

BAB IV

RESULT OF THE STUDY

This chapter presents the description of the data and the result of the Data Analysis, Design of Student's worksheet, Development of Student's Worksheet, Implementation of Student's Worksheet, Evaluation of Student's Worksheet, and Teacher's Response of Student's Worksheet, Analysis of Student's Answer to The Items.

A. Analysis Data

The writer has conduct analysis to student's need, such as with looked their basic, environment and their skills. In SMK Karsa Mulya Palngkaraya mostly boys than girls, and there are three vocationals like TKR, TSM and TI MM(Multi Media). They need somethings to guide them to be active in english learning one of them is Student's worksheet.

Some things to consider before at the beginning design of worksheet is Student worksheet developed in this study does not contain all material of SMK Karsa Mulya. But only limited to the material Karsa Mulya SMK class X in the first semester.

B. Design of Student's Worksheet

At this stage the activities carried out by the researcher is to design. The writer has done determining the title of student worksheet, writing student worksheet with determine basic competency, design of media, and materials in SMK Karsa Mulya Palngka Raya.

C. Development of Student's Worksheet

Developing student worksheet based on specified below: format of the Student Worksheet based on syllabus and their basic, then consultation with the chemistry lecturer and english teacher before tested to the students SMK Karsa Mulya Palangka Raya. The study of the experts as follows:

1. Validation of The Student's Worksheet

Before testing the feasibility of student worksheets researchers conducted the study to one of the lecturers of IAIN English Palangka Raya to obtain input repairs student worksheet. The results of the study validator.

Then the student's worksheet validated by vocational teachers Karsa Mulya Palangka Raya and provide input on the worksheet.

2. The Result of Validation of Student's Worksheet

After getting input from the lecturer and English teacher, student worksheets are then validated.

Tabel. 1
(Result from Lecture)

Considerations	Yes/Mostly	Partly	No
Topic			
➤ Is there enough variety and range the topics?	✓		
➤ Do the topic related to their needs and interest?	✓		
➤ Will the topic enrich the students'	✓		

knowledge ?			
➤ Will the topic make students easy to following English learning and teaching process?	✓		
➤ Will the topic make students easy to enrich their english skills?	✓		
Aims and characteristics			
➤ Do the aim of the worksheet relevant with the aim of teaching of SMK Karsa Mulya Palangka Raya.	✓		
➤ Do the aim of the worksheet relevant with the needs of students of SMK Karsa Mulya Palangka Raya.	✓		
Appearances			
➤ Are the physical appearances of the worksheet clear?		✓	
➤ Are the illustrations of the worksheet relevant?		✓	
➤ Are the illustrations of the worksheet interesting?		✓	
Language skills involved			
➤ Are four language skills involved in discussions and work?		✓	

Based on the results of the above table shows that the student worksheet is ready to be developed into the students SMK Karsa Mulya Palangka Raya X class.

Tabel 1.1
(Result from Teacher)

Considerations	Yes/Mostly	Partly	No
Topic			
➤ Is there enough variety and range the topics?	✓		
➤ Do the topic related to their needs and interest?	✓		
➤ Will the topic enrich the students' knowledge ?	✓		
➤ Will the topic make students easy to following English learning and teaching process?	✓		
➤ Will the topic make students easy to enrich their english skills?	✓		
Aims and characteristics			
➤ Do the aim of the worksheet relevant with the aim of teaching of SMK Karsa Mulya Palangka Raya.	✓		
➤ Do the aim of the worksheet relevant with the needs of students of SMK Karsa Mulya Palangka Raya.	✓		
Appearances			
➤ Are the physical appearances of the worksheet clear?	✓		
➤ Are the illustrations of the worksheet relevant?	✓		
➤ Are the illustrations of the worksheet interesting?	✓		
Language skills involved			
➤ Are four language skills involved in discussions and work?	✓		

Based on the results of the validation list of teacher SMK Karsa Mulya, the worksheets can be developed for her special students to SMK Karsa Mulya Palangka Raya X class.

D. Implementation of Student's Worksheet

This stage is try out or implementation student's worksheet in class to get the data. And the researcher has done to try out the worksheet in SMK Karsa Mulya Palangka Raya.

E. Evaluation of Student's Worksheet

This evaluation is analysis the data after tasted and to know the result of the research on developing student's worksheet based on materials for the tenth grade students at SMK Karsa Mulya Palangka Raya by using questionnaire and interview as instrument for collecting the data after tasted the student's worksheet

The supporting the data needed the writer used from the result of questionnaire and interview gained from SMK Karsa Mulya Palangka Raya.

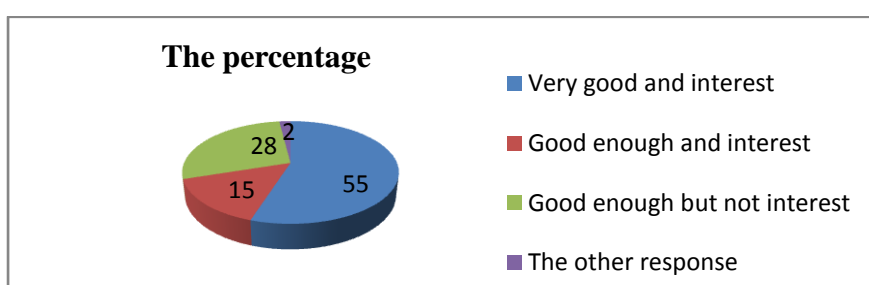
a. The Result of Student's Response The Worksheet from Questionnaire

The data were present of the items of questionnaires shown and in the chart one by one from 22 items of questionnaire appropriate on students and teachers response. The respondents are students at SMK Karsa Mulya Palangka Raya specially the tenth grade.

