communicative approach is name which was given to a set of beliefs which included not only a re-examination of what aspects of language to teach, but also a shift in emphasis in how to teach. it refer tostudents become communicatively competency and sosial context or real life.

4. Reading ability

   According Hornby (1989: 2) ability is capacity or power to do something physical, mental or intelligence. It refer to reading comprehension skill. According to Grellet in Iskandar (2008: 12) reading comprehension skill is

the process of understanding a written text, it means that reading comprehension is the prosess of activity reader to understanding a text with ability interact with the words by understanding its complete meaning and the concept behind it.

F. The Research Paper Organization

The result of this research will be presented in a report which consists of five chapters. The organization of the writing can be seen as follows:

Chapter IIntroduction: Background of the problem, Problem of the research, Reason of the choosing the title, Objective and significance of the research, and Definition of the term

Chapter II Theoretical Framework: Theoretical framework, relevant research, and Operational concept

Chapter III Research Method: Research design, the Time and location of the research, the subject and object of the research, the techniques of data, and The Technique of Data analysis

Chapter IVPresentation and Data Analysis: the discription of the data, the data presentation (test) and data analysis.

Chapter VConclusion and Suggestion: Conclusion and Suggestion.

CHAPTER II

LITERATURE REVIEW

A. THE TEORETICAL FRSAMEWORK

   1. Ability in Understanding Reading Passage

      Reading is one of skills in learning English, those are: listening, speaking, reading, and writing. Reading has a great contribution to the students who want to get information and to enrich their knowledge. It is a bridge for the students to understand scientific textbook and other written sources in English.

      Considering the importance of reading, it is crucial that reading should be given the greatest attention in school. Because this skill is not easy to master. So, the reader should have ability to comprehend the content of the text. According to Richards (1999: 306) reading perceives a written text in order to understand its contents.

      By reading students can gain information from all over the world. According to Otong (2009:12) there are two main reasons why we read, those are:

1. reading for pleasure

2. Reading for information

   From above, the writer can conlude that there are two main porpuse of reading: the first is for getting information, and the second is for pleasure or interest.

   according to Grellet (1981: 4) there are main ways of reading. those are:

a) Skimming is read quickly over a text to get the gist of it.

b) Scanning is read quickly through a text to find a particular piece of information.

c) Extensive reading

Extensive reading is read longer texts, usually for one's own pleasure, mainly involve global understanding.

d) Intensive reading

Intensive reading is read shorter texts to extract specific. This is more an accuracy activity involving reading for detail.

In reading there are two components that should be known by students in teaching reading. They are reading skill and reading comprehension. According to Celce and Murcia (1978: 147-149) the reading skill component is reading for main idea, vocabulary, syntax and other activities like use of table, the index, charts, graphs and footnotes. Reading comprehension isprocess of understanding of a passage or text it mean process to required information, specific idea act.

According to Graves, el al(1998: 258)In learning activities, there are three phases involve to help students in reading; the pre-reading, activities, during activities, and post-reading activities.

In pre-reading activities phase, the activities are to introduce and arouse interest in the topic, to give motivation to students by giving a reason for reading, and producing some language prepositions for the text.

During reading activities, this draw on the text, identifying what is important, determining how key ideas are supported, identifying how patterns of thought, drawing connection among ideas, anticipating what is to come next, relating ideas what you already know.

Post-reading activities encourage students to do something with the material they have just read, to think critically, logically, and creatively about the

information and idea that emerge from their reading, to respond what they have read and sometimes to transform their thinking in actions.

2. The Concept of CommunicativeApproach

The communicative approach was an answer to the dissatisfaction with the audio lingual and grammar translation methods of foreign language instruction, which students were not learning enough realistic, They did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied and grammar translation focuses on the written language. There was attempt to set up such conditions as would imitate the mother tongue acquisition.

The communicative approach sometime also called communicative language teaching. Communicative approach makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. In this view language is interaction; it is interpersonal activity and has a clear relationship with society. Study has to look at the use (function) of language in context, both its linguistic context and its social, or situational, context. It was established in Europe in the in the 1970.

According to Hammer (2002: 84)"The communicative approach or communicative language teaching is name which was given to a set of beliefs which included not only a re-examination of what aspects of language to teach, but also a shift in emphasisng in how to teach".In addition KalayoHasibuan and Muhammad FauzanAnsyari (2007: 39) say "communicative language teaching is viewed as an approach or philosophy to teaching, not a set method; it sees fluency

and the ability to communicate in variety of setting and in variety of ways at the core of teaching and learning.In this view, communicative approachis one variety of theory approach in teaching of language. It is based on the idea that the goal of learning foreign languages is to gain communicative competency. It focuses on the functional aspects of language and less on the formal grammatical structures.

According to Larsen, Diane and Freeman (1986: 131) the goal of using communicative approach is to have students become communicatively competency. Communicative competence involve being able to use the language appropriate to a given social context. The communicativeapproach to language teaching has given instructors a different understanding of the role of reading in the language classroom and the types of texts that can be used in instruction. When the goal of instruction is communicative competence, everyday materials such as train schedules, newspaper articles, and travel and tourism Web sites become appropriate classroom materials, because reading them is one way communicative competence is developed. Instruction in reading and reading practice thus become essential parts of language teaching at every level.

According to Brown (2003: 227) Communicative competency is that aspect of our competence that enables us to convey and interpret massage and to negotiate meaning interpersonally within specific context. Students learn English not only grammatical, but in social context or real life. . according to canale and swain (1999: 71) In communicative competence there are four area competence followings:

a. *Linguistic competence is* knows how to use the grammar, syntax, and vocabulary of a language.

b. *Competence* is knows how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating.

c. *Discourse competence* is knows how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole.

d. *Strategic competence* is knows how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context.

In teaching English, Teacher is one of main factor to achieve the goal lesson and the role of teacher is a facilitator of his students learning. He is a manager of classroom activities. In this role, one of his major responsibilities is to establish situation likely to promote communication. During the activities he acts as an advisor, answering students' questions and monitoring their performance. According to Hart (article: 2007) There are some basic role for teacher order to success in language learning approach in used follows:

a) A teacher's main role is a facilitator and monitor rather than leading the class
b) Lessons are usually topic or theme based, with the target grammar "hidden" in the context e.g. a job interview (using the Present Perfect tense.)
c) Lessons are built round situations/functions practical and authentic in the real world e.g. asking for information, complaining, apologizing, job interviews, telephoning.
d) Activities set by the teacher have relevance and purpose to real life situations – students can see the direct benefit of learning

e) Communicative competence is the desired goal. being able to survive, converse and be understood in the language.

f) Authentic listening and reading texts are used more often, rather than artificial texts simply produced to feature the target language

g) Use of songs and games are encouraged and provide a natural environment to promote language and enhance correct pronunciation

h) Feedback and correction is usually given by the teacher after tasks have been completed, rather than at the point of error, thus interrupting the flow

The writer concludes that basic roles for teacher successful language learning are: teacher as facilitator and monitor, the topic or theme of material with grammar hidden, the lesson build function practices and authentic in real word, and set up of the material relevant and suitable with situation and then there are feedback and correction after task as evaluation in teaching English.

According to Larsen, Diane and Freeman (1986: 135)some of the techniques and materials associated with communicative approach, such as;

a) Authentic material

The students cannot transfer what they learn in the classroom to the outside world and to expose students to natural language in variety of situation, adherents of the communicative approach advocate the use of authentic language materials. We can see that the teacher uses a copy of genuine newspaper article.

b) Scrambled sentence

The students are given a passage (a text) in which the sentences are in a scrambled order. They are told to unscramble the sentence so that the sentences are restored to their original order.

c) language game

Games are used frequently in the communicative approach. The students find them enjoyable, and if they are properly design, they give students valuable communicative practice.

d) Picture strip story

Many activities can be done with picture strip stories. Such discussion. One student in a small group was given a strip story. She showed the first picture of the story to the other members of her group and asked them to predict what the second picture would look like.

e) Role-play.

Role plays in are very important in the communicative approach because they give students an opportunity to practice communicating in different social contexts and different social roles. Role plays can be set up so that they are very structured (example; the teacher tells the students who they are and what they should say) or in a less structured way (example: the teacher tells the student who they are, what the situation is, and what they are talking about)

According to Brown (2003:243) Characteristic of communicative language teaching are:

a. Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.
b. Language techniques are designed to engage learners in the programmatic, authentic, functional use of language for meaningful purposes.
c. Fluency and accuracy are seen as complementary principles underlying communicative techniques.
d. In the communicative classroom, students ultimately have to use the language, productively and receptively in unrehearsed context.

According to forum Asian social science (ccsenet: 2008) there are some of features and principles of communicative approach follows:

1. Features

   a. Focus on meaning.
   b. Communicative competence is the desired goal.
   c. Learner-centered.
   d. Fluency is the primary goal.
   e. Students are expected to interact with other people, either in oral practice, through pair and group work, or in their writings.
   f. Dialogues, if used, center on communicative functions.
   g. Intrinsic motivation will spring from an interest in what is being communicated by the language.
   h. Task-based.

 2. Principles

   a. The communicative principle: Activities that involve real communication promote learning.
   b. The task principle: Activities in which language is used to carry out meaningful tasks promote learning.
   c. The meaningfulness principle: Language that is meaningful to the learner supports the learning process.

And other hand this statement of principles communicative in use supported by Richards and Renandya (2002: 59) that there are two principles underline the multilevel techniques we are going to outline in communicative teaching:

  a. We do not believe that it is necessary for students to understand or translate every word of a reading or listening text. If students complete the task we set – answering a certain number of questions, marking a given number of sentence true or false- we feel that they have read or listened successfully.
  b. We believe that students' ability to read or listen successfully is governed by simple equitation: text level of challenge + task support = student success.
       In communicativeapproach, students are more able to understand and have

ability to read the text. They do not translate every word but they understand the

text. So they are able to improve their reading comprehendsionas we know that in

reading text there are many type of the text such as: narrative, Recount, report and act. In this approach student will provide to understand the text, get information and idea. In communicative classroom, the teacher is a facilitator of his/her students' learning. The teacher will manage students so that the students can be actively. During the activities, the teacher acts as an advisor, answering students' questions and monitoring their performance.

The concept of teaching reading by using this approach is activity for the student to develop his/her ability in comprehending a word or sentence. It is also useful for student to develop his/her insight or knowledge. Reading activity can also add student's vocabulary and develop student's speaking skill.

3. **The Implementation of Communicative Approachin Teaching Reading**

According to Manser (1996: 623) implementation is the activities carried out by the teacher to implement the methods of teaching English in teaching and learning process. Teacher has contribution and main factor in the class. So, teacher is able to implement some of methods or approach to make students more active and easy to understand the lesson. As teacher, we know there are some of methods or approach of foreign language teaching. Freeman (1986: 1, in Nurhayati) states there are some methods of foreign language teaching that are implemented in order to achieve teaching objectives, these methods are the grammar translation, the direct, the audio lingual, the silent way, the suggestopedia, the community language learning, the total physical response and the communicative approach.

The teacher must know situation of class or situation of student. By giving some methods in teaching for one subject, we do hope students be more active or have participation in learning process. According Nana Sudjana (1995: 2) says that the teaching method will be variation not only though verbal communication and the students will have many activities, not only listen to the teacher, such as demonstrating, acting, etc.

Communicative approachis one of approach in teaching English that has some roles the role of teacher is a facilitator of his/her students are communicator. Before giving explanation about the lesson, the teacher musk know the methods/ approach that will be given because the approach is set a program about the nature of language and how language are learned (the approach) imply different ways of teaching language (the method), and different methods make use of different kinds of classroom activity (the technique). It mean some of theories can apply in teaching or use in classroom. According Wilkins (1978: 217) mention that language teaching decision has be taken at many different levels-definitions the goals of learning, determining the broad methodological, assessing the value of particular techniques, organizing language content. In addition, Freeman (1986: 131) state that the purpose of teachers who use communicative approachis to have one's student become communicative competent.

Muhammad Yunus (1978: 85) says that by knowing the teaching method or approach is very important for teacher, because it can influence the teacher success in teaching. If the method or approach that they used is good and suitable with principles of teaching, the result will good but if the approach and methods

used is not good and suitable with principles of teaching, the result will become bad.

The students use the language a great deal through communicative activities such as games, role plays and problem solving task, using of authentic materials. If the teacher applies this characteristic, it means that the students accept the implementation of communicativeapproach.

