

**THE CORRELATION BETWEEN STUDENTS' UNDERSTANDING ON PAST TENSE
AND THEIR ABILITY TO COMPREHEND NARRATIVE TEXT**

(A Study Conducted to the Third Grade Students of SMP Pandu Bogor)

P A P E R

Submitted To The English Education Study Program Faculty of Teachers Training and Educational Sciences of Pakuan University in Partial Fulfillment of the Requirement for the *Sarjana Pendidikan* Examination

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DECLARATION

I hereby certify that the paper entitled "The Correlation Between Students' Understanding on Past Tense and Their Ability to Comprehend Narrative Text" is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the text. Should there be any claim on the originality of this paper, I would be prepared to take any legal responsibility.

Bogor, September 2016

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PREFACE

All praises and thank be to Allah SWT, the Lord of all that exist and Muhammad SAW as the great prophet. The writer can finally finish writing the paper entitled "The Correlation between Students Understanding on Past Tense and Their Ability to Comprehend Narrative Text" This paper is written to fulfill one of the requirements for the Sarjana Pendidikan examination in the English Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University Bogor.

The writer has done the best for this paper, but she realizes that this paper is still far from being perfect Finally, she would like to appreciate all criticism, correction, and suggestion for better study in the future.

Bogor, September 2016

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Additionally, she also thankfull to bet friends who have supported her Without their support and motivation the writer can not finish her paper, and people who have given their help and support that cannot be mentioned one by one.

ABSTRACT

This research is aimed to investigate the correlation between students understanding of past tense and their ability to comprehend narrative text. It is conducted to the third grade students of SMP Pandu, Bogor. The third grade students is chosen because they had learnt about narrative text in second grade of junior high school and treat their past tense ability for the next level of English. The population of this research is 64 students while the sample is 54 students by quota sampling technique. Ex post facto design is applied in correlation design, and pearson product moment formula is use to calculate the data. The data are taken from the test of past tense is 15 questions and the test from narrative test is 20 questions. She formulate the score by using pearson product moment. The result of r -calculated (0.095), that is lower than r -table (0.268). It means that there is no correlation between students understanding of past tense and their ability to comprehend narrative text has very low correlation.

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CHAPTER I

INTRODUCTION

A. Background of The Study

English consist of four skills, those are listening, speaking, reading and writing It is not only learning about language skills but also the language components such as spelling, vocabulay, pronounciation and grammar

The activity of getting information from book, magazine, newspaper and the other things that contained words and sentences is reading. They need to read to get information on something they want to know. With reading, they know something that they never get before.

Reading is one of language skill in English. To understand the reading material, readers have to be able to understand the words and explain the answer to some questions about it. Vale and Feunteun (1995: 81) state “Reading is much more than finding what happen in the next story, but being able to answer comprehension question related to piece of text”.

A teacher has some ideas to make students interested in reading, one of the ways to attract the students’ willingness in English is by using the picture. By doing so, students can get stimulus to imagine about the object, place, event and write them into a written from.

One of the pictures that might be used is storyboard. Storyboard helps the students to understand about the text. The picture in storyboard can represent a lot of sentences. It is possible for students to understand more about the story. The students are directed to read the story by the picture, and the teacher plays the role as a tutor for them to guide the way how to get information well. Beiman (2013) state, “Storyboard should give the reader a guide to what is expected in the

performance”. So, the storyboard can be the reference of much of the sentences that shaped by the picture.

In her research, the writer foccuses to analyze the students’ ability to understand paragraph. Storyboard facilitates the student to make them easier to understand about narrative text, as Holtzblatt *et al* (2005) states “A storyboard is like freeze-frame movies of the new work practice”.

The student should be given a positive motivation during the learning process. The various subjects and tasks have different difficulties that make feel burdened. Storyboard facilitates the student that study is one of pleasant activities and can done in an interesting way.

B. Reason For Choosing The Topic

There are two reasons why the writer is interested to investigating the correlation between students understanding of storyboard and their ability to comprehend the narrative text.

First, teaching reading to young learners has to use interesting technique. One of the ways is by using picture that can make the students interesting. Narrative with too many words can be represented by pictures.