Tabel.2
(Total of students)

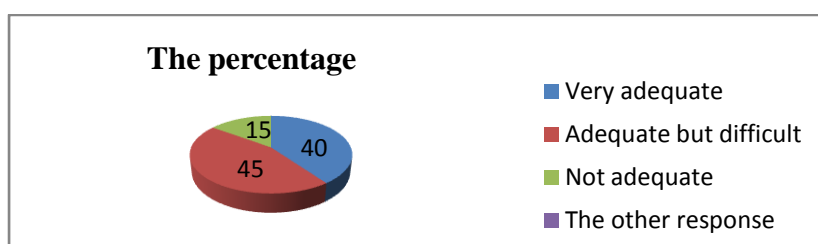
No	Gender		Total
1	Male	Female	35
2	35	0	

1. The Students' Response Relate to the Worksheet.



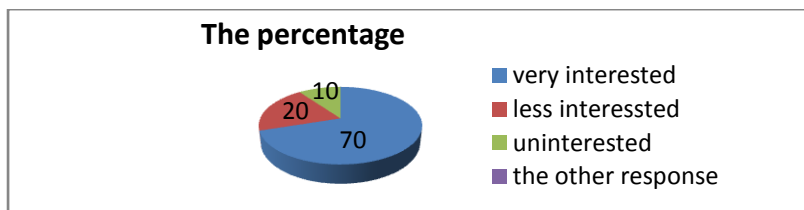
There were 19 students (55%) said the worksheet was very good and interest, 10 students(28%) claimed good enough and interest, 5 students(15%) admitted good enough but not interest. And 1 student (2%) has the other response.

2. The Students' Response Relate to the New Worksheet



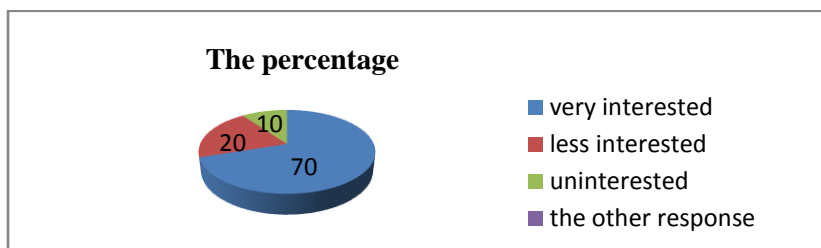
There were 16 students (45%) claimed very adequate and easy to understand, 14 students (40%) said enough adequate but difficult to understand, and 5 student (15%) said adequate.

3. The Students' Response Relate to Their Intertesting to the Worksheet.



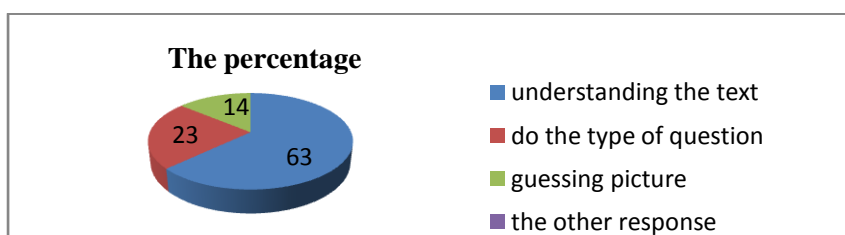
There were 24 students (70%) said the type of task in the worksheet easy to do it, and 7 students (20%) claimed very like and interest, and 4 students (10%) un interest with some types of question in the worksheet.

4. The Students' Response About Their Interest in English Learning Using Worksheet.



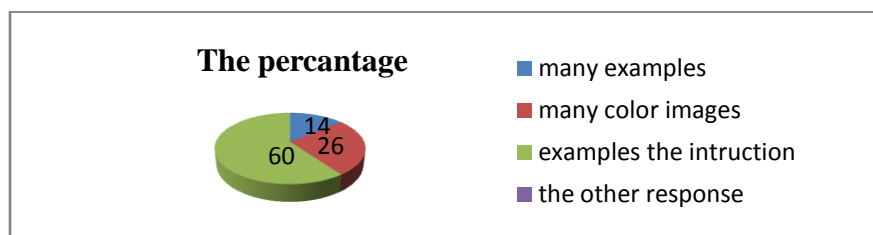
There were 25 students (70%) said very interested because increased their comprehension in English leraning, 6 students (20%)less interest because confused, 4 students (10%)not interest because made difficult in understanding the lesson.

5. The Students' Response About Their Difficulties Learning Using Worksheet.



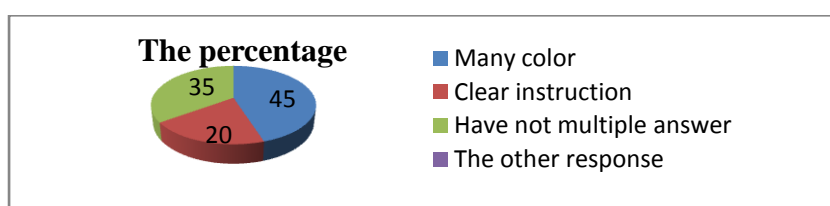
There were 22 students (63%) said very difficult to comprehend the text, 8 students (23%) said very difficult to do the type of task, 5 students (12%) said very difficult to guess the picture relate to the material.