To get successful in teaching reading, teacher should provide the student and do same preparation before class. It supported by forum Asian social Scien (2008: 82-83), there are some preparations before class:

1 .Materials

Text-based materials is A typical lesson consists of a theme, a task analysis, for thematic development a practice situation description, a stimulus presentation, comprehension questions and paraphrase exercises. A variety of games, roles plays, simulations, and task-based communication activities have been prepared to support Communicativeapproach classes and then Authentic Materials, Many proponents of Communicativeapproach have advocated the use of "authentic" "real-life" materials in the classroom. These might include language based realty, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be built. We are able Procedures material such as:

According to Fincocchiaro and Brumfit (Asian social Scien: 82) once propose communicative procedures like this:

a) Presentation of a brief dialogue proceeded by a motivation and discussion of the function and situation—people, roles setting, topic and informality of language.
b) Oral practice of each utterance of the dialog segment.
c) Questions and answers based on the dialog topics and situation itself.
d) Questions and answers related to the students' personal experiences but centered around the dialog theme.
e) Study one of the basic communicative expressions in the dialog or one of the structures which exemplify the function.
f) Learners' discovery of generalizations or rules underlying the functional expression or structure.
g) Oral recognition, interpretative activities.
h) Oral production activities.
i) Sampling of the written homework assignment, if given.

Principles effect of procedures lesson above in a communicative lesson, we can summarize as follows, the teacher should:

a) Presentation of the topic
b) Motivation of the students to participate in classroom activities
c) Discussion of situations and functions
d) Study, analysis and application of typical structures
e) Activities related to both the topic and students' experiences
f) Evaluation of tasks

Using pictures in classroom it can stimulus the student in learning process go on. By using pictures, it can providing a wide range of contexts, students can meet a range of situations and experience that will equip them for real life communication. Specifically, pictures contribute to interest and motivation, a sense of the content of the language. There are Five primary principles of using pictures in class are Easy to prepare, Easy to organize, Interesting, Meaningful and authentic and Sufficient amount of language.

Using games in classroom is a ways to make student interest to learn. Games are highly motivated since they are amusing and at the same

timechallenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage andincrease cooperation.

We can create all kinds of appropriate meaningful and flexible games and amusing activities and educational activities are necessary to keep the class enjoyable and create a sense of fun. However, we must be careful that the activities do not last too long or the children will become bored.

In this approach, the role of the teacher is to help the students in understanding the reading passage or reading text in each main activity of the students. The activity follows are:

1. Pre-reading activities

   a. Giving reason for reading

   b. Showing the pictures and asking what pictures are.

   c. Writing the title of the text in the blackboard and asking what they know about it.

2. During reading activities

   a. Students read the text that relating the something in current events or the topic.

   b. Taking the main idea of the text.

   c. Finding the synonyms, definition, and reference of words.

   d. Teacher explain the topic and make summary of the topic

   e. Students are Finding the grammar used in the reading text.

   f. Looking for main idea and specific information

3. Post-reading activities

a. Making an inference writing or orally.

b. Expressing an opinion of the text

c. Making conclusion of the text.

4. The Measure of Ability in Understanding Reading Passage

According Richard John Platt and Heidi Platt (1992; 306) there are some definitions of reading as follow:

a. Perceiving a written text in order to can understand its contents. It can be done silently (silent reading). And the result of it is called reading comprehension.

b. Pronounce a reading text loudly (oral reading). It can be done without understand the contents.

Reading is activities or process student to get information or idea from the text. And the results of it we called reading comprehension. In general, the aim of teaching reading is to develop the students' ability to read the material, get information and understand about text. The aim of teaching for the reader is to comprehend and to react to what is written. Addition Shang (2001: 12) say that reading is a process of communication from the writer to the reader. In reading activity, not only emphasizes on the reading but also emphasize on the comprehending a reading passage. To get information and idea, the student has to have reading comprehension skill.

According to Iskandar (2008: 12) reading comprehension skill is the process of understanding and constructing meaning from a piece of text. It means

that students reading comprehension can determine their ability in understanding reading passage.

Future more, if the reader able to understand the text, they will be easy to comprehend the text because comprehension would be result of understanding. Some of result of understanding might be observable, such as answer the question.

In other word, to know the student ability in understanding reading passage, we should give a test. Richard (1992: 377) says that a test is any procedure for measuring ability, knowledge or performance. Thus, by giving test, we will know whether our teaching is successful or not.

From the statement above, the writer concludes that test is very important to be given to the students. By giving test, the teacher can be easy to know the students ability in understanding reading. There some components that should be focus on reading comprehension. King and Stanley in Dafrizal (2001, in Iskandar2008: 16) stated that there are five reading components that may help students to read carefully. Those are:

a. Finding factual information

   Factual information requires reading ton scan the specific information from the text. Tarigan (1980 in Yaimin 2006: 12) says that while reading, the reader must be able to recognize the factual information in detail such as person, places, events and time.

b. Main idea

   Reading is concerned with meaning to a greater extent that it is with form. An efficient reader not only understands the ideas but also the relative

significance as expressed by the author. In other words, some of the ideas are super ordinate (more information) and others are subordinate (less important). Tarigan (2006, in yaimin 2006: 12) say that finding main idea of the paragraph consists of many sentence and selects the main idea not only in beginning of the paragraph, but also in the middle and at the second paragraph. Some time the main idea is not stated clearly but just implicitly. Wasmman and Rinsky (2000: 120) add that the position of the statement of main idea sentence in paragraph can vary. They can and often do appear anywhere in the paragraph – at the beginning, middle, or end.

c. Reference

   The authors use references which aim to avoid repeated words or phrases. Recognize reference and be able to identify the words or phrases to which they refer will help the readers understand the reading passage.

d. Inference

   Understand is one of the most important aspects in reading although writers do not write out everything they expect to readers' understanding. It is sometimes not necessary and not desirable from the writers' point of view. Writer uses language efficiently and recognizes what can be inferred from their sentence. In other words, an efficient reader that is able to understand those implications.

e. Restatement

The last view questions of the reading comprehension are to ask the readers to recognize which of the four possibilities best restated the meaning of a given sentence.

Based on explanation above, there are five reading comprehension components to give meaningful contributions to the students in comprehending reading text. If the students are able to comprehend the text, they will be able answer the question and that get good achievement so, they have ability in understanding reading text or reading passage.

B. The Relevant Research

Based on the research of DoniSahputra (2007)) entitles "Comparison between Critical Reading and Traditional Reading Techniques in Reading Comprehension by the Second Year Semester of English Education Department Of UinSuska Riau". In his research, he tried to research about using new method in teaching reading, the method is critical reading. From his research, he found that those students who are reading by using critical reading get good reading comprehension. It can be proved the score that they have gotten.

Based on the research of LimrahHidayahHidayah entitle "A Comparative Study Between Students Reading Achievement With Brainstorming and Traditional Techniques At The Second Year Students of MTs.Pekanbaru"in his research,she tried to use brainstorming method in teaching reading. The goal of is to find out which one is of the method have significant influence in student

reading. From her research, she found that brainstorming has significant influence in student reading achievement. From two researches, the writer can be concluding that approach, method, and techniques are very important in teaching reading. The teacher demanded in order to be able to use many kinds of approach, method, and techniques in teaching English especially on teaching reading. The goal of this is to make the student understand the reading text. Because if they have understood the text, they will be easy to answer the question and automatically it will increase their ability in understanding in reading passage.

C. The Operational Concept

In order to clarify the theory used in this study, the researcher would like to explain briefly about variable of this study. This study is descriptive study that focused on gaining the descriptive of the effect of the implementation of communicativeapproachtoward student ability in reading passage. Therefore, in analyzing the problem in this research, only two variables will be used.

To operate the investigation on the variable the researcher will work based on the following indicators:

Variable X is the implementation of communicativeapproach can be seen in the following indicators:

a. The teacher gives authentic material in teaching English and then students read a passage. It is one of techniques of communicativeapproach.

b. The teacher as facilitator and monitor in teaching English as role of teacher.

c. The teacher gives feedback (teacherfeeds back in a non-threatening way the errors s/he noted during the activity. Students also have the opportunity to clear up puzzling points) in learning or students are able answers the question based on article or text and asked to teacher if they cannot or don't know.

d. The teacher gives lesson the grammars that hidden in the theme on the text and students are able identification the grammar.

e. The teacher gives game or song, it one of techniques of communicativeapproach.

Variable Y is the student ability in understanding reading passage can be seen in the following indicator:

a. The students are able to identify the main idea

b. The students are able to find specific information from the reading text.

c. The students are able to find the synonym and definition of the word.

d. The students are able to find restatement in reading text.

e. The students are able find summary and reference of the word.

D. The Assumption and the Hypothesis

1. The Assumption

Before starting the hypothesis a temporary answer of the problem, the writer would like to offer assumption that the different of teaching reading skill might make the different in students'ability in understanding reading passage.

2. The Hypothesis

The title of this research is the effect of the implementation of communicative approachtoward student ability in understanding reading passage at the second year senior high school I Tempuling. So the Hypothesis as follows:

a. Ho   : there is no significance effect of the implementation of communicative approachtoward students' ability in understanding reading passage at senior high school I Tempuling.

b. Ha :   there is significance effect 0f the implementation of communicative approach toward students' ability in understanding reading passage at senior high school I Tempuling

CHAPTER III

THE RESEARCH METHODOLOGY

A. Research Design

The type of the Research is experimental research. According Jhon, W. Cresswell (2008: 299) "exprement is you test an idea (or practice or procedure) to determinewhether it influences an outcome or dependent variable". The design of this research, the resecher use one group pretest-posttest design. According to Gay and airasian the one group pretest-posttes design was a designthat involved a singel group in which it was pretested, exposed to treatmen and posttest.In this research was to find out the effect of the implementation of communicative approach toward students ability in understanding reading passage.   In order to find out theirscore in answering the question. There was 20 items of the test. That consistad of multiple choice questions. They should choose one of the four possible answers. The design of this research can be illustrated as follow:

| X | Effects → | Y |
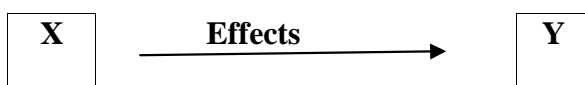
Figure 3.1 Research Design

B. The Subject and the Object of the Research

The subject was the second year students' of SMAN I Tempuling**.** The object of study was describing the effect of the implementation communicative approach toward student ability in understanding reading passage.

C. The Time and the Location of the Research

This research was conducted at SMA N I Tempuling, Indragiri Hilir. The schools located on 21 Maret Street Sungai Salak – Tempuling, Indragiri Hilir. The time of the research was on April 13th until May 28th, 2010.

D. The Population and Sample

The population of this research was the second year students of SMAN I Tempuling in 2009 - 2010 academic years. It has four classes, two classes for science department and two classes for social department. The students of second year are 128 students.

TABLE III.1

THE NUMBER OF SECOND YEAR STUDENTS OF

SMAN I TEMPULINGIN ACADEMIC 2009-2010

No	Class	Number
1	XI IPA $_1$	31
2	XI IPA 2	29
3	XI IPS 1	34
4	XIIPS 2	34

The population above was large enough to be all taken as sample of the research. Based on the limitation of the research so, the writer took only one class from social department from four classes. The class wasXI IPS I wich consisted of 34students.The technique sampling used in this research was cluster sampling because the students'abilityin understanding reading passage at the second year I Tempuling, Indragiri Hilir was homogenous.

E. The Techniques of Collecting Data

In the research, the researcher used test to collect data. The test was used to find out the students ability in understanding reading passage. The test was done twies, before and after treatment intended to obtain students ability in understanding reading passage at the secon year SMA N I Tempuling.

According toSudijonoinJulianti (2008: 32)then there are some categories to evaluate the student ability in understanding reading passage. The test composed of 20 items, and each item was given score 5. The scale is:

TABLE III.2

THE SCALE OF STUDENTS' READING ABILITY BY USING

COMMUNICATIVE APPROACH

THE SCORE OF ABILITY LEVEL	CATEGORY
80 – 100	Very good
66 – 79	Good
56 – 65	Enough
46 – 55	Less
0 -45	Fail

Final score $= \dfrac{Total\ Correct\ Answer}{Total\ Questioner} \ X\ 1oo\%$

F. The Technique of Data Analysis

In order to analyzing data, the researcher used graduated standard of english lesson in SMA N I Tempuling (SKL) that was 60(or total correct answer in renk

>56) for students ability in understanding reading passage, it mean for those who get score < 60, they do not pass graduated standard (SKL), while for those score > 60 they pass graduated standard (SKL).