The second reason is that storyboard can stimulate the students to find out new vocabullary, create their creativity and memorize. Through pictures in the storyboard, the students can imagine the storyline of the text.

With storyboard, it is easier for the students to know more about narrative text. It facilitates them to understand the text faster.

C. Statement of the Problem

The statement of the problem is: is there a correlation between students’ understanding on storyboard and their ability to comprehend narrative text?

D. The Aim of the Research

This study is aimed to investigate whether there is a correlation between students' understanding of storyboard and their ability to comprehend narrative text.

E. Hypothesis

The writer states the alternative hypothesis (Ha) that there is a correlation between students' understanding of storyboard and their ability to comprehend narrative text.

F. Research Methodology

The research is conducted by using correlation method. The design is Ex Post Facto Design. The design as follows.

T_x —————> T_y

- T_x refers to students' understanding of storyboard
- T_y refers to students' reading comprehension

Then, she investigates the correlation coefficient by using Pearson Product Moment Formula. The formula is shown below.

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

Notes:

r_{xy} : Coefficient correlation between X and Y variable

X : Score of variable X

Y : Score of variable Y

N : Number of respondent

G. Population and Sample

The population of the research is the the third grade students of SMP Pandu Bogor. There are two classes and total population is 91 students so the writer chooses 73 students as the sample. The writer uses quota sampling as the technique in taking sample.

H. Problem to Investigate

The problem to investigate are:

1. students' understanding on storyboard,
2. students' ability to comprehend narrative text,
3. the correlation between students' understanding on storyboard and their ability to comprehend narrative text.

I. Limitation of the Problem

The writer limits the problem by only investigating students' reading comprehension of narrative text and their understanding about storyboard, and the writer focuses on skimming and scanning question.

CHAPTER II

THEORITICAL FOUNDATION

A. Reading

1. Definition of Reading

Everyone needs a lot of information about something through many ways, one of them is by reading. By reading, the information and knowledge can be obtained of it. People have their own purpose why they read. It can be to get information or spend their spare time.

According to Hedge (2000: 195), there are seven main purposes of reading as follows:

- a. to obtain information to some purposes,
- b. to obtain instruction or how to perform some tasks of our work,
- c. to act in a play,
- d. to keep in touch with friends,
- e. to know when or where something will take place or what is available,
- f. to know what is happening or has happened,
- g. to get enjoyment or excitement.

When the people read a text, they do not only know how to pronounce the written word but also require the comprehension of what is written. According to Crawley and Merritt (2000: 40) "Comprehension means understanding what is heard or read". It means that the people's understanding is measured by their ability to read and listen about something.

2. Purpose of Reading

There are some purposes of the reading. According to Grabe and Stoller (2002: 13) there are main purposes of reading, such as: scanning, skimming, learn from text, integrate information, reading to write, reading to critique texts and reading for general comprehension.

- a. Reading to search simple information (scanning)
- b. In reading to search, tries to scan the text to find a specific piece of information a specific word. For example, like searching the meaning of word on dictionary.
- c. Reading to skim quickly
- d. Similarity with reading to search information, reading to skim is the activity to find out the important information, such as finding the main idea or the topic of the text.
- e. Reading to learn from text
- f. Difference from scanning and skimming, reading to learn from text is the activity to find the information that the readers' need to learn from the text. It requires abilities to remember the main ideas, recognize and build rhetorical frames and link the text to readers' knowledge base.
- g. Reading to integrate information
- h. In this purpose the reader has to link some information from multiple sources and integrates them into text that the readers' want.
- i. Reading to write (or search information need for writing)
- j. Reading to write is a variant of reading to integrate information. It requires the abilities to compose and select the information that will be written.
- k. Reading to critique texts
- l. It is similar to reading to write the text which has the abilities need to integrate information. In this purpose, the reader should get the information from some resource first, then write the information critique the text.
- m. Reading for general comprehension

- n. The term general does not mean it will be simple or easy. The reader should have good skill to comprehend the text with the limited time.

3. Reading Comprehension

Understanding content of the text reading is the first step to understand the expression in reading comprehension. Heaton (1998: 8) states, "Reading comprehension is the ability to understand the gist of the text and to extract key information specific points in the text." In other words, the reader can know the aim of the text tells about.