6. The Students' Opinion About the Worksheet is Easy Understanding



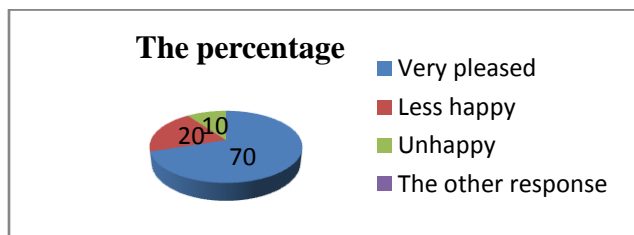
There were 5 students (10%) need worksheet with many examples, 9 students (10%) need worksheet with many color images, 21 students (60%) need worksheet attached with examples the instruction to do it.

7. The Students' Responses About the Interest of Worksheet and Easy to Understand when They Do it.



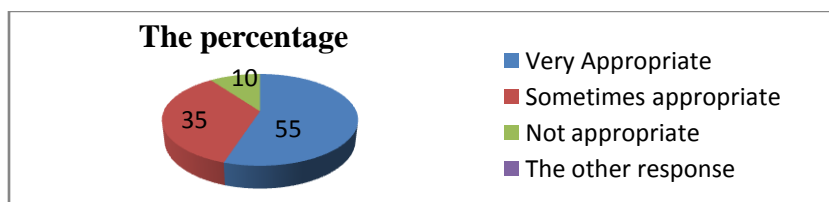
There were 16 students (45%) need the worksheet with many colors not only black white, 7 students (20%) need the worksheet with clear instruction to do it, 12 students (35%) need the worksheet with task have not too much, convoluted, and complicated to have multiple.

8. The Students' Response Relate to Type of Task on Worksheet



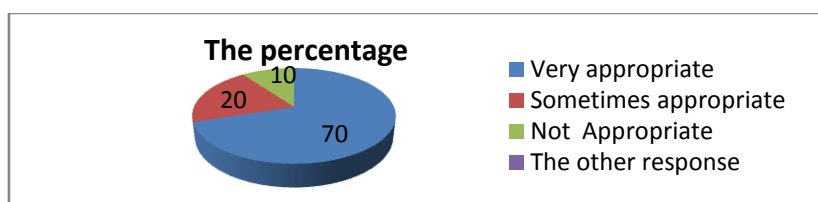
There were 26 students (70%) said very pleased, 6 students (20%) said less happy, and 3 students (10%) said enough happy.

9. The Students' Response About the Type of Task in the Worksheet was Very Appropriate with the Material.



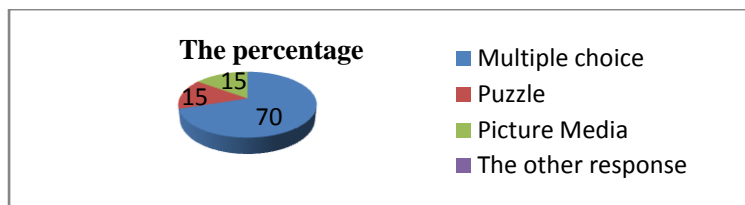
There were 20 students (55%) said very appropriate to the material, 12 students (35%) said sometimes appropriate to the material, 3 students (10%) said not appropriate to the material.

10. The Students' Response About the Type of Task in the Worksheet was Appropriate with Their Needs.



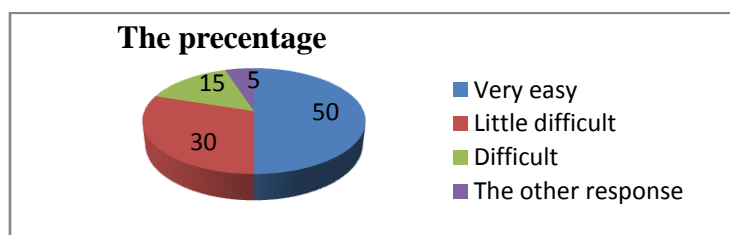
There were 24 students (70%) said very appropriate with students' need, 7 students (20%) said sometimes appropriate with students' need, 4 students (10%) said not appropriate students' need.

11. The Students' Response About the Type of Task in the Worksheet was Easy to Do.



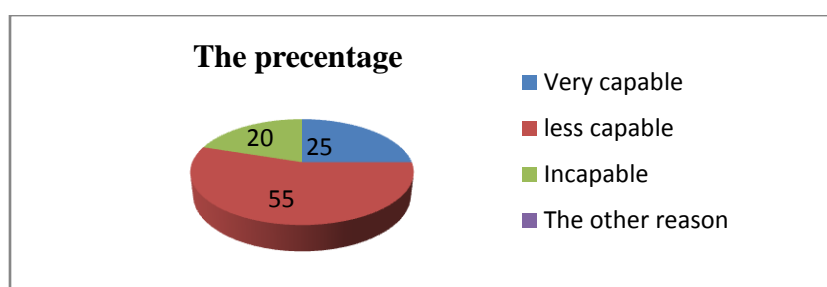
There were 25 students (70%) needs multiple choice and essay, 5 students (15%) needs puzzle and fill in the blank, 5 students (15%) needs picture media and arrange the sentence.