In order to find out whether there was a significant difference between students ability in understanding reading passage before being implement communicative approach and after being implement communicative approach, the data were analyzed statically. In analyzing the data, the writer used score pretest and posttest. The different mean was analized by using T test formula through using SPSS 16 version.

The t-table was employed to see whether there is a significant difference between the mean score of both experiment and control group. According to Hartono (2008: 151) The t-obtained value was consulted with the value of t-table at the degree of freedom (df) = (N– 1 statically hypothesis:

Ha　　: t_o > t-table

H_o　　: t_o < t-table

Ha was accepted if t_o > t-table or there was effect of the implementation of communicative approach toward students' ability in understanding reading passage.

Ho was accepted if t_o < t-table or there was no effect of the implementation of communicative aproach toward students ability in understanding reading passage.

To analyzed Item difficulty showed how easy or difficult the particular test can be proved. The index of difficulty (P) expressed as the percentage of the

students who answered the items correctly. It calculated by using the following formula:

$$P = \frac{\sum Cr}{N}$$

Where   P   : difficulty, proportion correct

                $\sum Cr$: the sum correct answer

                N   : the number correct examinees

According to Tukman and Henning inJulianti(2008: 36) states the test is accepted if degree of difficulty (P) is between 0. 33 – 0, 67(easy) and it is rejected if index of difficulty is bellow than 0, 33 (difficulty) or 0.

From the calculation based on the formula above, the writer found that few of those testsware rejected especially for the number 13, 19, and 20. It was difficult, why it was categorized as the difficult one, because of the proportional of incorrect low than 0, 33

To make it clear about the test items that was rejected or accepted, it can be seen in the appendix

G. The Reability and the Validity of the Test

According to Brown (2003: 19-27) that reliability has to do with accuracy of measurement. This kind of accuracy was reflected in the obtaining of similar results when measurement was repeated on different occasions or with different instruments or by different persons. The characteristic of reliability was sometimes termed consistency. Meaning that, we can say the test was reliable when an examinee's results were consistent on repeated measurement. To obtain the reliability of the test, it must be known the Mean and Standard Deviation of

test. Validity in general refers to appropriateness of a given test or any of its component parts as measure of what it is purposed to measure. It means the test will be valid to the extent that was measured what it is supposed to measure.

The validity and reliability is relation. It is possible for a test to be reliable without being valid for a specified purpose, but it is impossible a test to be valid without first being reliable. To know the reliability of the test, the writer used product moment formula that was analyzed by using SPSS 16 Version.

the writer used product moment, According to Anas Sudijono (2010: 210)r product moment can be obtained by considering the degree of freedom (df) as follows:

df = N-nr

N = number of cases

nr = the total variable correlated

Statistically the hypotheses are:

H_o: $r_o < r_t$

H_a: $r_o \geq r_t$

H_o is accepted if $r_o < r_t$ or there is no significant correlation between pre-test and post-test.

H_a is accepted if $r_o \geq r_t$ or there is significant correlation between pre-test and post-test.

The following table describes the reliability between score of pre-test and post-test.

Table III. 3
CASE PROCESSING SUMMARY

		N	%
Cases	Valid	34	100.0
	Excluded	0	0
	Total	34	100.0

From the table, it can be seen that the data processed (valid) is 34 or 100% and there was no data missing (excluded). In other word, all data had been analyzed.

Table III.4
ITEM STATISTICS

	Mean	Std. Deviation	N
Pre-test	44.7059	7.06476	34
Post-test	62.2059	12.38224	34

From the table, it can be seen that mean of pre-test is 44.7059 and its standard deviation is 7.06476. The data of pre-test is 34. While, mean of post-test is 62.2059 and its standard deviation is 12.38224. The data of post-test is 34.

Table III.5
INTER-ITEM CORRELATION MATRIX

	Pre-test	Post-test
Pre-test	1.000	0.839
Post-test	0.839	1.000

From the table above, it can be seen that the score of reliability of the test is 0.839. Before comparing it to r table, we have to obtain the degree of freedom (df).

df = N – nr

df = 34-2

df = 32

After obtaining the degree of freedom (df), the score of reliability of the test was compared to r table either at 5 % or 1 %. Based on r table, $r_o$was bigger than r table either at 5% or 1% in which 0.325< 0.839　0.418. It can be concluded that $H_o$was rejected and $H_a$was accepted. It means that there is a significant correlation between post-test and pre-test. In other word, reading test used either at the pre-test or post-test is reliable.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. The Description of the Data

This research was done to find out the effect of the implementation of communicative approach toward students' ability in understanding reading passage at the second year students of senior high school I Tempuling, Indragiri Hilir.The data were gotten from students' result pretest and posttest, to measure students' ability in understanding reading passage.The writer had students' to answers each questions of the reading text. There were 20 items of the test. That consisted of multiple questions. They should choose one of the three possible answers.

The data of this research were the scored of students' pre test and post test. The writer gave pre test to all of the population to determine one class as the samples. The class was IPS I that consisted of 34 students.

The data were obtained by giving post test to experiment group. Meanwhile, the post test was done after the treatment was given. It used analyze students' ability in understanding reading passage after being though bysome of the techniques and materials associated with communicative approach.The data of pretest and posttest were comparedto find out there was significance or there was no significance effect of the implementation of communicative approach toward student ability in understanding reading passage. The result of reading test was evaluated by concerning five components.

a.   Identifying main idea.

b.   Finding specific information.

c.   Finding synonym in the passage.

d.   Identifying reference, and

e.   Making reference and finding restatement in reading text.

The test composed of 20 items, and each item was give score 5. In order to interpretion the level of students' reading ability in understanding reading passage. According toSudjono inJulianti (2008: 32). The scale

TABLEIV. 1

THE SCALE OF STUDENTS' READING ABILITY BY USING COMMUNICATIVE APPROACH

THE SCORE OF ABILITY LEVEL	CATEGORY
80 – 100	Very good
66 – 79	Good
60 – 65	Enough
46 – 59	Less
0 -45	Fail

$$\text{Final score} = \frac{Total\ Correct\ Answer}{Total\ Questioner}\ X\ 100$$

B. THE DATA PERSENTATION

The data of this research were gotten from the scores of the student's pre test and post test. The data were collected through the following procedures:

a. The students got pre test, asked them to answer the test of reading text by their understanding reading passage.

b. The students got post test after treatment, asked them to answer the test of reading text by their understanding reading passage.

c. The teacher evaluated from the test based on understanding reading passage the aspect consist of finding main idea, identifying specific information, synonymy, making reference and restatement in reading text. It made the teacher was easy to collect the data.

1. Data Presentation of Students Pre - test Score

The following table is the discription of students' pre test score.

TABLE IV. 2

THE RESULT OF PRE TEST IN CONTROL GROUP

No		Frequency	percentage
	35	3	8.8%
	40	16	47.1%
	45	2	5.9%
	50	8	23.5%
	55	3	8.8%
	60	2	5.9%

From the table above I consulted by catagories to evaluate the students' ability in understanding reading passage. The discription catagories follong table.

TABLE IV. 3

The Discription Catagories of Result Pre test Control Group

No	Classification		Frequency	Percentage
	Rank	Level of		

	(%)	Ability		
1	80 – 100	Very good	-	-
2	70 – 79	Good	-	-
3	60 – 69	Enough	2	5, 88%
4	50 – 59	Low	11	23, 53%
5	0 – 49	Fail	21	32, 36%
			34	100%

Based on the table above, the frequency of the students' reading comprehension that has level of ability ranges between 80 – 100 or very good there is no one students got it, students' ranges between 70 -79 or good there is no one students got it, thestudents' ranges between 60 – 69 orenough there are2 students(5, 88%), the students' reading comprehension ranges between 50 – 59 or low are 11 students got it(23, 53%), and the students' got score ranges between 0 – 49 is21 students(32, 36%), it means that most of the students are not be able to answer pretest well.
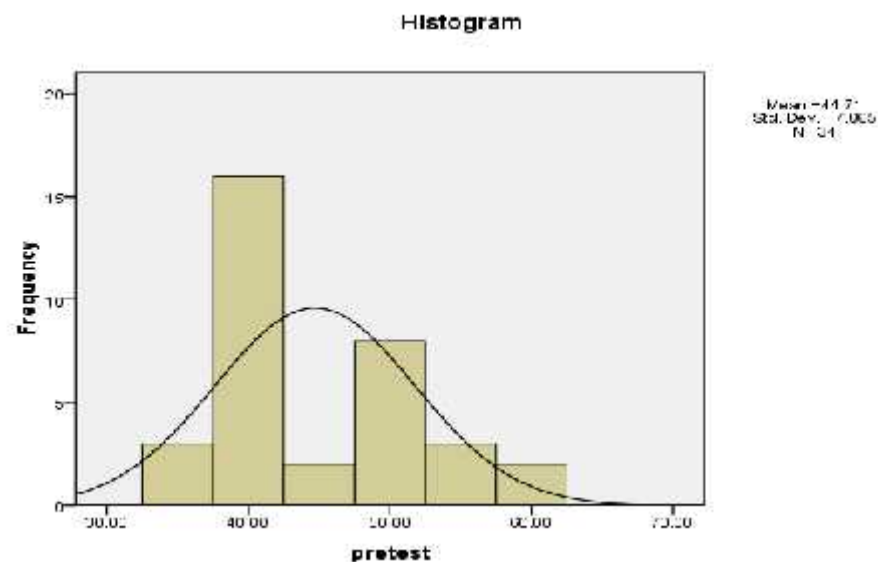
Figure: IV. 1 The Data of Pre test

2. Data Presentation of Students Post- test Score

The following table is the discription of students' pre test score.

Table IV. 4

The Result of Post test in Experimental Group

No	Score	Frecuesy	Persentage
	40	3	8.8%
	50	5	14.7%
	55	4	11.8%
	60	7	20.6%
	65	3	8.8%
	70	4	11.8%
	75	4	11.8%
	80	2	5.9%
	85	2	5.9%

From the table above we consulted by catagories to evaluate the students' ability in understanding reading passage. The discription catagories following table.

Table IV. 5

The Description Catogiesof the Result Post test

Experimental Group

No	Classification		frequency	Percentage
	Rank	Category		
1	80 – 100	Very good	4	13,33%
2	70 – 79	Good	8	26,67%
3	60 – 69	Enough	10	33.33 %
4	50 – 59	Low	12	26, 67%
5	0 – 49	Fail	-	-
			34	100%

From the table above, the frequency of the students' reading comprehension that has level of ability ranges between 80 – 100 or very good there are 4 students(13, 33%), students' ranges between 70 -79 or good there are 8 students(26, 67%), students' ranges between 60 – 69 or enoughthere are 10 students(33, 33%), students' reading comprehension ranges between 50 – 59 or low there are12 students(26, 67), and students' score ranges between 0- 49 or fail there is no one students, it means that most of the students who are tough by communicative approach are be able to answer question well in experiment group.
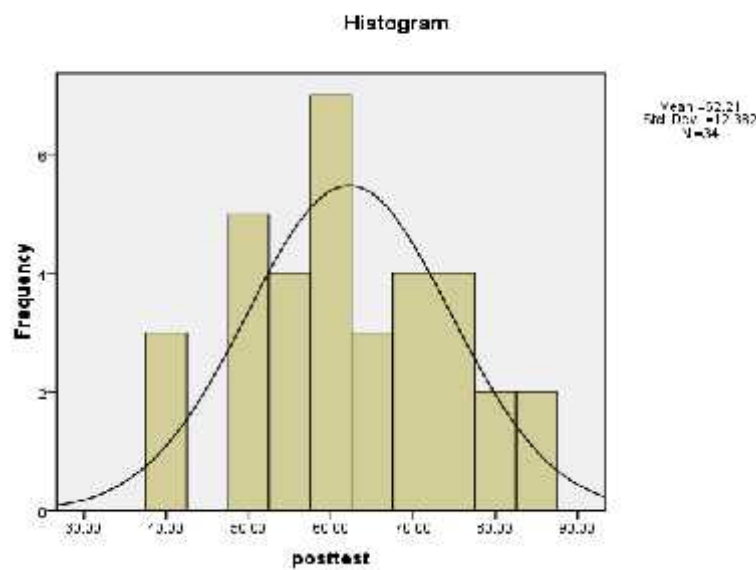
Figure: IV. 2 The Data of Post test

C. The Data Analysis

The data analysis presented the statistical result followed by the discussion about the effect of the implementation of communicative approach toward students'ability in understanding reading passage at the second year students of

senior high school I Tempuling, Indragiri Hilir. The data were divided into two group, they were pre-test and post-test. To analyze the data in the chapter III, the following statistically formula used to get the main score (M) and the standard deviation (SD) by using SPSS.