Through reading, communicate can be built with the writer. Nunan (2001:72) states that reading usually conceived of as a solitary activity in which reader interact with the text in isolation. Meanwhile, Widdowson in Hedge (2000: 188) said that reading can be seen as a kind of dialogue between the reader and the author. It means that information can be taken by the text and conveyed by the author's aim.

B. Narrative Text

1. Definition of Narrative

Generally, narrative is used to describe what people do over a period of time and also their routines. Besides, the narrative tells about one min incident or happening. According to Longacre (1997: 2) "A narrative is a chronological account of a series of event, usually fictional event may be tied to event that is genuinely historical." It means that the story or something is built in a narrative form usually a fiction or something that is written by people. Some narrative tells about something real which usually a history in the past or future. The narrative text is also used to retell the legend or myth.

Narrative text is known by the story which has the series inside, the series is tell us about the event that happened, Anderson (1997: 168) state, “Narrative is a literary text that recalls a series of events in order in which they occurred”.

Based on the explanation above, we know that narrative is the story about personal or fictional and have been learnt early in school.

Kemper *et al* (1997) stated that a narration is writing which tells a story recalls an axperience. In other words, narrative text has correlation with the event that had happened. There are two kinds of narrative text; imaginary form and factual form. Imaginary form tells a fiction story such a legend, fairy tale, myth and so on. Factual form tells a true story, such as factual story, biography and so on.

2. Social Function of Narrative

In his book, Wardiman, Jahur dan Djusma (2008: 98) have the point of view of narrative is to attract, enertain and deal with an actual vicarious experience in different ways. It deals with problematic event that lead to crisis or turning point of some kind, which find a resolution. Yet, narrative is also help to increase the student’s writing skill.

3. Generic Structure of Narrative Text

Before the student started to write the narrative text, the generic structure of it should be known by them to build the text.

a. Orientation

Orientation is the first section of narrative text where the narrator intriduce the audience to the setting and characters and tells when and where the story is happened. This step is also called as introduction of the story.

b. Evaluation

Evaluation is stepping back to evaluate the event. It can be seen after orientation.

c. Complication

Complication is the plot that leads the problems of the characters. There are number of events that lead the kinds of problems.

d. Resolution

Resolution is the final part of the story, in this part the problem in complication is resolved.

e. Re-orientation

Re-orientation is optional in narrative text, it can be write or hidden. It is the conclusion or the moral message of the history.

Those are the generic structure of narrative text to make the student easier to understand about narrative text.

4. Language Feature of Narrative Text

Narrative text has some some language features that have to be considered. Barwick (1999) mentions that language features of narrative text as follow.

a. Noun group that create detail, accurate and atmosphere description.

b. Adjectives that identifying apperance, mannerism or personality whether the character is human, animal or things.

c. Adverb and adverbial phrases indicate when, where and how the events take place.

d. Descriptive language creates word picture or images.

- e. Action verbs that telling the reader what was said, felt, or thought.
- f. It is written in past tense.
- g. Dialogues which the tense changes to present or past.
- h. Sentences can be joined using connectives or conjunction to sequence the time.
- i. It is written in first person or third person.

C. Related Research

The related research that is conducted a researcher are as follow.

Herdiana conducted the research titled the correlation between students' understanding of simple past tense and their reading comprehension narrative text The subject of ninth grade students of SMPN 5 Bogor, academic year 2013/2014 The result of the correlation coefficient (0.91) is higher than critical value of person product momen on significant level of 95% (0.148) Then, the Alternative Hypothesis (H_a) is accepted

Lestari conducted the research titled the correlation between students' understanding of past tense and their reading comprehension. The subject of tenth Grade students of SMU Al-Aisyah Bogor, academic year 2011/2012 Based on critical value of Pearson Product Momen correlation coefficient, the result of r_y (0,443) is higher than the r_{table} at the significant level of 5% and df 23 (0,413). It means that there is positive relationship.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

Research method is a way of collecting the data which is used the writer. In conducting the research, the writer uses correlation method. The aim of doing this research is to investigate the correlation between students' understanding of storyboard and their ability to comprehend narrative text. To conduct the research, the writer applies the ex-post facto design.