12. The Students' Response About the Type of Task in the Worksheet was Easy to Do.



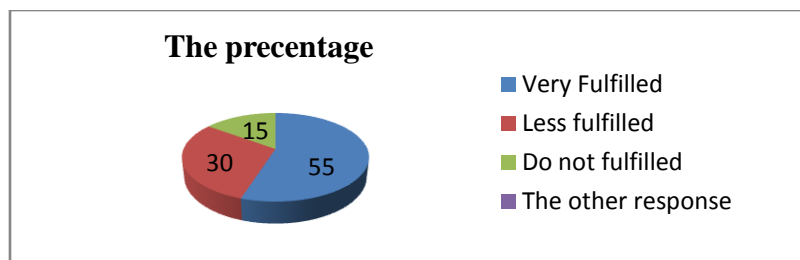
There were 17 students (50%) claimed very easy to do, 10 students (30%) claimed little difficult to do, 5 students (10%) claimed difficult to do, and 3 students (5%) said with other response.

13. The Students' Response About Their Ability to Do the Task in the Worksheet.



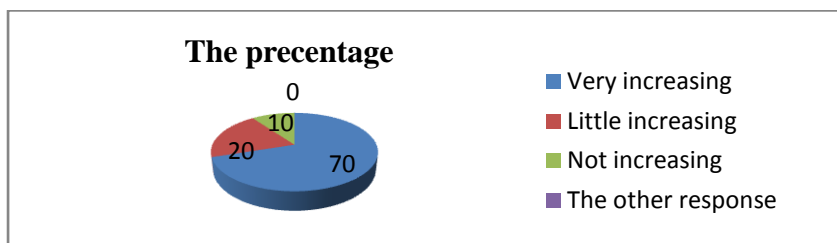
There were 9 students (55%) claimed very capable do it, 20 students(25%) claimed less capable do it, and 6 students (20%) said enough can do it.

14. The students' Response About Their Need Toward Worksheet were Very Fulfilled.



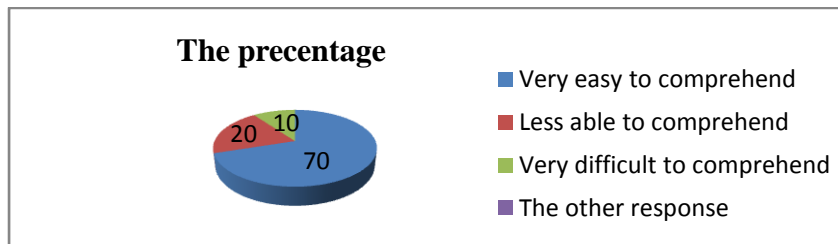
There were 20 students (55%) said very fulfilled, 10 students (30%) said enough fulfilled, and 5 students (15%) claimedfulfilled.

15. The Students' Response About Their Comprehension Toward English Learning after Used Worksheet.



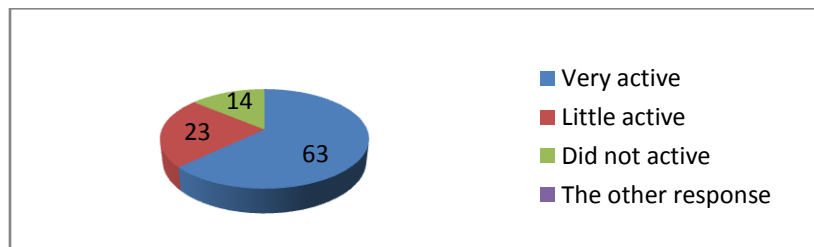
There were 24 students (70%) claimed more increased with the worksheet, 6 students (20%) said only little increased, 5 students (10%) said not increased.

16. The Students' Response the Worksheet Nowday was Easy to Comprehend.



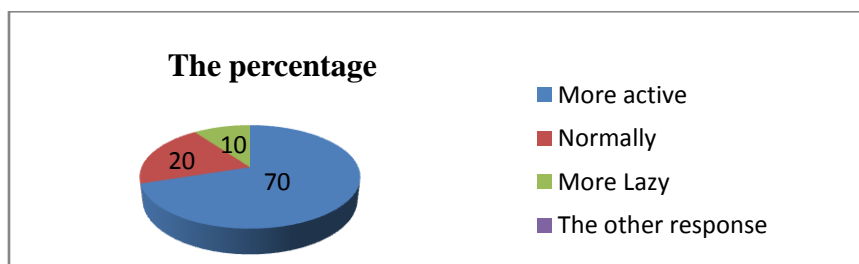
There were 25 students (70%) claimed the worksheet nowday very easy comprehend, 7 students (20%) said less able to comprehend, 3 students (10%) said very difficult to comprehend.

17. The Students' About Their Active Do the English Worksheet.



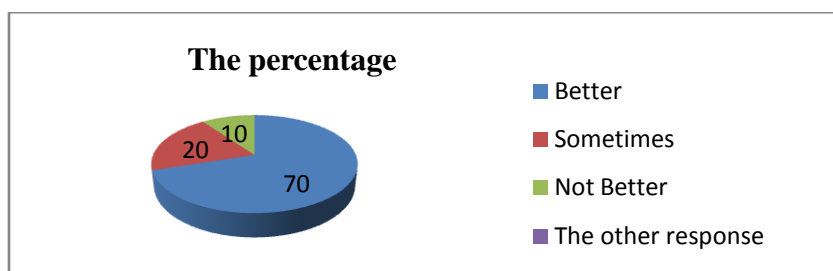
There were 22 students (63%) said very active and alwasy do the worksheet, 8 students 233%) said little active, and there were 5 students said didn't active do the worksheet.