Table IV.6
T-test PAIRED SAMPLES STATISTICS

		Mean	N	Std. Deviation
Pair 1	Pre-test	44.7059	34	7.06476
	Post-test	62.2059	34	12.38224

From the above table, it can be analyzed that the total data analyzed both pre-test and post test is 34. Mean of pre-test is 7.06476 and mean of post-test is 62.2059. While, standard deviation of pre-test is 7.06476and standard deviation of post-test is12.38224.

Table IV.7
PAIRED SAMPLE CORRELATIONS

		N	Correlation	Sig.	r_{table}	
					5%	1%
Pair 1	Pre-test & Post-test	34	.839	0.000	0.361	0.463

From the table above, it can be seen that the score of reliability of the test is 0.839. Before comparing it to r_{table} I have to obtain the degree of freedom (df).

df = N – nr

df = 34-2

df = 32

After obtaining the degree of freedom (df), the score of reliability of the test was compared to r table either at 5 % or 1 %. Based on r table, r_o is bigger than r table either at 5% or 1% in which 0.361< 0.674   0.463. It can be concluded that H_o is rejected and H_a is accepted. It means that there is a significant correlation between post-test and pre-test. In other word, Reading test used either at the pre-test or post-test is reliable.

1. **Data Analysis of Students' Pre-Test Scores**

The data of students' pre-test scores were obtained from the result of their understanding reading passage. The data can be described by using SPSS version 16 as follows:

Table IV. 8

Students' Pre-Test Scores

No	Score (x)	Frequency (f)	Fx	N valid	34
				Missing	0
	35	3	105	Mean	44.7059
	40	16	640	Median	40.0000
	45	2	90	Mode	40.000
	50	8	400	Std.deviation	7.06476
	55	3	165	Minimum	35.00
	60	2	120	Maximum	60.00
	Total	34	1520		1520.00

Based on the data obtainedby using SPPS version 16 there are 32 students cannot pass the graduated standard (SKL), or the score obtained < 60 while there 2 students pass the graduated standard (SKL), or the score obtained $\geq$ 60. The percentage of students who cannot pass the graduated standard as follows:

$$= \frac{32}{34} \times 100\%$$

$= 94, 11\%$

The percentage of students who can pass the graduated standard as follows:

$$= \frac{2}{34} \times 100 \%$$

$= 5, 9\%$

Besides, it can also be seen that the total frequency is 34 and the total scores is 1520 so that Mean (M_x)of students ability in understanding reading passage is 44, 7059 and Standard Deviation ( ) is 35, the median and mode is 40.0000 and 40.000. The score lower or minimum of students ability in undertanding reading passage is 35.00 and the maximum score is 60.00. The total frequency is 34 students,the distance between Mean (M_x) and Standard Deviation ( ) is too far. In other word, the scores obtained is normal.

2. The Data analysis of Students' Post-Test Score

The data of students' post-test scores were obtained from the result of their ability in understanding reading passage. The data can be described by using SPSS version 16 as follows:

Table IV.9

Students' Post-Test Score

No	Score (x)	Frecuency (f)	Fx	N valid	34
	40	3	120	Missing	0
	50	5	250		

	55	4	220	Mean	62.2059
	60	7	420	Median	60.0000
	65	3	195	Mode	60.00
	70	4	280	Std.daviation	12.38E1
	75	4	300	Minimum	40.00
	80	2	160	Maximum	85.00
	85	2	170		
	Total	34	2115		2115

Based on the data obtainedby using SPPS version 16 there are32 students cannot pass the graduated standard (SKL), or the score obtained < 60 while there are 2 students can pass the graduated standard (SKL), or the score obtained ≥ 60. The percentage of students who cannot pass the graduated standard as follows:

$$= \frac{12}{34} \times 100\%$$

$$= 35, 30 \%$$

The percentage of students who can pass the graduated standard as follows:

$$= \frac{22}{34} \times 100 \%$$

$$= 64, 70\%$$

Besides, it can also be seen that the total frequency is 34 and the total scores is 2115 so that Mean (M_x) of students ability in understanding reading passage is 62, 2059 and Standard Deviation ( ) is 12, 38E1 the median and mode is 60. The score lowwer or minimum of students ability in undertanding reading passage is 40.00 and the maximum score is 85.00. The total frequency is 34

students,the distance between Mean (M_x) and Standard Deviation ( ) is too far. In other word, the scores obtained is normal.

3. **Hypotesis Testing of T-Test Formula**

The problem in this research is finding out there is significance or there is no significance effect of the implementation of communicative approach in ability understanding reading passage. Before making decision about the accepted and rejected hypothesis, the writer will present the hypothesis. They are follows:

Ho: there is no significance effect of the implementation of communicative approach toward students' ability in understanding reading passage.

Ha: there is a significance effect of the implementation of communicative approach toward students' ability in understanding reading passage.

After that, comparing the $T_{observation}$ and the T_{table} the comparing as following:

Ho is accepted if to< $t\_tab$le or there is no significance effect of the implementation of communicative approach toward students' ability in understanding reading passage.

Ha is accepted if to >t-table or there is significance effect of the implementation of communicative approach toward students ability in understanding reading passage.

The information about the means and the standard deviation of students' ability in understanding reading passage before being thought by

theimplementation of communicative approach and after being thought by the implemention of communicative approach can seen in the following table.

Table IV.10
T-test PAIRED SAMPLES TEST

		Paired Differences		T	df	Sig. (2-tailed)	T table	
		Mean	Std Deviation				5%	1%
Pair 1	Pre-test Post-test	1.75000E1	7.51262	13.583	33	0.000	2.03	2.72

From the table above, it can be seen that mean is1.75000E1, standard deviation is7.51262, t_o is 13.583, df is 33 and sig. (2-tailed) is 0.000.

It can be analyzed that t_o = 13.583is bigger than t table either 5 % = 2.03 or 1% = 2.72 and the sig. (2-tailed) = 0.000 < 0.05. It can be concluded that H_o is rejected and H_a is accepted. In other word, there is a significant effect of the implementation of communicative approach toward students' ability in understanding reading passage at the second year students of senior high school I Tempuling, Indragiri Hilir.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Based on the data analysis explained at the chapter IV, finally, the writer can identify the effect of the implementation of communicative approach toward students ability in understanding passage at the second year students of senior high school I Tempuling, indragiri Hilir with the following conclusion:

The students' ability in understanding reading passage before being taught by usingthe implementation of communicative approach is less. It can be seen from students score. the students' score.the students' score before being taught by using the implementation of communicative approach is lower than standar graduated

The students' ability in understanding reading passage after being taught by using the implementation of communicative approach is good. It can be seen from students' score. the students' score good after being taught by using the implementation of communicative approach is good than standar graduated.

From the research, the reseacherconcludes that there is significant difference between students' ability in understanding reading passage before being taught by using the implementation of communicative approach and students' ability in understanding reading passage afterbeing taught by implementation of communicative approach by considering to=13, 583 is higher than t- table either at the level 5%(2,04) and 1% (2,76).

It shows that there is significant effect of the implementation of communicative approach toward students' ability in understanding reading passage at the second year senior high school I Tempuling, Indragiri Hilir. so, the implementation of communicative approach suitable used in teaching english at the second year senior high school I Tempuling to increase students' ability in understanding reading passage.

B. The Suggestion

Based on this reseach, the researcher would like to give some suggestions especially to the writerer herself and to the school.

From the conclusion of the research above, it is known that the implemention of communicative approach can give significant effect toward students' ability in understanding reading passage.

Because of that, communicative approach is one of the choices for the English teachers in order to help their students' ability in understanding reading passage. Therefor, English teachers should know how to teach reading by communicative approach. Besides, teachers should also use many ways to encourage students in understanding reading passage like:

a. Teachers should contruct creative and enjoyeble learning for students.

b. Teachers should support their techniques by using media.

c. Teachers can encourage students' awereness about the importance of reading in their life.

d. Teachers make reading hebitualy activites for students in school such: give some homework, English day to becouse those really helpful for students to study English.

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THE RESULT OF TRY OUT AND DIFFICULTIES

students	The Number of Question																				Ca	Score	Level
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Ca	Score	Level
1	1	0	1	0	1	1	1	0	0	1	1	0	1	0	1	1	1	0	0	1	12	60	Enough
2	1	0	1	0	1	0	1	1	1	1	1	0	0	0	1	1	1	1	0	0	12	60	Enough
3	1	1	0	1	0	1	0	1	0	1	0	1	1	0	1	0	1	1	0	0	11	55	Less
4	0	1	0	1	1	1	1	1	1	0	0	1	0	1	0	1	1	0	0	0	11	55	Less
5	1	0	1	0	1	1	0	0	1	1	1	0	1	0	1	1	1	0	0	0	11	55	Less
6	0	1	0	1	0	0	1	0	1	1	1	0	1	1	1	0	0	1	0	0	10	50	Less
7	0	1	1	1	0	0	1	1	0	0	1	0	0	0	0	1	0	1	1	0	10	50	Less
8	1	0	1	1	1	1	0	1	1	0	0	1	0	0	0	0	1	1	0	0	10	50	Less
9	1	1	0	0	1	1	0	1	0	1	0	1	0	0	1	0	0	0	1	1	10	50	Less
10	0	1	1	1	0	1	1	0	1	0	1	1	1	0	0	0	0	1	0	0	10	50	Less
11	1	0	1	0	1	0	1	0	1	1	0	0	0	1	1	1	0	0	1	0	10	50	Less
12	1	0	0	1	1	1	0	1	0	0	0	1	0	1	1	1	0	1	0	0	10	50	Less
13	0	1	1	0	0	1	1	0	0	1	1	1	0	1	0	0	0	0	1	1	10	50	Less
14	0	0	1	0	1	0	1	1	1	0	0	0	0	0	0	1	1	1	0	1	9	45	Less
15	0	0	1	0	1	0	1	1	1	0	0	0	0	0	1	0	1	1	0	1	9	45	Less
16	0	1	0	1	0	1	0	0	0	1	1	1	0	1	1	0	0	0	0	0	8	40	Less
17	1	0	0	1	1	0	1	1	0	0	0	0	1	0	0	1	1	0	0	0	8	40	Less
18	0	0	1	1	0	0	0	1	0	1	1	0	0	1	1	1	0	0	0	0	8	40	Less
19	0	1	0	0	1	1	0	1	1	0	1	1	0	0	1	0	0	0	0	0	8	40	Less
20	0	1	0	0	1	1	0	0	1	1	0	1	1	1	0	0	0	0	0	0	8	40	Less
21	1	0	1	1	0	0	1	1	0	0	0	0	0	0	1	1	1	0	0	0	8	40	Less
22	1	0	1	0	1	0	0	0	1	1	0	0	0	1	1	0	1	0	0	0	8	40	Less
23	0	1	0	0	1	1	0	0	0	0	1	0	0	1	0	1	0	1	0	1	8	40	Less
24	0	1	0	1	0	0	1	1	0	0	1	1	0	0	0	0	0	1	1	0	8	40	Less
25	0	1	1	0	0	1	0	0	1	1	0	0	1	1	0	1	0	0	0	0	8	40	Less
26	1	0	0	0	1	0	0	0	0	1	1	0	0	0	1	1	1	0	0	1	8	40	Less
27	1	0	1	1	0	0	0	1	0	0	0	1	0	1	0	0	1	1	0	0	8	40	Less
28	1	1	0	1	0	1	1	0	0	0	0	0	1	0	1	0	0	0	1	0	8	40	Less
29	0	0	1	1	1	0	0	0	1	1	1	0	0	0	0	1	1	0	0	0	8	40	Less