The writer investigates relationship between two variables, students' understanding of reading comprehension (Tx) and students' ability to make narrative text through storyboard (Ty). She also collect the data from proficiency test and use pearson product moment formula to find out the correlation coefficient value.

B. Population and Sample

The population that the writer selected is the third grade students of SMP Pandu, Bogor of the academic year 2016/2017. The technique that used is quota sampling. Total number of the students in the population is 91 students so the writer takes 73 as quota sample. The number of the students of each class are IX A: 46 students and IX B: 45 students.

C. Data Collection Technique

According to Arikunto (2002: 136), data collection is a device used by the researcher while collecting data to make his work become easier and to get better result, complete and systematic in order to make the data easy to process. In this research, the reading comprehension test and questionnaire of storyboard narrative text are used as the instrument of the study.

Reading comprehension test consist of 20 test items. The test used to measure the students' reading comprehension by asking the respondents to choose the best answer of multiple choice test. she multiplies the correct answer by five, if the total correct are 20 items, so the score is 100.

In addition, the understanding of storyboard is gathered by analyzing questionnaire given to respondents, the number of questionnaire is 20. After all the data collected, the writer correlates the using pearson product momment correlation to find out the correlation coefficient value.

D. Data Analysis

In order to analyze the data, the writer scores the reading comprehension test and describe the result of students' understanding of storyboard questionnaire. Then, she investigate the correlation value (R_{xy}) by using Pearson Product Momment Formula. The formula is shown bellow.

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

Note:

R_{xy} : Correlation coefficient

X : Score of variable X

Y : Score of variable Y

N : Number of respondent

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A . Research Finding

1. Collecting the interval data

After obtaining the data, the writer puts them on to the table of the students' score of past tense and their score of comprehend narrative text. The research data are as follow.

Table 4.1: Students' scores of past tense and their ability to comprehend narrative text

N	X	Y	X ²	Y ²	XY
1	66	70	4356	4900	4620
2	73	80	5329	6400	5840
3	73	80	5329	6400	5840
4	66	70	4356	4900	4620
5	73	85	5329	7225	6205
6	80	80	6400	6400	6400
7	73	80	5329	6400	5840
8	80	95	6400	9025	7600
9	73	70	5329	4900	5110
10	80	80	6400	6400	6400
11	80	95	6400	9025	7600
12	66	70	4356	4900	4620
13	73	80	5329	6400	5840
14	73	80	5329	6400	5840
15	66	80	4356	6400	5280
16	80	90	6400	8100	7200
17	66	70	4356	4900	4620
18	80	70	6400	4900	5600
19	73	80	5329	6400	5840
20	80	65	6400	4225	5200
21	86	90	7396	8100	7740
22	80	90	6400	8100	7200
23	73	80	5329	6400	5840
24	66	75	4356	5625	4950
25	73	70	5329	4900	5110
26	80	85	6400	7225	6800
27	66	70	4356	4900	4620
28	80	90	6400	8100	7200

29	73	90	5329	8100	6570
30	73	65	5329	4225	4745
31	66	55	4356	3025	3630
32	40	60	1600	3600	2400
33	86	90	7396	8100	7740
34	86	75	7396	5625	6450
35	80	90	6400	8100	7200
36	66	75	4356	5625	4950
37	73	70	5329	4900	5110
38	73	80	5329	6400	5840
39	73	65	5329	4225	4745
40	66	75	4356	5625	4950
41	73	85	5329	7225	6205
42	73	70	5329	4900	5110
43	66	80	4356	6400	5280
44	66	75	4356	5625	4950
45	53	65	2809	4225	3445
46	66	50	4356	2500	3300
47	73	85	5329	7225	6205
48	66	85	4356	7225	5610
49	73	75	5329	5625	5475
50	80	80	6400	6400	6400
51	86	90	7396	8100	7740
52	66	90	4356	8100	5940
53	86	85	7396	7225	7310
54	66	73	4356	5329	4818
Statistic	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$
Sum	3926	4198	289136	331604	307693