18. The Students' Response about They were More Active to Learn with Using Worksheet.



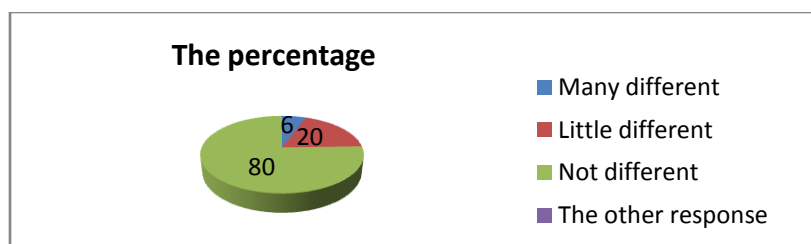
There were 17 students (70%) claimed more increased with the worksheet, 7 students (20%) said only little increased, 4 students (10%) said not increased.

19. The Students' Response About Their Comprehension Toward English Lesson Used Worksheet.



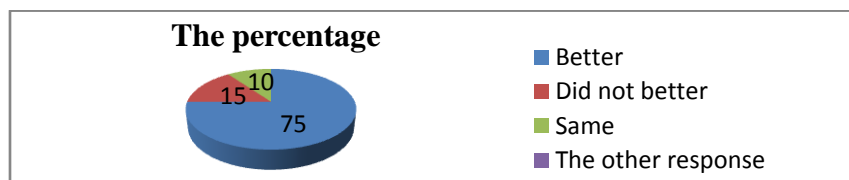
There were 25 students (67%) claimed better use worksheet, 8 students (20%) said sometimes better use worksheet, 3 student (10%) said not better use worksheet.

20. The Students' Response About the Different Comprehension Toward the Lesson Use Worksheet.



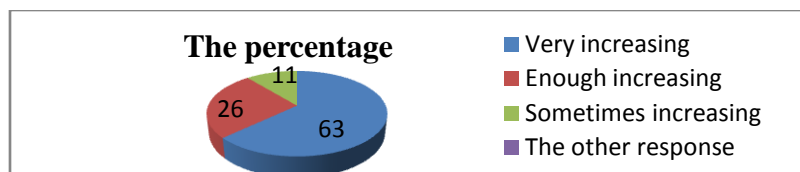
There were 2 students (6%) said there were many different comprehension, 5 students (20%) admitted there were little different, 28 students (80%) said not different.

21. The Students' Response About Their Comprehension Toward Better Use Worksheet or not During the Lesson.



There were 26 students (75%) claimed better using worksheet, 5 students (15%) said not better using worksheet, 4 students (10%) said same thing with using worksheet or not.

22. The Students' Response About Thier Achievement Using Worksheet or not.



There were 22 students (63%) said very increasing, 9 students (26%) said enough increasing, 4 students (11%) said sometimes increasing.

b. The Result of Student's Response from Interview

Interview results indicated that students were satisfied with the student's worksheet. There are six questions for students after test the worksheet. Those are:

1. Based on your opinion, what this student's worksheet is good?
2. Is the student worksheet given easy to learning?
3. Are images on the worksheet according to what you want?
4. Are the cover sheet that is given work of interest to learn English
5. Is the content of this worksheet to fit your needs in learning English?
6. Do you find it difficult to work on the problems that exist within the problems that exist in the worksheet that is given?

a) The Data from Interview

Interview was implemented to some of students in class after test the worksheet. Interview was aimed to find out deeper information the student's responses. The respondents are students at SMK Karsa Mulya Palangka Raya specially the tenth grade.

Tabel.3
(Total student's response from interview)

No	Gender		Total
1	Male	Female	16
2	15	1	

The question of interview showed student's responses about learning English, what their argument after receive English lessons using worksheet.

The First question of interview showed student's responses about worksheet mostly they said the student's worksheet is good and good enough, because their reason are the student's worksheet based on what they want and so many pictures.

The next question of interview showed student's responses about worksheet mostly they said the student's worksheet is easy and enough easy but, and only two students said the student's worksheet is difficult because they didn't understand it.

After that, question number three student's response about worksheet mostly they said the student's worksheet is appropriate

and enough appropriate to them. Only two students said the student's worksheet isn't appropriate to them.

The fourth question student's response about worksheet mostly they said the cover of student's worksheet is interesting and enough interest to them and only one student said the cover of worksheet isn't interesting.

The fifth question based on the student's answer related their need, mostly they said the student's worksheet as according to them, but there is only one student isn't agree because he just dislike english learning.

The last question is about student's responds toward their difficult to used worksheet. And mostly they said didn't difficult to do worksheet and only three students are enough difficult because they less understand it.