30	0	1	0	0	1	0	1	0	0	1	1	1	0	0	0	0	1	1	0	0	8	40	Less
31	1	1	1	0	0	0	0	1	0	0	0	0	0	1	1	0	1	1	0	0	8	40	Less
32	0	0	0	0	1	1	0	1	1	0	0	0	0	0	0	0	1	1	0	0	7	35	Fail
33	1	0	1	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	1	0	7	35	Fail
34	0	0	1	1	0	0	1	0	0	1	0	0	0	0	0	0	1	1	0	0	7	35	Fail
Total	16	16	19	16	19	16	16	18	15	17	15	13	10	13	17	16	18	16	7	7	290		
%	0.47	0.47	0.56	0.47	0.56	0.47	0.47	0.52	0.44	0.5	0.44	0.38	0.29	0.38	0.5	0.47	0.52	0.47	0.2	0.2			
Remark	A	A	A	A	A	A	A	A	A	A	A	A	R	A	A	A	A	A	R	R			

According to Tuckman (in Hening 1987) states that test is accepted if degree of difficulty (p) is between o,33-0,67 and it is rejected if the index difficulty is below

than 0,33 (difficulty) or over 0,67 (easy)

THE ITEM OF SCORE PRE TEST OF CONTROL GROUP

N	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Ca	Score	Level
1	1	0	1	0	1	1	1	0	0	1	1	0	1	0	1	1	1	0	0	1	12	60	Enough
2	1	0	1	0	1	0	1	1	1	1	1	0	0	0	1	1	1	1	0	0	12	60	Enough
3	1	1	0	1	0	1	0	1	0	1	0	1	1	0	1	0	1	1	0	0	11	55	Less
4	0	1	0	1	1	1	1	1	1	0	0	1	0	1	0	1	1	0	0	0	11	55	Less
5	1	0	1	0	1	1	0	0	1	1	1	0	1	0	1	1	1	0	0	0	11	55	Less
6	0	1	1	1	0	0	1	0	1	1	1	0	1	1	1	0	0	1	0	0	11	55	Less
7	1	1	1	1	0	0	1	1	0	0	1	1	0	0	0	1	0	1	1	0	11	55	Less
8	1	0	1	1	1	1	0	1	1	0	0	1	0	0	0	0	1	1	0	0	10	50	Less
9	1	1	0	0	1	1	0	1	0	1	0	1	0	0	1	0	0	0	1	1	10	50	Less
10	0	1	1	1	0	1	1	0	1	0	1	1	0	0	0	0	1	1	0	0	10	50	Less
11	1	0	1	0	1	0	1	0	0	1	1	0	0	1	1	1	0	0	1	0	10	50	Less
12	1	0	0	1	1	0	0	1	0	0	0	1	0	1	1	1	1	1	0	0	10	50	Less
13	0	1	1	0	0	0	1	0	0	1	1	1	0	1	0	1	0	0	1	1	10	50	Less
14	0	0	1	0	1	0	1	1	1	0	0	0	0	0	0	1	1	1	0	1	9	45	Less
15	0	0	1	0	1	0	1	1	1	0	0	0	0	0	1	0	1	1	0	1	9	45	Less
16	1	1	0	1	0	1	0	0	0	1	1	1	0	1	1	0	0	0	0	0	9	45	Less
17	1	0	0	1	1	0	1	1	0	0	0	0	1	0	0	1	1	1	0	0	9	45	Less
18	0	0	1	1	0	0	0	1	0	1	1	0	0	1	1	1	1	0	0	0	9	45	Less
19	0	1	0	0	1	1	0	1	1	0	1	1	0	0	1	0	1	0	0	0	9	45	Less
20	0	1	0	0	1	1	0	0	1	1	0	1	1	1	0	0	0	1	0	0	9	45	Less
21	1	0	1	1	0	0	1	1	0	0	0	0	0	0	1	1	1	0	0	0	8	45	Less
22	1	0	1	0	1	0	0	0	1	1	0	0	0	1	1	0	1	0	0	0	8	45	Less
23	0	1	0	0	1	1	0	0	0	0	1	0	0	1	0	1	0	1	0	1	8	45	Less
24	0	1	0	1	0	0	1	1	0	0	1	1	0	0	0	0	0	1	1	0	8	45	Less
25	0	1	1	0	0	1	0	0	1	1	0	0	1	1	0	1	0	0	0	0	8	45	Less
26	1	0	0	0	1	0	0	0	0	1	1	0	0	0	1	1	1	0	0	1	8	45	Less
27	1	0	1	1	0	0	0	1	0	0	0	1	0	0	0	0	1	1	0	0	7	40	Less
28	1	1	0	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	1	0	7	40	Less
29	0	0	1	1	1	0	0	0	1	0	1	0	0	0	0	1	1	0	0	0	7	40	Less
30	0	1	0	0	1	0	1	0	0	1	1	1	0	0	0	0	1	0	0	0	7	40	Less
31	1	1	1	0	0	0	0	1	0	0	0	0	0	0	1	0	1	1	0	0	7	40	Less
32	0	0	0	0	1	1	0	1	1	0	0	0	0	0	0	0	1	1	0	0	6	35	Fail

33	1	0	1	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	1	0	6	35	Fail
34	0	0	1	1	0	0	1	0	0	1	0	0	0	0	0	0	1	1	0	0	6	35	Fail
Total	18	16	20	16	19	14	15	18	14	16	16	14	9	11	17	17	22	17	7	7	303		
%	0.53	0.47	0.59	0.47	0.56	0.41	0.44	0.35	0.41	0.47	0.47	0.41	0.26	0.32	0.5	0.5	0.65	0.5	0.2	0.2			

APPENDIX 6

THE ITEM OF SCORE PRE TEST OF EXPERIMENT GROUP

N	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Ca	Score	Level
1	1	0	1	0	1	1	1	0	0	1	1	0	1	0	1	1	1	0	0	1	12	60	Enough
2	1	0	1	0	1	0	1	1	1	1	1	0	0	0	1	1	1	1	0	0	12	60	Enough
3	1	1	0	1	0	1	0	1	0	1	0	1	1	0	1	0	1	1	0	0	11	55	Less
4	0	1	0	1	1	1	1	1	1	0	0	1	0	1	0	1	1	0	0	0	11	55	Less
5	1	0	1	0	1	1	0	0	1	1	1	0	1	0	1	1	1	0	0	0	11	55	Less
6	0	1	0	1	0	0	1	0	1	1	1	0	1	1	1	0	0	1	0	0	10	50	Less
7	0	1	1	1	0	0	1	1	0	0	1	0	0	0	0	1	0	1	1	0	10	50	Less
8	1	0	1	1	1	1	0	1	1	0	0	1	0	0	0	0	1	1	0	0	10	50	Less
9	1	1	0	0	1	1	0	1	0	1	0	1	0	0	1	0	0	0	1	1	10	50	Less
10	0	1	1	1	0	1	1	0	1	0	1	1	0	0	0	0	0	1	0	0	9	50	Less
11	1	0	1	0	1	0	1	0	0	1	0	0	0	1	1	1	0	0	1	0	9	50	Less
12	1	0	0	1	1	0	0	1	0	0	0	1	0	1	1	1	0	1	0	0	9	50	Less
13	0	1	1	0	0	0	1	0	0	1	1	1	0	1	0	0	0	0	1	1	9	50	Less
14	0	0	1	0	1	0	1	1	1	0	0	0	0	0	0	1	1	1	0	1	9	45	Less
15	0	0	1	0	1	0	1	1	1	0	0	0	0	0	1	0	1	1	0	1	9	45	Less
16	0	1	0	1	0	1	0	0	0	1	1	1	0	1	1	0	0	0	0	0	8	40	Less
17	1	0	0	1	1	0	1	1	0	0	0	0	1	0	0	1	1	0	0	0	8	40	Less
18	0	0	1	1	0	0	0	1	0	1	1	0	0	1	1	1	0	0	0	0	8	40	Less
19	0	1	0	0	1	1	0	1	1	0	1	1	0	0	1	0	0	0	0	0	8	40	Less
20	0	1	0	0	1	1	0	0	1	1	0	1	1	1	0	0	0	0	0	0	8	40	Less
21	1	0	1	1	0	0	1	1	0	0	0	0	0	0	1	1	1	0	0	0	8	40	Less
22	1	0	1	0	1	0	0	0	1	1	0	0	0	1	1	0	1	0	0	0	8	40	Less
23	0	1	0	0	1	1	0	0	0	0	1	0	0	1	0	1	0	1	0	1	8	40	Less
24	0	1	0	1	0	0	1	1	0	0	1	1	0	0	0	0	0	1	1	0	8	40	Less
25	0	1	1	0	0	1	0	0	1	1	0	0	1	1	0	1	0	0	0	0	8	40	Less
26	1	0	0	0	1	0	0	0	0	1	1	0	0	0	1	1	1	0	0	1	8	40	Less
27	1	0	1	1	0	0	0	1	0	0	0	1	0	1	0	0	1	1	0	0	8	40	Less
28	1	1	0	1	0	1	1	0	0	0	0	0	1	0	1	0	0	0	1	0	8	40	Less
29	0	0	1	1	1	0	0	0	1	1	1	0	0	0	0	1	1	0	0	0	8	40	Less
30	0	1	0	0	1	0	1	0	0	1	1	1	0	0	0	0	1	1	0	0	8	40	Less

31	1	1	1	0	0	0	0	1	0	0	0	0	0	1	1	0	1	1	0	0	8	40	Less
32	0	0	0	0	1	1	0	1	1	0	0	0	0	0	0	0	1	1	0	0	7	35	Fail
33	1	0	1	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	1	0	7	35	Fail
34	0	0	1	1	0	0	1	0	0	1	0	0	0	0	0	0	1	1	0	0	7	35	Fail
Total	16	16	19	16	19	14	16	18	14	17	15	13	9	13	17	16	18	16	7	7	290		
%	0.47	0.47	0.56	0.47	0.56	0.41	0.47	0.52	0.41	0.5	0.44	0.38	0.26	0.38	0.5	0.47	0.52	0.47	0.2	0.2			

THE ITEM OF SCORE P0ST TEST OF EXPERIMENTAL GROUP

N	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Ca	Score	Level
1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	17	85	Very good
2	1	1	0	0	1	1	0	1	1	1	0	1	1	0	1	1	0	0	1	1	14	70	Good
3	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	16	80	Very good
4	1	1	0	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	16	80	Very good
5	1	0	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	15	75	Good
6	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	0	0	1	1	1	15	75	Good
7	1	1	1	1	0	1	0	0	1	1	1	1	0	1	1	0	0	1	1	0	12	60	Enough
8	1	1	1	1	0	1	1	1	0	1	1	1	0	1	0	1	1	1	1	0	15	75	Good
9	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	17	85	Very Good
10	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	0	1	1	0	0	14	70	Good
11	1	0	1	0	1	1	1	0	0	1	1	0	1	1	1	1	0	1	1	1	14	70	Good
12	1	0	0	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	0	1	14	70	Good
13	1	1	1	1	0	1	1	0	0	1	1	1	0	1	0	1	0	0	1	1	13	65	Enough
14	1	1	1	0	1	0	1	1	1	0	0	0	1	1	0	1	1	1	0	1	13	65	Enough
15	0	1	1	1	1	0	1	1	1	0	0	0	1	0	1	0	1	1	1	1	13	65	Enough
16	1	1	1	1	0	1	0	1	0	1	1	1	0	1	0	1	1	1	1	0	15	75	Good
17	1	1	1	1	1	0	1	1	0	0	0	0	1	0	0	1	1	1	0	1	12	60	Enough
18	1	1	1	1	1	0	1	1	0	0	0	0	1	0	0	1	1	1	0	1	12	60	Enough
19	1	1	0	0	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	0	12	60	Enough
20	1	1	1	0	0	1	0	0	1	1	0	0	1	1	0	1	0	0	1	1	11	55	Less
21	1	0	1	1	0	1	1	1	0	0	1	1	0	0	1	1	1	1	0	0	12	60	Enough
22	1	0	1	0	1	0	0	1	1	1	0	1	1	1	1	0	1	0	1	0	12	60	Enough
23	1	1	0	1	1	1	1	0	0	0	1	0	0	1	0	1	0	1	0	1	11	55	Less
24	0	1	0	1	0	1	1	1	1	0	1	1	0	0	1	0	0	1	1	0	11	55	Less
25	1	1	0	0	1	1	0	0	1	1	0	1	1	1	0	1	0	1	1	1	12	60	enough
26	1	1	0	0	1	0	1	1	0	1	1	0	0	0	1	1	1	0	0	1	11	55	Less
27	1	0	1	1	0	1	0	1	1	0	0	1	0	0	0	0	1	1	0	1	10	50	Less
28	1	1	0	1	0	1	1	0	0	0	0	1	1	1	1	0	0	0	1	0	10	50	Less
29	1	0	1	1	1	0	1	0	1	1	1	0	0	0	0	1	1	0	0	0	10	50	Less
30	0	1	1	0	1	0	1	0	1	1	1	1	0	0	0	0	1	1	0	0	10	50	Less
31	1	1	1	0	0	1	0	1	0	0	0	0	0	1	1	0	1	1	0	1	10	50	Less
32	0	0	0	1	1	1	0	1	1	0	0	0	1	0	0	0	1	1	0	0	8	40	Fail