- Notes:
- N = number of respondent
 - X = students' score on past tense
 - Y = students' scores on narrative text
 - X²= squared scores on students' understanding of past tense test
 - Y²= squared scores of students' ability to comprehend narrative text
 - XY= multiplied scores between variable X and Y

2. Calculating the Mean

The formula for obtaining the mean is as follows.

$$X = \frac{\sum X}{N} = \frac{3926}{54} = 72,703$$

$$Y = \frac{\sum Y}{N} = \frac{4198}{54} = 77,740$$

The mean of understanding on past tense is 72,703 while the mean of reading comprehension is 77,740. It shows that the average scores of past tense knowledge is higher than the average score of reading comprehension. It is also means that more students who get the score on past tense test lower than their score of reading comprehension test.

3. Calculating the Correlation Coefficient Value

The writer finds the correlation coefficient by put the statistic number from the table above into the formula:

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

$$r_{xy} = \frac{54(307693) - (3926)(4198)}{\sqrt{54(289136 - (3926)^2)[54(331604) - (4198)^2]}}$$

$$r_{xy} = \frac{16615422 - 164813}{\sqrt{[15613344 - 15413476][17906616 - 17623204]}}$$

$$r_{xy} = \frac{134074}{\sqrt{[199868][283412]}}$$

$$r_{xy} = \frac{134074}{\sqrt{56644989616}}$$

$$r_{xy} = \frac{134074}{238002,079}$$

$$r_{xy} = 0,563$$

Note:

R_{xy} : Correlation Coefficient

$\sum x$: Sum of the raw X score

$\sum x$: Sum of the raw Y score
$\sum xy$: Sum of the products of each X multiple by each Y
$\sum x^2$: Sum of square of each X score
$\sum y^2$: Sum of square of each Y score
$(\sum x)^2$: The square of total sum of X scores
$(\sum y)^2$: The square of total sum of Y scores
N	: Number of respondent

4.Hypothesis Testing

After finding the correlation coefficient from calculating (0,563) she cheks it with the value of r from the critical value table. First. She calculates the degree of freedom to find the number of students that used in the research. The formula is:

$$df = N-2$$

$$df = 54-2$$

$$= 52$$

Notes :

df : Degree of Freedom

N : Number of respondent

The result above shows that the degree of freedom is 52

Based on the table of critical value of the r product moment, the correlation value from the table with N-52 with significant level at 0,05 (5%) is 0,268. It shows that the result of r (0,563) is higher than the value of r(0,268) Therefore, the null hypothesis is rejected. It means that

there is a correlation between students understanding of past tense and their ability to comprehend narrative text.

B. Discussion

After the writer had finished calculating the data, she interpreted the correlation between the two variables. Based on the calculation, she finds that the correlation coefficient is 0,563 This correlation coefficient shows a quite low correlation. The writer uses the interpretation table suggested by Ankunto (2010:319) It shown in the table 4.2

Table 4.2: The correlation coefficient level

Value of product moment(r)	Interpretation
0.800-1.00	Very high
0.600-0.800	High
0.400-0,600	fair
0,200-0.400	Low
0.000-0.200	Very Low

Based on the table 42, the coefficient correlation is on the range quite low with range score 0,400-0,600. It means null hypothesis (Ho) is rejected because the value of r (0,563) is higher than r table (0,268) from the calculation above, the writer conclude that there is a quite low and significant correlation between students' understanding on past tense and their ability to comprehend narrative text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research, it is concluded that there is a quite low correlation between students' understanding of past tense and their ability to comprehend narrative text. Furthermore, the null hypothesis (H_0) is rejected because the value of t -calculated (0,563) is higher than the t -table (0,268) and has a fair correlation. The result shows that the students who understand about past tense might be able to comprehend narrative text.

B. Suggestion

After finding the result, there are several suggestions for the next researcher and the students. First, the teacher should give the strategy for teaching past tense and give the suitable test for the students based on their grade class. For the students, they learn more about the irregular past tense from a dictionary and treat the vocabulary from reading more.

Second, the approachment between teacher and students must be built. It is used to make the students' attention of the teacher is good. In other words, the students' understanding about past tense and narrative is more perfect.

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Cipta