F. Teacher's Response to The Worksheet

Here there were ten teachers' response to the worksheet at SMK Karsa Mulya Palangka Raya. The data were displaying as follow:

Tabel.4
(The Teacher's Response to the worksheet)

No.	Questions	The Teacher's answers
1.	What do you think related to the worksheet in school?	There is no special worksheet in Karsa
2	What is the opinion of the worksheet is	Worksheet according to syllabus

	suitable for teaching?	
3	Whether the student's worksheet is interesting to use to teach in school?	Interesting worksheet and many pictures
4	What kind of matter in it has been very satisfying for students and teachers at school?	Very satisfactory.
5	Whether the types of problems therein easily understood and worked, suitable for students, a clear and unambiguous?	Sometimes it is easy to understand and does, fit, clear, and unambiguous.
6	What does the worksheet types of problems that are inside are in accordance with the material?	Sometimes in accordance with the material.
7	What does the worksheet types of problems therein easily done by students and facilitate teachers in delivering the course content?	Very easy to do and help convey the material content
8	What does the worksheet types of problems that are inside are in accordance with the level of understanding of students' ability to do it?	Is in accordance with the level of understanding of students' abilities
9	What does the worksheet types of problems are in accordance with the needs to teach?	Quite appropriate
10	What does the worksheet types of problems such as what to expect in the worksheet?	A, B, C and D in need it

11	What does the worksheet has been quite helpful or not?	It has been very helpful
12	Are there any difficulties often experienced by students in working on the worksheet?	Difficult to understand the content of the material in the worksheet.
13	What does the worksheet has been in accordance with the needs of teachers and easy to understand?	Worksheet with the example of a story that is already known to many students
14	What do you think about the worksheet?	Very adequate, good, interesting, and according to the needs of students and teachers
15	What do you think to the worksheet, whether the language used in accordance with the maturity level of the students?	Yes, the language used is very appropriate
16	What do you think to the worksheet, whether it has been using the instructions on how to work and clear about the sentence structure?	Instructions on how to do the problem is clear enough yet about the sentence structure are still unclear.
17	What do you think to the worksheet, whether using sentences that do not give rise to a double meaning?	Sometimes the sentence raises a double meaning.
18	What do you think to the worksheet, whether	Quite simple and

	using simple sentences and easy to understand students?	quite easy to understand the student.
19	What do you think to the worksheet, whether the material presented in the worksheet includes all materials contained in the standard of competence.	Yes, covers some of the material is in standar competence
20	What do you think to the worksheet, whether learning indicators on the worksheet yanng according to standard of competence.	Sometimes incompatible with standard of competence
21	What do you think to the worksheet, whether the material presented in the worksheet help students to achieve the learning objectives that have been hinted at in the indicators of achievement of the basic competencies?	Yes, it helps students to achieve the learning objectives.
22	What do you think to the worksheet, whether the material presented in the worksheet according to student ability level?	Yes, it is in accordance with the level of student ability
23	What do you think to the worksheet, if a worksheet that has been circulated to facilitate students to build understanding based on knowledge that has been held previously?	Yes, can facilitate students to build their understanding.

24	What do you think to the worksheet, whether a worksheet that has been circulated to facilitate students to digging information needed to solve the problem?	Yes, it is greatly facilitated.
25	What do you think to the worksheet, whether a worksheet that has been circulated to facilitate students to solve problems in the subjects of English language in its own way?	Yes, it facilitates students to solve problems in the subjects of English
26	What do you think to the worksheet, whether the concepts presented in the worksheet does not a lot of meaning so difficult to execute a student?	Doesn't double meaning and easy to do.
27	What do you think to the worksheet, whether the pictures and illustrations in the English language worksheet presented by everyday problems and efficiently to enhance students' understanding?	Yes, it is very efficient to enhance students' understanding.
28	Whether the worksheet is easy to understand?	Easy to understand.
29	What do you think to the worksheet, if a worksheet is very easy to implement on learning?	Fairly easy to implement.
30	What do you think whether the worksheet can be implemented in vocational SMK	Enough can be

	KarsaMulya Palangkaraya to learning English?	implemented.
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G. Analysis of Students Answers to The Worksheet Item

Analyze the results of the research on developing English worksheet based on materials for the Tenth grade students at SMK Karsa Mulya Palangka Raya by using questions of conversation unit. The data were displaying in tables, where there is frequency in the tables. Frequency is the total of student's answer. In this study the writer choosed 10 student's answer the worksheet and for to analysis.

Table.5
(Analysis Conversation Unit)


Task	No	Questions	Answers	Frequency	Key answers
A	1.	Chris: I ... be better	Could not	9	Could not
	2	Chris: I came for a walk with (2)...	My wife	10	My wife
	3	Jane: I don't see (3) ... wife, where is She now?	Your	10	Your
	4	Jane: Great, I can't wait to say (4) to her.	Hello	10	Hello
	5	Chris: (5) ...my wife will be happy to see you.	I am sure	6	I am sure
B	1	Grace: 1...	What's up	10	What's up
	2	John: 2...I'm just waiting for the bus	Nothing much	10	Nothing much
	3	Jhon: 3...	I've been waiting 40 minutes	3	I've been waiting 40 minutes

	4	John: 4...	I think so too	9	I think so too
	5	John: Why should I 5..	Wait over there	10	Wait over there
A2	1	Rio : How do you(1)...	B	10	b. Do
	2	Puji (2)...	C	10	c. Sure
	3	Rio : It's a (3)...	A	10	a. Lovely
	4	Puji : Are you a new(4)...	D	10	d. Neighbour
	5	Rio : Yes, I am new(5)...	E	10	e. person
B2	1	Terry: Hi Chris, This is Terry, How's life?	2	10	2
	2	Terry: Yes, it has been a long time since we've seen each other, I'm so glad you call.	4	10	4
	3	Terry: Everything is great, listen, I've got 2 ministories to tell you	6	10	6
	4	Cris: Life is great, but I have not seen you in a long time.	3	9	3
	5	Cris: All is well with you..	5	9	5
	6	Cris: This is Chris, Is Terry there?	1	9	1
A3	1	My hobby is (1)	D	10	D .singing
	2	I am going to be (2)...next week	B	10	B . thirty
	3	She is(3)... years old	A	10	A . thirty five
	4	He is (4)...years old	C	10	C . twenty
	5	my father is (5)...	E	10	E . sixty
B3	1	What are Mr. And Mrs. Gafar talking about?	b. Ratna's delicious dish.	10	b. Ratna's delicious dish.