33	0	0	0	1	1	1	0	1	1	0	0	0	1	0	0	0	1	1	0	0	8	40	Fail
34	1	1	1	1	0	0	1	0	0	1	0	0	0	0	0	1	0	1	0	0	8	40	Fail
Total	28	25	23	24	22	25	22	22	20	18	18	19	20	19	17	20	23	24	16	18	423		
%	0.82	0.73	0.68	0.7	0.65	0.73	0.65	0.65	0.59	0.53	0.53	0.56	0.59	0.56	0.5	0.59	0.68	0.7	0.47	0.5			

APPENDIX 7

THE ITEM OF SCORE POST TEST OF CONTROL GROUP

N	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Ca	Score	Level
1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	17	85	Very good
2	1	1	0	0	1	1	0	1	1	1	0	1	1	1	1	1	0	0	1	1	14	70	Good
3	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	16	80	Very good
4	1	1	0	1	1	0	1	1	1	0	0	1	1	1	0	1	0	0	1	1	15	75	Good
5	1	0	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	15	75	Good
6	1	1	1	1	0	0	1	0	1	1	1	0	1	1	1	0	0	1	1	1	14	70	Good
7	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	12	60	Enough
8	1	1	1	1	0	1	1	1	0	1	1	1	0	0	0	1	1	1	1	0	14	70	Good
9	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	16	80	Very Good
10	1	1	1	1	1	1	1	0	1	0	1	1	1	0	0	0	1	1	0	0	13	65	Enough
11	0	0	1	0	1	1	1	0	0	1	1	0	1	1	1	1	0	1	1	1	13	65	Enough
12	0	0	0	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	0	1	12	60	Enough
13	1	1	0	1	0	1	1	0	0	1	1	1	0	1	0	1	0	0	1	1	12	60	Enough
14	1	1	0	0	1	0	1	1	1	0	0	0	1	1	0	1	1	1	0	1	12	60	Enough
15	0	1	1	1	1	0	1	1	1	0	0	0	1	0	1	0	1	1	1	0	12	60	Enough
16	1	1	1	1	0	1	1	1	0	1	1	1	0	1	0	1	0	1	1	0	14	70	Good
17	1	0	1	1	1	0	1	1	0	0	0	0	1	0	0	1	1	1	0	1	11	55	Less
18	1	0	1	1	1	0	1	1	0	0	0	0	1	0	0	1	1	1	0	1	11	55	Less
19	1	1	0	0	1	1	0	0	1	0	1	1	0	1	1	0	1	0	1	0	11	55	Less
20	1	0	1	0	0	1	0	0	1	1	0	0	1	1	0	1	0	1	1	1	10	50	Less
21	1	0	1	1	0	1	1	1	0	0	1	1	0	0	0	1	1	1	0	0	11	55	Less
22	1	0	1	0	1	0	0	1	1	1	0	1	0	1	1	0	1	0	1	0	11	55	Less
23	1	1	0	1	1	1	1	0	0	0	1	0	0	1	0	1	0	1	0	1	10	50	Less
24	0	1	0	1	0	1	1	1	1	0	1	1	0	0	1	0	0	1	1	0	10	50	Less
25	0	1	0	0	1	1	0	0	1	1	0	1	1	0	1	1	0	1	1	1	11	55	Less
26	1	1	0	0	1	0	1	1	0	1	0	0	0	0	1	1	1	0	0	1	10	50	Less
27	1	0	1	1	0	1	0	1	1	0	0	1	0	0	0	0	1	1	0	1	10	50	Less
28	1	1	0	1	0	1	1	0	0	0	0	1	1	1	1	0	0	0	1	0	10	50	Less
29	0	0	1	1	1	0	1	0	0	1	1	0	0	0	0	1	1	0	0	0	8	40	Fail
30	0	1	0	0	1	0	1	0	1	1	1	1	0	0	0	0	1	0	0	0	8	40	Fail

31	1	0	1	0	0	1	0	1	0	0	0	0	0	1	1	0	0	1	0	1	8	40	Fail
32	0	0	0	1	1	1	0	1	1	0	0	0	1	0	0	0	1	1	0	0	8	40	Fail
33	0	0	0	1	1	1	0	1	1	0	0	0	1	0	0	0	1	1	0	0	8	40	Fail
34	1	1	1	1	0	0	1	0	0	1	0	0	0	0	0	1	0	1	0	0	8	40	Fail
Total	25	21	20	24	22	23	22	21	19	18	17	19	19	16	16	20	20	21	16	17	395		
%	0.73	0.62	0.59	0.7	0.64	0.68	0.64	0.62	0.56	0.53	0.5	0.56	0.56	0.47	0.47	0.59	0.59	0.62	0.47	0.5			

RESPONDENTS

Second Year Students of Senior High School I Tempuling, in the 2009/2010 academic year.

Name:

Class:

Reading test

Direction:

1. This test is used for a scientific research.
2. There is no effect to your grade after doing this test.
3. Do as an instruction and write down your answer on the provided answer sheet.
4. Choose the correction answer among the option A, B, C, or D.

Read the passage carefully!

Once a fisherman named Batara guru Sahala lived in Batakland. One day he caught a fish. He was surprised to find that the fish could talk. It begged Sahala to set it free. He did accordingly.

As soon as the fish was free, it changed into a woman. She was so beautiful that Sahala fell in love with her at once. He asked her to marry him. The woman agreed to marry Sahala. However, she told him that he must never let out the secret that she was once a fish. Sahala promised her that he would not tell anyone about it.

They were happily married, and had two daughters. Every morning Sahala went out fishing. His daughters would bring him his lunch. One day, however, instead of bringing the food to their father, the two girls ate it.

When Sahala knew what **they** had done with the meal, he got very angry. He shouted at them saying,"you behaved exactly like the daughters of a fish"

The girls did know what their father means. They went home and asked their mother about it. Their mother was very annoyed. Although

Sahala apologized to her later, she would not forgive him for breaking his promise.

Then the earth began to shake, and volcanoes started to erupt. The earth cracked and formed a big hole. People said the hole became Lake Toba.

1. What was women secret?
   a. He was once a fish
   b. she was once a fish
   c. he was a fisher
   d. she was beautiful
2. The word "they" in line 12 refer to….
   a. Sahala
   b. Mother
   c. Daughters
   d. father
3. What is the main idea of the passage?
   a. Lake Toba
   b. Sahala life
   c. A fisherman
   d. Legend of lake Toba
4. The sentences are below are true, except?
   a. Sahala is a fisherman
   b. His wife is once a fish change beautiful women
   c. Sahala have two daughters
   d. Sahala got angry with his wife
5. How many children did they have?
   a. 1
   b. 2
   c. 3
   d. 4
6. It can be inferred from the passage that….
   a. Sahala breaking his promise
   b. Sahala is angry
   c. Sahala have three daughter
   d. Sahala lunch every morning in the lake

Read the passage carefully!

The word Halloween comes from the Christian festival. All Hallows' event. Event is short for evening. Hallow means holy, so Halloween means

holy evening. **It** is the nigh of October 31st, the evening of all saints day which is on November 1st.

Halloween marks the end of autumn and start of winter. In the past this festival was a time of fear.

People believed in ghosts and witches and they stayed indoors. On October 31st, Halloween, the ghosts of the dead rose from their graves to visit **their** rooms. All the witches of the world rode through the sky on their broom sticks. The people lit fires to frighten away evil spirits and help the ghosts find their way home.

Today this ancient festival is a time for fun, for Halloween parties. You can see ghosts and witches, but now they are ordinary people, usually kids, dress in fancy costumes. Everyone eats rich autumn food, pumpkin pie, or ginger cake. People make lanterns from pumpkinand "bob for apples" and they try to predict the future.

7. Where is come from word Halloween?
    a. Christian
    b. Christmas
    c. Christmas festival
    d. Holy evening
8. What is the main idea of the passage?
    a. Halloween
    b. Christian festival
    c. Bob for apples
    d. Ghosts and witches
9. What are they doing?
    a. They stayed indoors
    b. Help the ghosts find their way home
    c. Halloween parties
    d. Make autumn food, pumpkin pie or ginger cake
10. The word "it" in line 3 refers to….
    a. Holy evening
    b. Event
    c. Christian festival
    d. Halloween

11. The word "their" in line 9 refers to….
    a. Halloween
    b. the ghosts

c. graves
    d. the ghosts and graves
12. The sentences are below are true, except?
    a. Halloween is festival for fun
    b. Halloween means holy evening
    c. Halloween marks the end of winter
    d. Everyone eats some of rich autumn food, pumpkin pie, or ginger cake
13. It can be inferred from the passage that….except?
    a. Halloween as a festival for parties at end autumn
    b. Everyone dress in fancy costumes
    c. They believe ghosts and witches came in their house
    d. Festival Halloween not for kids
14. Which one of the statement is true?
    a. Halloween is funny for pasties
    b. Halloween holy parties and this festival for everyone
    c. Festival Halloween for everyone and for fun
    d. They make lanterns from pumpkin and they cry to predict the future

Read the passage carefully!

Once upon a time there was beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the housework.

One day an invitation to the ball came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, they fairy good mother came and helped her to get the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her then he married her. **They** lived happily ever after.

15. Where is Cinderella live?
    a. His Stepmother
    b. Her Stepsister
    c. Prince
    d. Good mother
16. What is the character of stepmother?
    a. Good mother
    b. Bad mother

     c. Bossy

     d. Lazy

17. What is the main idea of the passage?

     a. Her stepmother and her stepsister

     b. Cinderella

     c. Beautiful girl

     d. Prince

18. The word "they" in line 9 refers to….

     a. The prince

     b. Cinderella

     c. Stepmother and stepsister

     d. The prince and Cinderella

19. Which one of the statement is true,except?

     a. Cinderella lived with her stepsisters

     b. Cinderella felt happy with her husband

     c. Cinderella felt annoyed with her stepsisters

     d. Cinderella was helped by her stepsister to do the house work

20. The communicative purpose of this passage is to…..

     a. Entertain the readers with a fairy tale

     b. Describe how Cinderella went to the ball

     c. Persuade the reader to read the story

     d. Explain to the readers why Cinderella's stepsister hated her so much

KEY ANSWER QUESTION READING TEST

No	Key Answer
1	B
2	C
3	D
4	D
5	B
6	A
7	A
8	A
9	C
10	D
11	D
12	C
13	D
14	A
15	B
16	C
17	B
18	D
19	D
20	A

LESSON PLAN

School   : SMA N I Tempuling

Subject   : English

Class/ semester   : XI / II

Meething   : I

Time allocated   : 2 X 45 minutes

Standar competance

1. Understanding the meaning in the monologue text in the form of report, narrative, and analitycal exposition accurately, fluently, and contextualy.

2. Expressing the meaning in the monologue text in the form of report, narrative, and analitycal exposition accurately, fluently, and contextualy.

Basic compotence

1. Understanding and responding the meaning in the monologue text in the form of report, narrative, and analitycal exposition accurately, fluently, and contextualy.

2. Expressing the meaning in the monologue text in the form of report, narrative, and analitycal exposition accurately, fluently, and contextualy.