	2	Which expression shows amazement?	b. On the contrary, it was just perfect !	10	b. On the contrary, it was just perfect !
	3	Afgan : who's that man? Is he a bodybuilder?	a. Incredible!	9	b. Incredible!
A4	1	Good morning Good evening How are you? What's up? How are you doing?	Selamat pagi Selamat sore Apa kabar? Pa kabar Apa kabar mu?	10 10 10 4	Selamat pagi Selamat sore Apa kabar? Pa kabar Apa kabar mu?
	2	Fine thank you, and you? Preety good He is very well De's fine She's fine	Baik,terimakasih, dan kamu? Sangat baik Dia sangat baik Dia baik Dia baik	7 10 10 9 10	Baik,terimakasih, dan kamu? Sangat baik Dia sangat baik Dia baik Dia baik
	3	See you later See you tomorrow See you tonight Goodbye All right, thanks	-Sampai nanti -Sampai -jumpa - besok -Sampai nanti malam -Sampai jumpa - Baikah,terimakasih	9 8 9 9 8	Sampai nanti Sampai jumpa - besok Sampai nanti - malam Sampai jumpa Baikah,terimakasih
B4	1	Mechanic : can I help you?	Bisa saya bantu?	9	Bisa saya bantu?
	2	Aries : yes, I need some tools for my garage	Ya, saya butuh beberapa untuk garasi saya.	9	Ya, saya butuh beberapa untuk garasi saya.
	3	Mechanic : ooh do you open your own shop?	Ooo, apakah kamu buka toko mu sendiri?	7	Ooo, apakah kamu buka toko mu sendiri?
	4	Aries : yes, so I need screw-drivers,jacks, types..	Ya, jadi saya butuh skrup, pengemudi, jaket, tipe	7	Ya, jadi saya butuh skrup, pengemudi, jaket, tipe
	5	Mechanic : I have it all, do you need another thing?	Saya punya semuanya, apakah anda membutuhkan yang lain?	8	Saya punya semuanya, apakah anda membutuhkan yang lain?

	6	Aries :I don't know but I'll come back	Aku tidak tau tapi saya akan kembali lagi.	8	Aku tidak tau tapi saya akan kembali lagi.
C	1	Who are the talking in the text?	Harsya and Pandu	10	Harsya and Pandu
	2	What is the meaning of “great”. In the text?	Besar/ bagus	10	Besar/ bagus
	3	What did Pandu conduct to his motorcycle?	He modifying his motorcycle	10	He modifying his motorcycle
D	1	Desi: Andi. You look geat today! (...)	a. <i>I love your new hair style</i>	9	b. <i>I love your new hair style</i>
	2	Desi: Thanks, Andi. By the way, how was your test? (...)	c. <i>Have you got the result?</i>	7	d. <i>Have you got the result?</i>
	3	Desi: That's great. Congratulations! (...)	e. <i>How's the score?</i>	7	f. <i>How's the score?</i>

Table 5.1
(Analysis Item Question of Descriptive Unit)

Task	No	Questions	Answers	Frequency	Key answers
A	1	a. Medium height	Setengah tinggi	10	Setengah tinggi
	2	b. Tall	Tinggi	10	Tinggi
	3	c. Thin	Kurus	10	Kurus
	4	d. Fat	Gemuk	10	Gemuk
	5	e. Weight	Berat	10	Berat
B	1			9	She has long hair

	2			10	She is slim
	3			10	She has short hair
	4			9	She has black hair
	5			10	she is big

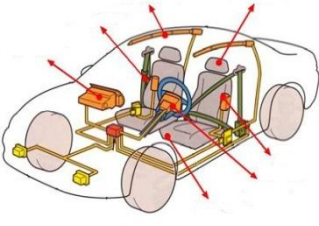
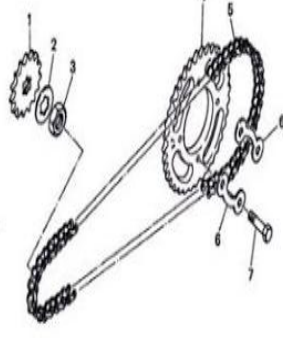
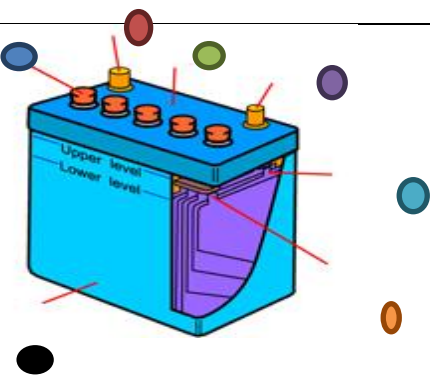
A	1			10	1. Knee airbag
	2			10	2. Seatbelt air bag
	3			10	3. Steering airbag
	4			10	4. Side airbag
	5			10	5. Head airbag
	6			10	6. Curtain airbag
	7			10	7. Dashboard airbag
1	1.1		1. Engine Sprocket	10	1. Engine
			2.Lock washer	10	Sprocket
			3.Retaining nut	9	2.Lock washer
			4.Rear wheel	9	3.Retaining nut
			5.Chain	10	4.Rear wheel
			6.Lock washer	10	5.Chain
			7.Retaining Bolth		6.Lock washer
					7.Retaining Bolth
2	1.2			9	● vent plug
				4	● Polar +
				4	● cover
				4	● polar -
				8	● electroda-
				8	● electroda+
				9	● batery

Table 5.2
(Analysis Item Question of Announcement Unit)

Task	No	Questions	Answers	Frequency	Key answers
	1	Why do all of class have to come to the meeting?	1 a	10	1a
	2	The underlined word means?	2d	10	2d
	3	“ we will be discussing activity of boy scout”	3d	10	3d
	4	Who will invite the announcement?	4d	10	4d
	5	“ school will be invite student’s parents / <u>pupil</u> sponsor ...” The underlined word is	5b	10	5b
	6	similar in meaning to...	6d	7	6d
	7	What is the announcement about?	7b	9	7b
	8	How old Saskia on her death? Why did she pass away?	8b	9	8b
	9	What is informed on the announcement?	9a	7	9a
	10	What will happen if the book you borrowed is lost?	10d	7	10d

B	1	What is the announcement about?	A	7	A
	2	Where can Ms. Maryam accept her neighbors' questions?	A	6	A
	3	If you have any question, please feel free to contact Ms. Maryam.	A	8	A

Table 5.3
(Analysis of Question of Recount Unit)

Tas k	No	Questions	Answer	Frequency	Key Answers
A 1	1	Who is will traveling around in the world?	Deri	9	Deri
	2	Did he spend a week in Europe?	Yes, he did	10	Yes, he did.
	3	How long time Deri in Europe?	A week	10	A week
1.1	1	Spent	Menghabiskan	10	Menghabiskan
	2	Traveling	Perjalanan	10	Perjalanan
	3	World	Dunia	10	Dunia
	4	Train	Kereta	10	Kereta
	5	Enjoyed	Menikmati	10	Menikmati
B	1	1.....	Occoasion	10	1.Occoasion
	2	2.....	Airport	9	2.Airport
	3	3.....,	Landed	9	3.Landed
	4	4.....	Grew	9	4.Grew
B 1.2	1	Who searched the plane carefully?	A	2	A
	2	Why did the plane fly back to the airport?	D	1	D
	3	What is the main idea of paragraph three?	A	1	A

C.a	1	What happened to the writer yesterday?	He had a terrible day	8	He had a terrible day
	2	Why did he wake up an hour late?	Because his alarm clock didn't go off.	10	Because his alarm clock didn't go off.
	3	What did he do after having breakfast?	He got dressed so quickly that he forgot to wear socks.	10	He got dressed so quickly that he forgot to wear socks.
	4	How far did the writer walk?	He walked for three miles.	10	He walked for three miles.
	5	What does the writer hope?	The writer hopes he never had a day like yesterday	9	The writer hopes he never had a day like yesterday
D	1	1....	1.Saw	10	Saw
	2	2....	2.Motorcycle	10	Motorcycle
	3	3....	3.Disappeared	10	Disappeared
	4	4....	4.Motorcycle's rider	10	Motorcycle's rider.
	5	5....	5.Police	10	Police

Table 5.4
(Analysis Item Question of Narrative Unit)

Task	No	Questions	Answers	Frequency	Key answers
A	1	Who are talking in the dialog ?	1.Nollan & Mrs. Jennie	10	1.Nollan & Mrs. Jennie
	2	What are they talking about?	2.About mRs.	10	2.About mRs.
	3	Nollan says," oh, Gosh! Please accept my condolences". What is the antonym of " accept"?	3.Jennie upset Refuse	9	3.Jennie upset Refuse

B.1	1	Woko : I notice you smile to yourself 1 ...	1.What's up?	10	1.What's up?
	2	Laras : 2 ...	2.You're right.	10	2.You're right.
	3	Woko : wow! 3 ...	3.That's wonderful	10	3.That's wonderful
	4	Woko : no...no! 4 ...	4.Just kidding	10	4.Just kidding
	5	Laras : well, 5 ...	5.Let's go!	10	5.Let's go!
1.1	1	Lia: Excuse me, are you going to (1)...the book?	Borrow	10	Borrow
	2	Lia: May I see it for (2) ...?	A moment	10	A moment
	3	I'd like to know the (3) ...of the book.	Color/writer	10	Color/writer

Table 5.5

(Analysis Item Question of Sing A Song Unit)

Task	No.	Questions	Answers	Frequency	Key answers
1		Song : You have made a difference by: Brian Asselin and Eric Disero			
		1...	1.We say thank you	7	1.We say thank you
		2...	2.You have shaped our mine	8	2.You have shaped our mine
		3...	3.As I am proud of you	7	3.As I am proud of you

		4...	4.For those who	6	4.For those who
		5...	5.gave us a safe place to grow	8	5.gave us a safe place to grow
2		First Love by Nikka Costa			
		1...	1.Dream	8	1.Dream
		2...	2.Shy	7	2.Shy
		3...	3.First	8	3.First
		4...	4.When I go to bed	4	4.When I go to
		5...	5.He does not even know	3	bed
		6...	6.Mirror on the wall	4	5.He does not
		7...	7.Tell me teddy bears	4	even know
		8...	8.Will I ever found away	5	6.Mirror on the wall
					7.Tell me teddy bears
					8.Will I ever found away