Indicator

1. Identify the meaning in the narrative text.

2. Idetify the thetorical steps in the narrative text

3. Identify past tense in the narative text

A. The goals

     1.   Students are able to Identify the meaning in the narrative text.

2. Students are able to Idetify the thetorical steps in the narrative text

3. Students are able to Identify past tense in the narative text

B. The lesson items

Narrative text, e.g

Kancil and the Crocodile

One day, Kancil want to cross a river. But the river is full of hungry crocodiles. The crocodiles will eat Kancil if Kancil cross the river. Eventually, Kancil has an idea. He said to the crocodiles," If you want to eat me, you must queue and make a row!" "Why must we do that?" reply one of the crocodile. "I want to test your toughness. I don't want to be eaten by weak crocodiles!"said Kancil. Taunted by Kancil's words, the crocodiles follow his order and make a row of crocodiles. Kancil quickly hops from on crocodile to another until he reaches the other side of the river, leaving the angry crocodiles far behind.

C. Method of Learning: Communicative Approach

D. The steps activety

1. Pre activity

   a. Doa

   b. Absen

   c. Motivation

   d. Teacher together with with the students review the aspect of narrative text includes the purpuse, the organization and the language use.

   e. The teacher tell the class that are going to hear a story about kancil dan crocodile.

2. Whilst

   a. Teacher divides students into 5 groups consists of six or seven students.

   b. Teacher as to find the organizitation without taking notes.

   c. Teacher asks students to answer the guestion based on text with their ownword.

   d. Teacher asks each group to write their answer question in a book.

3. Post activity

   a. Students collact their task of reading text

   b. Teacher leads disscassion about the orginal text includes the meaning, the organization text and identify past tentce in the text

E. Resources

Book: Look Ahead 2, relevant story

F. Assessment

   a. Technique   : written test
   b. Form   : questioner
   c. Instrument   :
      1. Please answer the question based on the text!

         a) Please write The organization of the text is...........

         b) What we can learn from the story that.......

         c) What the perpuse of the text.....

         d) How many character of the text....

      2. Time allocated is 30 minutes

   d. Assessment :

Final score $= \dfrac{Total\ Correct\ Answer}{Total\ Questioner} \times 100$

Known by   Sungai Salak,

The English Teacher   Reseacher

Eva Marlina, S. PdRita Hayati

Nip.   Nim. 10514000400

Headmaster of SMA N I Tempuling

Drs. H. Hamzah. J

Nip. 195707061985121001

LESSON PLAN

School   : SMA N I Tempuling

Subject   : English

Class/ semester   : XI / II

Meething   : II

Time allocated   : 2 X 45 minutes

Standar competance

1. Understanding the meaning in the monologue text in the form of report, narrative, and analitycal exposition accurately, fluently, and contextualy.

2. Expressing the meaning in the monologue text in the form of report, narrative, and analitycal exposition accurately, fluently, and contextualy.

Basic compotence

1. Understanding and responding the meaning in the monologue text in the form of report, narrative, and analitycal exposition accurately, fluently, and contextualy.

2. Expressing the meaning in the monologue text in the form of report, narrative, and analitycal exposition accurately, fluently, and contextualy.

Indicator

1. Identify the meaning in the narrative text.

2. Idetify the thetorical steps in the narrative text

3. Identify relative cluesin the narrative text

   A. The goals

      1. Students are able to Identify the meaning in the narrative text.

2. Students are able to Idetify the thetorical steps in the narrative text

3. Students are able to Identify relative clues in the narative text

B. The lesson items

Narrative taxt eg:

Why the sun and the moon live in the sky

Long time ago, there was no_____it was always dark and always_____.

This was because the kachina, a very_____people had_____the sun and the

moon and locked away in abox. In the _____, coyote and eagle, two friends_____

the desert.

Coyote ang eagle had always_____together, but coyote could not hurt

anymore bocause he could not at nigh. Coyote sugessted that they go to ____the

sun and the moon and make the light up the world. Eagle was worried.

He_____coyote that the sun and the moon were very strong and it was _____ to

try to trick them.

In the end, eagle agreed to help coyote. While tne kachina were sleeping.

Coyote and eagle _____ into their village, stole the sun and the moon, and headed

into the hills.

Coyote told eagle that he wanted to open the box containing the sun and the

moon. Eagle said "no" they must wait until theit trevels and open it with their aye

closed. Coyote_____ he couldn't wait to see what was in the box.

Finally, he grew so curios that he threw it open. The ligh of the sun was so bright

that it_____ coyote's eyes. The sun and the moon _____and ____far away, up

into the sky where they are today..

C. Method of Learning: Communicative Approach

D. The steps activety

    1. Pre activity

        a. Doa

        b. Absen

        c. Teacher together with with the students review the last lesson

        d. Teacher together with with the students review the aspect of narrative text includes the purpuse, the organization and the language use.

    2. Whilst

        a. Teacher divides students into 5 groups consists of six or seven students.

        b. Teacher show the picture and students find the organizitation without taking notes.

        c. Teacher asks students to answer the guestion based on text with their ownword.

        d. Teacher asks each group to write their answer question in a book.

        e. Teacher hand out the oridinal text and students compered it with theirs

    3. Post activity

        a. Students collact their task of reading text

        b. Teacher leads disscassion about the orginal text includes the meaning, the organization text and identify past tentce in the text

E. Resources

Book: look ahead 2, relevat story

F. Assessment

    a. Technique   : written test

    b. Form   : questioner

    c. Instrument :

        1. Please answer the question based on the text!

            a). Why was the sky dark?

            b). Where did the kachina pople hide the sun and the moon?

            c). Why did the coyote steal the sun and the moon back?

            d). When did the coyote steal the sun and the moon back?

            e). Where did they go then?

            f). Why did they have to open the boxwith their eyes closed?

            g). In your openion, was what the coyotebdid night?

            h). Which story (version) do you like best? Why?

    3. Time allocated is 30 minutes

    d. Assessment :

Final score $= \dfrac{Total\ Correct\ Answer}{Total\ Questioner}\ X\ 100$

LESSON PLAN

School   : SMA N I Tempuling

Subject   : English

Class/ semester : XI / II

Meething   : III

Time allocated   : 2 X 45 minutes

Standar competance

1. Understanding the meaning in the monologue text in the form of report, narrative, and analitycal exposition accurately, fluently, and contextual

2. Expressing the meaning in the monologue text in the form of report, narrative, and analitycal exposition accurately, fluently, and contextualy.

Basic compotence

1. Understanding and responding the meaning in the monologue text in the form of report, narrative, and analitycal exposition accurately, fluently, and contextualy

2. Expressing the meaning in the monologue text in the form of report, narrative, and analitycal exposition accurately, fluently, and contextualy.

Indicator

1. Identify the meaning in the narrative text.

2. Idetify the thetorical steps in the narrative text

3. Identify relative cluesin the narrative text

A. The goals

   1. Students are able to Identify the meaning in the narrative text.

   2. Students are able to Idetify the thetorical steps in the narrative text

   3. Students are able to Identify relative clues in the narative text

B. The lesson items

Narrative taxt eg:

Why the sun and the moon live in the sky

Long time ago, there was no_____it was always dark and always_____.

This was because the kachina, a very_____people had_____the sun and the

moon and locked away in abox. In the _____, coyote and eagle, two friends_____

the desert.

Coyote ang eagle had always_____together, but coyote could not hurt

anymore bocause he could not at nigh. Coyote sugessted that they go to _____the

sun and the moon and make the light up the world. Eagle was worried.

He_____coyote that the sun and the moon were very strong and it was _____ to

try to trick them.

In the end, eagle agreed to help coyote. While tne kachina were sleeping.

Coyote and eagle _____ into their village, stole the sun and the moon, and headed

into the hills.

Coyote told eagle that he wanted to open the box containing the sun and the

moon. Eagle said "no" they must wait until theit trevels and open it with their aye

closed. Coyote_____ he couldn't wait to see what was in the box.

Finally, he grew so curios that he threw it open. The ligh of the sun was so bright that it_____ coyote's eyes. The sun and the moon _____and _____far away, up into the sky where they are today..

C. Method of Learning: Communicative Approach

D. The steps activety

    1. Pre activity

      a. Doa

      b. Absen

      c. Teacher together with with the students review the last lesson

      d. Teacher explain relative cluse

    2. Whilst

      a. Teacher divides students into 5 groups consists of six or seven students.

      b. Teacher asks students to answer the guestion based on text with their ownword.

      c. Teacher asks each group to write their answer question in a book

    3. Post activity

      a. Students collact their task of reading text

      b. Teacher leads disscassion about the task

E. Resources

Book: look ahead 2, relevat story

F. Assessment

    a. Technique   : written test

    b. Form   : questioner

c. Instrument   :

1. Complete the following sentances use relative cluse!

   a). What would happen if there were no star?

      If_____

   b). What would happen if there were no schools?

      If_____

   c). What would happen if you had wings and cloud fly?

      If _____

   d). What would happen if you were the president of indonesia?

      If_____

   e). What would happen if _____?

      If_____

   f). What would happen if _____?

      If_____

2. Time allocated is 30 minutes

d. Assessment :

Final score = $\frac{Total\ Correct\ Answer}{Total\ Questioner}\ X\ 100$

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The English Teacher   Reseacher

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LESSON PLAN

School   : SMA N I Tempuling

Subject   : English

Class/ semester   : XI / II

Meething   : IV

Time allocated   : 2 X 45 minutes

Standar competance

1. Understanding the meaning in the monologue text in the form of report, narrative, and analitycal exposition accurately, fluently, and contextualy.

2. Expressing the meaning in the monologue text in the form of report, narrative, and analitycal exposition accurately, fluently, and contextualy.

Basic compotence

1. Understanding and responding the meaning in the monologue text in the form of report, narrative, and analitycal exposition accurately, fluently, and contextualy.

2. Expressing the meaning in the monologue text in the form of report, narrative, and analitycal exposition accurately, fluently, and contextualy.

Indicator

1. Identify the meaning in the narrative text.

2. Idetify the thetorical steps in the narrative text

3. Identify relative pronouns in the narrative text

    A. The goals

        1. Students are able to Identify the meaning in the narrative text.

2.   Students are able to Idetify the thetorical steps in the narrative text

3.   Students are able to Identify relative pronoun in the narative text

B.   The lesson items

Narrative taxt eg:

a mouse deer and the Tiger

One day,a mouse deer was drink at the river,suddenly the tiger who will eat him. mouse deer try to escape, but the tiger is faster than him. Cornered by the tiger,a mouse deer try to think how to escape the tiger. While thinking he praise the tiger, eaten by words the tiger begin to forget to eat mouse deer. Then, mouse deer said to the tiger,"Your mightiness and toughness were all great! But my king has a greater strength than yours! Nobody can match his powers!" Feel tormented; the tiger declares he will challenge the king. a mouse deer escorts him to the king. mouse deer ends the trip at a river, and says,"Look at the water and you will see my king" The tiger look in the river and see another tiger in the water. He growls, but the "king," his reflection, growls too. Then he jumps into the water, believing there is another tiger in the water. Mouse deer take this opportunity to escape. After fighting with himself in the river, the tiger realized it's only his reflection! Fooled by mouse deer, the Tiger wants revenge and continues to hunt mouse deer down

C.   Method of learning: communicative approach

D.   The steps activety

1. Pre activity

a. Doa

b. Absen

    c. Motivation

    d. Teacher together with with the students review the aspect of narrative text includes the purpuse, the organization and the language use.

    e. The teacher tell the class that are going to hear a story about a mouse deer and the tiger

2. Whilst

    a. Teacher divides students into 5 groups consists of six or seven students.

    b. Teacher as to find the organizitation without taking notes.

    c. Teacher asks students to answer the guestion based on text with their ownword.

    d. Teacher asks each group to write their answer question in a book.

3. Post activity

    a. Students collact their task of reading text

    b. Teacher leads disscassion about the orginal text includes the meaning, the organization text and identify past tentce in the text

E. Resources

Book: Look Ahead 2, relevant story

F. Assessment

    a. Technique   : written test

    b. Form   : questioner

    c. Instrument   :

       1. Please answer the question based on the text!

          a) Please write The organization of the text is...........

          b) What we can learn from the story that.......

          c) What the perpuse of the text.....

          d) How many character of the text....

       2. Time allocated is 30 minutes

    d. Assessment :

Final score $= \dfrac{Total\ Correct\ Answer}{Total\ Questioner} \times 100$

Known by   Sungai Salak,

The English Teacher   Reseacher

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LESSON PLAN

School   : SMA N I Tempuling

Subject   : English

Class/ semester   : XI / II

Meething   : V

Time allocated   : 2 X 45 minutes

Standar competance

1. Understanding the meaning in the monologue text in the form of report, narrative, and analitycal exposition accurately, fluently, and contextualy.

2. Expressing the meaning in the monologue text in the form of report, narrative, and analitycal exposition accurately, fluently, and contextualy.

Basic compotence

1. Understanding and responding the meaning in the monologue text in the form of report, narrative, and analitycal exposition accurately, fluently, and contextualy.

2. Expressing the meaning in the monologue text in the form of report, narrative, and analitycal exposition accurately, fluently, and contextualy.

Indicator

1. Identify the meaning in the narrative text.

2. Idetify the thetorical steps in the narrative text

3. Identify pronoun reference in the narative text

    A. The goals

        1. Students are able to Identify the meaning in the narrative text.

2. Students are able to Idetify the thetorical steps in the narrative text

3. Students are able to Identify pronoun reference in the narative text

B. The lesson items

Narrative taxt eg:

The legend of Timun Mas

Long time ago, there was a farmer couple. Unfortenately, they hadn't had any children yet.

They prayed to God for a child One day a giant passed their home. He heard what they were praying. Then giant gave them a cucumber seed.

Then the couple planted teh cucumber sees. Each day the took care of teh growing plant so carefully. Month later, a golden cucumber grew from the plant. Teh cucumber was getting heavier and bigger each day. When it was ripe, they picked it. Carefully they cut of the cucumber and how surprised were they when found a beuatiful bay inside. They were so happy. They named the baby Timun Mas.

Many years after, Timun Mas had grown into a beautiful girl. Her parents were very happy. But thier happiness turned to fear when her 17th birthday came. The giant was going to take Timun Mas away.

The father was giving a small bag to Timun Mas, equipped with magic stuff, salt, chilty, cucumber seed, shrimp paste as weapon. Her father told her that it could help her from the giant. He ordered Timun Mas to run away.

The giant was chasing Timun Mas and he was getting closer and closer. Timun Mas then took a hardful of salt from her small bag. She spread out the salt behind her. Suddenly a wide sea appeared between them.

Timun Mas was still running, the giant almost caught her. Then she took some chilly and threw them to the giant. The chilly suddenly grew into some trees and trapped the giant. Timun Mas could escape again.

Unfotunately the giant almost caught Timun Mas. So she took me the third magic stuff, the cucumber seeds. She trow the seeds and suddenly they became a wide cucumber field. The giant ate those fresh cucumber. He ate so much that he felt sleepy and fell asleep soon.

Timun Mas kept on running as fast as she could. But the giant had woken up Timun Mas so scared. Then she threw her last weapon, shrimp paste. It became a big swamp. The giant fell into it but his hands almost reached Timun Mas. But at last he was drowned.

Timun Mas was safe now. Then she returned to her parents house her parents were very happy.

C. Method of learning: communicative approach

D. The steps activety

   1. Pre activity

      a. Doa

      b. Absen

      c. Motivation

      d. Teacher together with with the students review the aspect of narrative text includes the purpuse, the organization and the language use.

e. The teacher tell the class that are going to hear a story about the legend of timun mas

2. Whilst

   a. Teacher divides students into 5 groups consists of six or seven students.

   b. Teacher as to find the organizitation without taking notes.

   c. Teacher asks students to answer the guestion based on text with their ownword.

   d. Teacher asks each group to write their answer question in a book.

3. Post activity

   a. Students collact their task of reading text

   b. Teacher leads disscassion about the orginal text includes the meaning, the organization text and identify past tentce in the text

E. Resources

Book; look ahead 2, relevan story.

F. Assessment

   a. Technique   : written test

   b. Form   : questioner

   c. Instrument   :

   1. Please answer the question based on the text!

      a). Please write The organization of the text is...........

      b). What we can learn from the story that.......

      c). What the perpuse of the text.....

      d). How many character of the text....

   2. Time allocated is 30 minutes

   d. Assessment :

Final score $= \dfrac{Total\ Correct\ Answer}{Total\ Questioner} \ X\ 100$

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LESSON PLAN

School   : SMA N I Tempuling

Subject   : English

Class/ semester   : XI / II

Meething   : VII

Time allocated   : 2 X 45 mminutes

Standar competance

1. Understanding the meaning in the monologue text in the form of report, narrative, and analitycal exposition accurately, fluently, and contextualy.

2. Expressing the meaning in the monologue text in the form of report, narrative, and analitycal exposition accurately, fluently, and contextualy.

Basic compotence

1. Understanding and responding the meaning in the monologue text in the form of report, narrative, and analitycal exposition accurately, fluently, and contextualy.

2. Expressing the meaning in the monologue text in the form of report, narrative, and analitycal exposition accurately, fluently, and contextualy.
   Indicator

1. Identify the meaning in the narrative text.

2. Idetify the thetorical steps in the narrative text

3. Identify past tense in the narative text

A. The goals

1. Students are able to Identify the meaning in the narrative text.

2. Students are able to Idetify the thetorical steps in the narrative text

3. Students are able to Identify past tense in the narative text

B. The lesson items

The legend of Telaga Warna

Once upon a time, the king prabu ruled a kingdom in west java. King prabu and his wife were wise and kind so that their people were prosperous.

The problem came because the king didn't have children. They tired many ways to have children, but they always failed.

One day, prabu prayed to god, and he was very happy because god accepted his prayer. Soon, they had a child that was beatiful but spoiled and had bad behavior.

For her seventeenth birthday parrty, the princess got gold necklace from her parents. Unfurtunately, when she saw it, she didn't like it and threw it away into the floor. Every body was shocked because from the ground emerged a lot of water. All of the kingdom suddenly became a big like.

People call it telega warna and believed that the color came from the princess necklace.

C. Method of learning: communicative approach

D. The steps activety

1. Pre activity
   a. Doa
   b. Absen
   c. Motivation
   d. Teacher together with with the students review the aspect of narrative text includes the purpuse, the organization and the language use.
   e. The teacher tell the class that are going to hear a story about the legend of timun mas

2. Whilst
   a. Teacher divides students into 5 groups consists of six or seven students.
   b. Teacher as to find the organizitation without taking notes.

     c. Teacher asks students to answer the guestion based on text with their ownword.

     d. Teacher asks each group to write their answer question in a book.

  3. Post activity

     a. Students collact their task of reading text

     b. Teacher leads disscassion about the orginal text includes the

     meaning, the organization text and identify past tentce in the text

E. Resources

Book; look ahead 2, relevan story.

F. Assessment

     a. Technique   : written test

     b. Form   : questioner

     c. Instrument   :

       1. Please answer the question based on the text!

      a). Please write The organization of the text is...........

      b). What we can learn from the story that.......

      c). What the perpuse of the text.....

      d). How many character of the text....

     3. Time allocated is 30 minutes

    e. Assessment :

Final score $= \dfrac{Total\ Correct\ Answer}{Total\ Questioner} \ X\ 100$

Known by   Sungai Salak,

The English Teacher   Reseacher

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LESSON PLAN

School   : SMA N I Tempuling

Subject   : English

Class/ semester   : XI / II

Meething   : VI

Time allocated   : 2 X 45 mminutes

Standar competance

1. Understanding the meaning in the monologue text in the form of report, narrative, and analitycal exposition accurately, fluently, and contextualy.

2. Expressing the meaning in the monologue text in the form of report, narrative, and analitycal exposition accurately, fluently, and contextualy.

Basic compotence

1. Understanding and responding the meaning in the monologue text in the form of report, narrative, and analitycal exposition accurately, fluently, and contextualy.

2. Expressing the meaning in the monologue text in the form of report, narrative, and analitycal exposition accurately, fluently, and contextualy.

   Indicator

1. Identify the meaning in the narrative text.

2. Idetify the thetorical steps in the narrative text

3. Identify compound and complex sentences in the narative text

A. The goals

1. Students are able to Identify the meaning in the narrative text.

2. Students are able to Idetify the thetorical steps in the narrative text

3. Students are able to Identify compound and complex sentencas in the narative text

B. The lesson items

The narrative text eg:

Wolf and Lamb

A lamb was grazing with a flock of sheep one day. She soon found some sweet grass at the edge of the field. Farther and farther she went, away from the others.

She was enjoying herself so much that she did not notice a wolf coming nearer to her. However, when it pounced on her, she was quick to start pleading, "Please, please don't eat me yet. My stomach is full of grass. If you wait a while, I will taste much better."

The wolf thought that was a good idea, so he sat down and waited. After a while, the lamb said, "If you allow me to dance, the grass in my stomach will be digested faster." Again the wolf agreed.

While the lamb was dancing, she had a new idea. She said, "Please take the bell from around my neck. If you ring it as hard as you can, I will be able to dance even faster."

The wolf took the bell and rang it as hard as he could. The shepherd heard the bell ringing and quickly sent his dogs to find the missing lamb. The barking dogs frightened the wolf away and saved the lamb's life.

C. Method of learning: communicative approach

D. The steps activety

1. Pre activity
   a. Doa
   b. Absen
   c. Motivation
   d. Teacher together with with the students review the aspect of narrative text includes the purpuse, the organization and the language use.
   e. The teacher tell the class that are going to hear a story about ant and dove

2. Whilst
   a. Teacher divides students into 5 groups consists of six or seven students.
   b. Teacher as to find the organizitation without taking notes.
   c. Teacher asks students to answer the guestion based on text with their ownword.
   d. Teacher asks each group to write their answer question in a book.

3. Post activity
   a. Students collact their task of reading text
   b. Teacher leads disscassion about the orginal text includes the meaning, the organization text and identify past tentce in the text

E. Resources

Book: Look Ahead 2, relevant story

F. Assessment
   a. Technique   : written test
   b. Form   : questioner
   c. Instrument   :
      1. Please answer the question based on the text!

         a). Please write The organization of the text is...........

         b). What we can learn from the story that.......

         c). What the perpuse of the text.....

         d). How many character of the text....

      2. Time allocated is 30 minutes
   d. Assessment :

Final score $= \dfrac{Total\ Correct\ Answer}{Total\ Questioner} \times 100$

Known by   Sungai Salak,

The English Teacher   Reseacher

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LESSON PLAN

School   : SMA N I Tempuling

Subject   : english

Class/ semester   : XI / II

Meething   :VIII

Time allocated   : 2 X 45 mminutes

Standar competance

1. Understanding the meaning in the monologue text in the form of report, narrative, and analitycal exposition accurately, fluently, and contextualy.

2. Expressing the meaning in the monologue text in the form of report, narrative, and analitycal exposition accurately, fluently, and contextualy.

Basic compotence

1. Understanding and responding the meaning in the monologue text in the form of report, narrative, and analitycal exposition accurately, fluently, and contextualy.

2. Expressing the meaning in the monologue text in the form of report, narrative, and analitycal exposition accurately, fluently, and contextualy.

Indicator

1. Identify the meaning in the narrative text.

2. Idetify the thetorical steps in the narrative text

3. Identify past tense in the narative text

A. The goals

1. Students are able to Identify the meaning in the narrative text.

2. Students are able to Idetify the thetorical steps in the narrative text

3. Students are able to Identify past tense in the narative text

B. The lesson items

The legend of Penyusuk

Once upon a time, there ware 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 beatiful girl baby. The king named her komala. She grew up as a perty girl. However, she had bad attitude because her parents always spoiled her too much.

One day, komala heard her parents talking about turtle in her morher's dream. She thought that the turtle was an intereting animal, so she wanted it as her pet. She insested to find it, and the king allowed her to look for the animal.

Accompaied by the king's guards, komala researched for the turtle, and finally, she found it in a beach. She shorted to it, "penyu busuk, wait for me" several times, but the turtle kept swiming. Komala ran after it into the sea, she tried to catch it. Until that,she finally drowned and disappeared, and all of her guards could not save her. Now, people call beach "penyusuk".

C. Method of learning: Communicative Approach

D. The steps activety

    1. Pre activity
    A. Doa

B. Absen

C. Motivation

D. Teacher together with with the students review the aspect of narrative text includes the purpuse, the organization and the language use.

E. The teacher tell the class that are going to hear a story about ant and dove

2. Whilst

A. Teacher divides students into 5 groups consists of six or seven students.

B. Teacher as to find the organizitation without taking notes.

C. Teacher asks students to answer the guestion based on text with their ownword.

D. Teacher asks each group to write their answer question in a book.

3. Post activity

A. Students collact their task of reading text

B. Teacher leads disscassion about the orginal text includes the meaning, the organization text and identify past tentce in the text

Known by   Sungai Salak,

The English Teacher   Reseacher

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